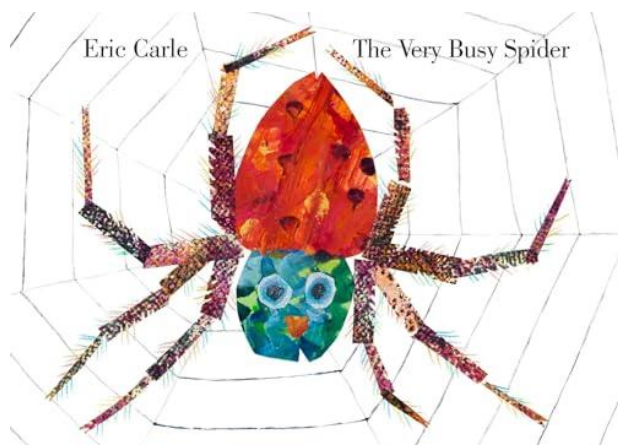




The Very Busy Spider Shared Reading Guide

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

Name of Book: The Very Busy Spider by Eric Carle (author and illustrator)

Key Concepts: Despite repeated invitations to play or rest from various farm animals, the spider remains committed to spinning her web until the task is completed. Key concepts include hard work, persistence, determination, and focus on a task.

Book Specific Target Vocabulary

- Animal Words: spider, horse, cow, sheep, goat, pig, dog, cat, duck, rooster, owl
- Animal Sounds: neigh, moo, baa, maa, oink, moo, meow, quack, cock-a-doodle-doo, whoo
- Action Words: Go, eat, run, jump, roll, chase, nap, swim, catch, ride
- Additional Words: web, grass, meadow, rocks, mud, busy

Shared Reading Access Strategies

Language and Literacy

Support/Activity Ideas: I can...

- show the YouTube video [The Very Busy Busy Spider](#) sung with animation.
- record animal sounds (neigh, moo, baa, maa, oink, moo, meow, quack, cock-a-doodle-doo, whoo) 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., “The spider didn’t answer. She was very busy spinning her web.”). 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.
- ask children to say together the animals in the story (e.g., horse, cow, sheep, goat, etc.). Children with limited speech can use a sequential messaging device such as the [Step-by-Step](#) from the OCALI Lending Library to say the animals.
- provide [popsicle stick animal puppets](#), [free stick puppet download](#) from Teachers Pay Teachers (must sign in), or small plastic animals for the children to manipulate during the story.
- do a "story walk" or use a pocket chart to order the animals as they appear and to retell the story.
- give each child a [picture to match](#) (example) to a corresponding page in the book. The Very Busy Spider printable [pictures](#) for matching.
- ask children [questions](#) about The Very Busy Spider book before reading the story to encourage predictive thinking skills, and 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](#).
- 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 hula hoops, 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 (e.g., [Kids Yoga Farm 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 [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 noise-reducing headphones available for loan from the OCALI Lending Library - [Sensory Regulation Kit Preschool/Early Elementary](#).
- use picture supports for Too Loud or a [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, use a box or create a tent by covering a classroom table with a blanket, 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 (adapted version): [The Very Busy Spider](#) or [The Very Busy Spider - Flip PDF | FlipBuilder](#)
- 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: [Switch Activated Toy Kit# 2](#) - contains a lamb that says "baa".
- 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...

- change the orientation of the book using a [slant board](#).
- offer a Twin vision (with added braille) version of [The Very Busy Spider Twin Vision Book](#), 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](#).
- use the OCAI Lending Library: [Farm Animals Braille Sound Puzzle](#) to reinforce manipulation of animal shapes with the addition of animal sounds and introduction of braille.
- provide high-contrast formats of the book and manipulative.
 - High Contrast Version - [High Contrast Farm Animals PPT or PDF Slides](#)
- reduce the visual complexity by using a black felt board to place animal pictures on to make them stand out.
- use a flashlight to highlight the specific animals or the web on the page, to draw attention to the specific target
- outline figures with Puffy Paint, use white yarn or puffy paint for raised webs, fuzzy pipe cleaners or pom-poms for the spider, and textured fabric scraps for farm animals. Focus on sensory experiences like fuzzy, sticky, rough, and smooth textures.
- 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.

- [The Very Busy Spider with Closed Captioning](#) includes animation and background music
- [The Very Busy Spider with Closed Captioning](#) included animation and a reduced level of background music
- 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](#).
- provide ASL video-narrated books.
 - ASL version of: [The Very Busy Spider](#) (with text and audio)
 - ASL version of: [The Very Busy Spider](#) (with text and without audio)

Other Books to Read

- Itsy Bitsy Spider by Kate Toms
- The Diary of a Spider by Doreen Cronin
- Walters Wonderful Web by Tim Hopgood
- Pete the Cat and the Itsy Bitsy Spider by James Dean
- 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.