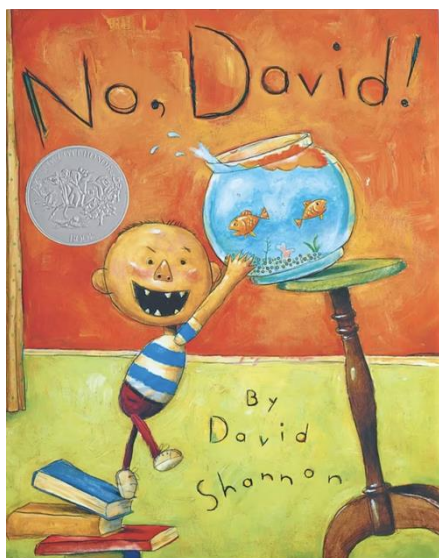




No, David! Shared Reading Guide

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

Name of Book: No, David! By David Shannon, Illustrated by David Shannon

Key Concepts: David does things he shouldn't, like playing with food, running naked, and playing baseball indoors, leading to his mother's repeated "No!" Key concepts include: parents can provide unconditional love even when children exhibit challenging behaviors, and rules are in place to provide safety for children. Additional concepts include personal growth, understanding consequences, forgiveness, manners, apology, and responsible decision-making.

Book Specific Target Vocabulary

- People Words: mom, you, I, your
- Action Words: go, come back, come here, settle down, stop, play
- Object Words: room, toys, house, food
- Other Words: no, quiet, not, yes, love

Shared Reading Access Strategies

Language and Literacy

Support/Activity Ideas: I can...

- show the Animated Read Aloud YouTube video: [No David!](#)
- record sound effects (water splashing, walking footsteps, running footsteps, pots and pans clanging, chewing, sniffing, glass breaking, etc.) 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.

- ask children to participate by saying the repeating lines in the story together (e.g., "No David!"). Children with limited speech can use a single-message device, such as the [Big Mack](#) from the OCALI Lending Library, to say the repeating line.
- provide manipulatives related to the story content, such as popsicle stick puppets, Beanie Babies, etc. Lakeshore offers a storytelling kit for [No David!](#) that includes props to use on a magnetic or loop/hook storyboard by the storyteller and/or used as manipulatives by the children.
- explore the [YouTube Video](#) for examples of visuals to support language, including story vocabulary (not, my) and reading actions (open, turn, page, all done).
- have the children sequence manipulatives to retell the story using homemade manipulatives or purchasing the [Lakeshore Story Telling Kit](#).
- ask children questions about the book [No, David!](#) before reading the story to encourage predictive thinking skills, throughout, and at the end of the story to check understanding and comprehension.
- 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.
- use the website [Tell Me About it: AAC Learning with No David!](#), to obtain ideas for using the book to encourage language development in AAC users.
- borrow the [Tell Me AAC Kit](#) that includes the book No David, along with supports for language activities from the OCALI Lending Library to support AAC users.
- 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 [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 movement opportunities during the story reading, such as those found in the OCALI Lending Library.
- find items from the story that are placed around the room.

Behavior

Support/Activities: I can...

- provide clear information about what is expected through the use of 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 or story-related fidgets discussed in the story, or [sensory bags](#).
- provide noise-reducing headphones that are 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. Commercial seating might include a Boppy, ball seat, floor sitter, or 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 [No David!](#) that is keyboard and switch accessible.
- 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.
 - OCALI Lending Library: any of the straightline switch toys from the [Switch Activated Lights Sounds and Movement Kit](#) could be adapted to look like David by attaching (by Velcro or tape) a cardboard representation of David and could then be switch-activated to move David forward to tumble blocks, walk, etc.
- NOTE: For more information on how to set up switch-activated toys, consult the Little and Big [Spark Guides](#).

Low Vision or Blind

Support/Activities: I can...

- use an oversized version of the book if commercially available.
- change the orientation of the book using a [slant board](#), or propping on a three ring binder.
- offer a Twin vision (with added braille) version of No, David! 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.
- outline relevant book pictures 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. 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 book [No David!](#).
- 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.
- provide ASL video-narrated books. [ASL video version of No David!](#), with voiceover (sound can be toggled on or off).

Other Books to Read

- Oh No, George! by Chris Haughton
- Dragon Was Terrible by Kelly DiPucchio
- I'm Afraid Your Teddy Is In Trouble Today by Jancee Dunn
- No Jumping on the Bed by Tedd Arnold
- Grow Up David by David Shannon
- That's Not Funny David by David Shannon

* 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.