

Adapted Children's Books

Book 1

Name of Book:

The Very Hungry Caterpillar

Author:

Eric Carle

Illustrator:

Not specified

Age Range & Why Appropriate:

Between 5 and 6 years old. The book uses short sentences and simple words. The book has a short story to follow.

Concepts:

Days of the week

Math and counting

From caterpillar to butterfly

Modifications:

This book could be modified using tactile graphics and glue to represent each food that the caterpillar would eat through the week. To represent each food eaten, a punch hole in the middle of each graphic could be made. At the end of the story, a real leaf could be used, and for the cocoon a small mass of wool. The child would read the sentence in braille, and under would be able to tactually feel what happens in the story.

Materials:

Paper, glue gun for the shapes of each element, whole puncher, wool, a tree leaf, a plastic or cardboard for the shape of the caterpillar, a plastic pop for the egg piping

Construction of Book:

The book would be created in a classic way. Each page will represent one day. It will also be possible to continue to have one day on a different page, just with the food eaten by the caterpillar, and a more rigid ending page bigger that would have common elements like the sun.

Learning Extensions:

How a caterpillar becomes a butterfly

Eating habits of animals

Book 2

Name of Book:

Ten in the Bed

Author:

Gill Guile

Illustrator:

Not specified

Age Range & Why Appropriate:

Between 3 and 5 years old. The book has a single sentence, using simple words. This sentence repeats itself throughout the book.

Concepts:

Math and counting backwards from 10
Repeating an actions

Modifications:

The book could be modified as a single page book using tactile elements and Velcro. The child would be able to remove a piece of Velcro to represent an animal rolling out of the bed. The child will roll the wheel with his finger while saying the sentence of the book before an animal rolls out. Then, the child could count the remaining Velcro to confirm the number of animals still on the bed.

Materials:

Paper, cardboard, brads, Velcro, number line, duvet

Construction of Book:

Make the cardboard as a bedhead shape and put duvet to make it more tactile bed. Cut the paper into a circle and attach it with a brad to make it turn on itself. The sentence of the book braille on it. The circle could also be replaced by a bear shaped tactile graphic. Under the rolling circle a Velcro line with 10 Velcro squares would be placed.

Learning Extensions:

Play the counting game with other animals
Count downwards from a higher value 15, 20 or more
Count downwards more than one by one

Book 3

Name of Book:

Jump, Frog, Jump

Author:

Robert Kalan

Illustrator:

Byron Barton

Age Range & Why Appropriate:

Between 4 and 6 years old. The book has short sentences with simple words. Each page adds a new action to the previous ones.

Concepts:

Use of action verbs

Localization in space

Modifications:

The book could be modified using braille, tactile graphics and elements. The child would read the text braille on the left page and tactile elements that represent the new action on the right page.

Materials:

Paper, cardboard, tactile images, glue gin to represent certain elements like the tree, pop, bomb, spring

Construction of Book:

On each graphic page, the frog would be placed at the center of the page. A plastic or cardboard shaped frog on a pop or small paper made spring. Each elements (fly, fish, turtle...) would be placed around the frog based on the localization of the elements in the space.

Learning Extensions:

Make a sequence and memory game, starting with a sentence and each child adds an action in turn until a child misses one action. Starting new turn from this child.

Create a story board with each action listed on it.

Make a collaborative story or drawing.

Book 4

Name of Book:

The Three Little Pigs

Author:

Steven Kellogg

Illustrator:

Steven Kellogg

Age Range & Why Appropriate:

Between 8 and 10 years old. The book has a longer story to follow along. It uses more advanced vocabulary, as well as past tenses. The books has different scenes.

Concepts:

Past tenses

Vocabulary and synonyms

Materials, texture and resistance

Ask for help

Modifications:

The book could be braille and use some tactile elements placed on some pages to represent major elements and actions of the story. The child could read the story and have tactile scenes in the book to help him feel and understand important parts.

Materials:

Paper, tactile elements, plastic, cardboard, straw, ice cream wood stick, Lego, glue

Construction of Book:

The book could be put together like a standard braille book, and incorporate tactile elements. The characters like the pigs, the mother and the wolf could be made with cardboard, as well as the waffle iron. Each house could be shaped using respectively straw, wood stick and Lego or Lego supports. The elements could be glue on pages and added to the book.

Learning Extensions:

Make waffles

Build houses in different materials

Test the resistance of houses against the wind

Experiment various materials and their qualities

Discuss about asking for help and helping others

Book 5

Name of Book:

The Gingerbread Man

Author:

Louise Martin

Illustrator:

Gail Yerrill

Age Range & Why Appropriate:

Between 5 and 7 years old. The book has a little more text, but it uses simple words. The book is a complete story to follow along.

Concepts:

Counting and adding

Sounds of the animals

Follow the characters in sequence

Space and Time

Know who you trust, don't trust everyone

Modifications:

The book could be modified using braille, tactile elements and Velcro. The text would be braille and accompanied by tactile graphics to represent the house and the river. Tactile elements made of plastic, cardboard or Velcro could be used for the characters. The child would be able to follow the story with the text, and with the tactile graphics. Also, a Velcro strap could be used, where the child could place or follow along, the characters chasing the gingerbread man, in the chronological sequence order.

Materials:

Paper, cardboard, plastic, foam, glue, Velcro straps and characters

Construction of Book:

The book could be made with the text on one page for each character chasing the gingerbread man, and the tactile image of the action on the next page. Another idea could be to have the text separate from the graphics, and on the last page of the book, or separate from it, a card board with the tactile elements on it like the house or the river. In the lower part of the cardboard, a Velcro strap where the child could add or remove the different characters, including the gingerbread man. Doing so, the child could follow the story tactually and add or feel the characters on the Velcro strap while the teacher reads the story. Also, depending on the story or if making new stories, new characters could be created and added to the Velcro strap, as it exists many different versions of The Gingerbread Man story.

Learning Extensions:

- Make gingerbread man cookies
- Measuring and mixing ingredients
- Roll and flatten dough
- Decorate cookies
- Create gingerbread man crafts
- Create new adventures for the Gingerbread Man
- Discuss about persons to trust, and not to trust