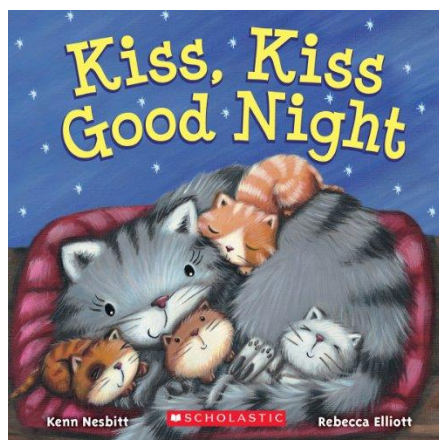




Kiss Kiss Good Night Shared Reading Guide

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

Name of Book: Kiss Kiss Goodnight by Kenn Nesbitt, illustrated by Rebecca Elliot

Key Concepts: Baby bunnies, lambs, chicks, kittens, and cubs settle down for a good night's sleep while their mothers give them nuzzles, cuddles, and good-night kisses! Key concepts include bedtime routines, animal families, rhyming, and predictable text.

Book Specific Target Vocabulary

- Animal Words: bunnies, lambs, chicks, kittens, cubs
- Body Parts: head, eyes
- Rhyming Words: bed/head, deep/asleep, nap/lap, fur/purr, hay/day, hand/land, nest/rest, tight/night, hug/snug, do/you

Shared Reading Access Strategies

Language and Literacy

Support/Activity Ideas: I can...

- show the YouTube video [Kiss Kiss Good Night](#), which is read aloud with closed captioning available.
- record animal sounds 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 (e.g., purr, baaa, cheep, meow, growl).
- provide popsicle stick animal puppets or small plastic animals for the children to manipulate during the story.

- give each child a [picture to match](#) (example) to a corresponding page in the book. See Adult & Baby Animal [Matching Activity Farm Edition Montessori Free](#) from TpT. Requires login. NOTE: There are a variety of options offered for free downloads of animal babies and their mothers.
- have the children sequence animal cards or manipulatives to retell the story.
- show the children the cover of the book and ask a question (i.e., What do you think this story will be about? what is the animal on the front cover?) before reading the story 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 for use during story reading time from classroom items or borrow [fidgets](#) from the OCALI Lending Library.
- provide options for large motor breaks during reading time by encouraging the children to search for animals hidden in the room, or imitate moving like the animals.

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 [wobble cushion](#) from the OCALI Lending Library.
- provide fidgets for use 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 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 to make them easier to grasp and explore
- 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 [Kiss Kiss Good Night](#), 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](#).
- outline animals with Puffy Paint.
- 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.
- provide supporting pictures and vocabulary on cards or felt boards.
- use closed captions if 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 keywords: [free online ASL Dictionary](#).

Other Books to Read:

- Good Night, Little Sea Otter by Janet Halfmann
- Night Night, Farm by Amy Parker
- The Kissing Hand by Audrey Penn
- Goodnight Moon by Margaret Wise Brown
- Time for Bed by Mem Fox
- Sweet Dreams Lullaby by Betsy Snyder

* 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.