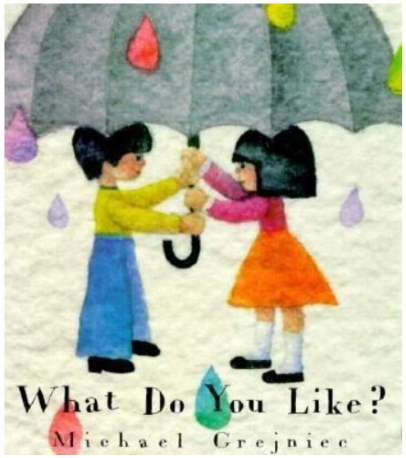


What Do You Like? Shared Reading Guide

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

Name of Book: What Do You Like? Written and illustrated by Michael Grejniec

Key Concepts: Encourages children to explore their own likes and discover that they can like the same things as others while remaining different. Key concepts include: understanding personal values and passions, expressing and sharing preferences, initiating interactions with others, and appreciating commonalities and differences.

Book Specific Target Vocabulary

- Action Words: play, fly
- Nouns: Rainbow, cat, music, mother
- Core Vocabulary: I, like, do, what, you

Shared Reading Access Strategies

Language and Literacy

Support/Activity Ideas: I can…
• show the YouTube video What Do You Like? • record sounds for use during the book reading (e.g., children playing, cat meowing, music, airplane sound, etc.) 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., … What do you like? Or I like…). 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 named items in the story (e.g., rainbow, play, cat, fruit, music, fly, mother, etc.). Children with limited speech can use a sequential messaging device such as the Step-by-Step from the OCALI Lending Library to name the items in order.
- provide popsicle stick props of the named items in the book for the children to manipulate during the story.
- give each child a picture to match to a corresponding page in the book. YouTube video emphasizes the picture symbols for the words I and like.
- have the children sequence the "likes" in the story.
- use the Tell Me AAC: Infant/Toddler 3 - EC COE from the OCALI Lending Library to provide additional instructional strategies and/or check out the following link for the use of communication symbols, or a core vocabulary boards with the What Do You Like book.
- ask children questions about What Do You Like? Before reading the story to encourage predictive thinking skills, continue to ask 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 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 go to an area of the room they like.

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 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. • 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 related digital accessible format of the topic "do you like" that is keyboard and switch accessible using the AAC Gameplay: Do You Like? Or explore the many topic- related "do you like" switch accessible stories available from Monarch Reader. • 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 Toys: Music, This switch activated toy set is a great way to explore and enjoy music. Both the Zoo Jamz Guitar and the Keys To Discover Piano will play a musical selection with each switch activation. • 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 What Do You Like, or a large print book, either digital (used on a large screen mobile device) or paper copies. • project the book What Do You Like? 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 "likes". • outline figures in the book with Puffy Paint or add textures to them. • 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 keywords (I like, etc.).

Other Books to Read

- What Do You Like? By Eric Carle
- The following books have repeated lines with the word "like"
  - Green Eggs and Ham, by Dr. Seuss
  - I really like Slop, by Mo Willems
  - Maisy likes Driving, by Lucy Cousins
  - I like Books, by Anthony Browne
  - Things I like, by Anthony Browne

* 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.