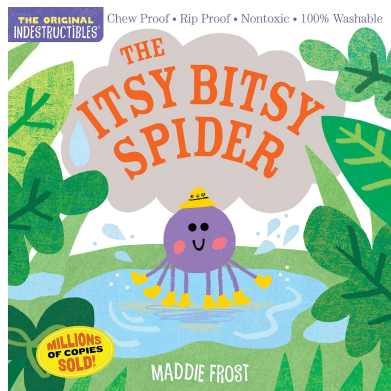




Itsy Bitsy Spider Shared Reading Guide

Please refer to the Every Child, Every Story: A Shared Reading Guide for more information about how to use this guide

Name of Book: Itsy Bitsy Spider, written by Amy Pixton, and illustrated by Maddie Frost.

Key Concepts: This rhyming book tells the 'story' of the Itsy Bitsy problem-solving his way through climbing the waterspout in the rain. Concepts include perseverance (trying again), building resilience by showing that one should keep trying after a setback, supports fine motor skills through imitation of hand gestures, and reinforces basic sequencing and weather vocabulary.

Book Specific Target Vocabulary

- **Nouns:** spider, spout, rain, sun, web, umbrella, trampoline
- **Action Words:** up, down, out, climbed/went, washed, dried, again, tried, spun, bounced, wobbled.
- **Additional Words:** Itsy bitsy (little)

Shared Reading Access Strategies

Language and Literacy

Support/Activity Ideas: I can...

- show the YouTube video [Itsy Bitsy Spider](#).
- record the sound of rain for use during the book reading using [Novel Effect](#) or [Noisy Book](#), or use a sequential messaging device such as the [Step-by-Step](#) from the OCALI Lending Library to create the sounds.
- pause at the end of the second line of each group of sentences and ask children to participate by sharing a word that rhymes with the word at the end of the first line (e.g., spout...(out), rain...(again), etc.)
- provide popsicle stick puppets or props (spider, rain, sun, goggles, umbrella, trampoline, etc.) for the children to manipulate during the story.

- give each child a [picture to match](#) (example) to a corresponding page in the book. LessonPix has [pictures](#) for matching-must be a subscriber to print without a watermark.
- have the children sequence cards or manipulatives to retell the story using the:
 - free printable [Itsy Bitsy Spider Activity Pack](#) from TpT (requires login).
- ask children questions about Itsy Bitsy Spider before reading the story (e.g., What do you think this story will be about? What is on the cover of the book? etc.) to encourage predictive thinking skills, throughout, and at the end of the story to check understanding.
- for children with limited speech, use a communication board or a voice output device such as the [Quick Talker Feather Touch 12](#) or [Quick Talker Feather Touch 23](#). (from the OCALI Lending Library) or create communication boards with a paid subscription to [LessonPix](#) or [Boardmaker](#) so they can respond to questions.
- NOTE: For more information on how to set up and use communication devices (e.g., Big Mack, Step-by-Step, Quick Talker), consult the Little and Big [Spark Guides](#).

Engagement and Attending

Support/Activities: I can...

- provide a choice of shared reading listening positions (sitting, lying down, etc.).
- use a hula hoop, carpet squares, colored mats, painters' tape, etc., to define the visual boundaries.
- provide options for movement while listening to the story using a child's rocking chair or borrowing a [wiggle cushion](#) from the OCALI Lending Library.
- provide fidgets to use during story reading time from room items or borrow [fidgets](#) from the OCALI Lending Library.
- model Itsy [Bitsy Spider fingerplay with video](#) and teaching suggestions specifically for the nursery rhyme.

Behavior

Support/Activities: I can...

- provide clear information about what is expected using activity schedules and social narratives/social stories.
 - OCALI Lending Library - [The New Social Story Book by Carol Gray](#).

- OCALI Autism Center Grab and Go - [What to Do Cards](#).
- OCALI Autism Center Grab and Go - [First Then Cards](#).
- provide options for movement while listening to the story, using a child's rocking chair, or borrowing a wiggle cushion from the OCALI Lending Library.
- provide fidgets during story reading time from classroom items or borrow [fidgets](#) from the OCALI Lending Library.
- provide noise-reducing headphones available for loan from the OCALI Lending Library - [Sensory Regulation Kit Preschool/Early Elementary](#).
- use picture supports for Too Loud or [voice volume scale](#). Free download.
- allow the child to sit in a sensory calming area, provide a cozy corner for observation away from the group, or provide one-on-one reading of the book.
- ensure children with communication challenges have the needed communication supports to participate in the shared reading experience - see Communication and Literacy section above.

Fine and Gross Motor Skills

Support/Activities: I can...

- provide adapted seating: classroom available adapted seating options might consist of propping with rolled towels, pool noodles, or a bean bag chair.
- provide page spacers/fluffers: Add Velcro dots, foam stickers, adhesive felt tabs or extenders such as laminated cardstock strips taped to pages, paper clips between pages to aid in separating pages for turning.
- adapt book pages: provide board book versions of the story or laminate pages with thick laminate. Additionally, consider cutting the spine from the book, hole punch the pages, and put into a three-ring binder or a comb binder so the pages can lie flat for ease of page turning.
- stabilize the book: Apply Velcro to the back of the book and fasten it on a cookie sheet or slant board to stabilize the book for one-handed use.
- provide a digital accessible format of the book that is keyboard and switch accessible using the Monarch Reader [Itsy Bitsy Spider](#) (Nursery rhyme only, not the entire text).
- provide an audio version recorded to a [Step-by-Step](#)* communication device with each page of the book recorded per

switch activation.

- build up or stabilize manipulatives: Attach shower curtain rings to manipulatives for easier grasps and exploring.
- provide book-theme-related switch toys that can be used to encourage active participation for those children who are unable to successfully hold and use story manipulatives.

Low Vision or Blind

Support/Activities: I can...

- change the orientation of the book using a [slant board](#),
- offer a Twin vision (with added braille) version of [Itsy Bitsy Spider](#), or a large print book, either digital (used on a large screen mobile device) or paper copies.
- project the book to make it larger for group or individual viewing using a document camera, overhead projector, or slide show (Google Slides or PowerPoint).
- provide large, high-contrast manipulatives used on a [Light Box](#).
- provide high-contrast formats of the book:
 - CVI Video - [Itsy Bitsy Spider](#) (rhyme only) - CVI Friendly
 - Outline figures in the book with Puffy Paint or glue on textures to represent the colors.
- give verbal descriptions of the book pages if the book text does not describe the illustrations adequately.

Listening, Deaf, or Hard of Hearing

Support/Activities: I can...

- position the child so they can see the reader's lips.
- use big books and large-print books for group reading to facilitate better visual monitoring of the text and pictures.
- provide supporting pictures and vocabulary on cards or felt boards.
- use closed captions if you are using video versions of books.
- pace, reading speed, and articulate well.

- during reading, periodically summarize key concepts and vocabulary used in the book. Repeat the questions posed by the other children.
- use simple [ASL Sign Language for Itsy Bitsy Spider](#) nursery rhyme.

Other Books to Read

- [The Very Busy Spider](#) by Eric Carle
- Itsy Bitsy Spider Halloween by Kate Toms
- Pete the Cat and the Itsy Bitsy Spider by James Dean
- Walter's Wonderful Web by Tim Hopgood
- I'm Trying to Love Spiders by Bethany Barton
- Please Don't Step on Us by Casey Crayne

* Interested in developing a personalized Shared Reading Guide featuring a beloved story? Detailed directions are provided in the Every Child, Every Story: Shared Reading Planning Template. Reach out to the Early Childhood Center of Excellence (CoE) to request support from one of our Early Development and Learning Specialists (EDLS) using the [request form](#) located on the [Ohio PROMISE](#) website.