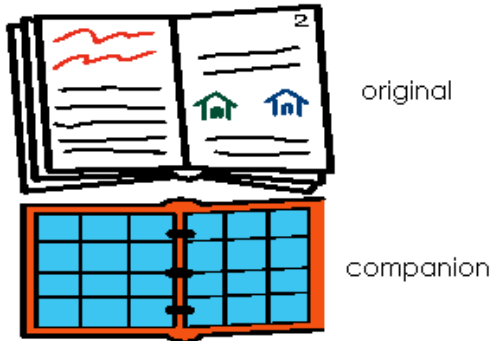
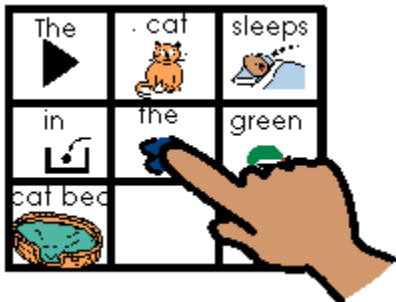


## Guide for using Adapted Books with Children and Adults

Place the companion book below the original book.



Point to the Picture Communication Symbols (PCS) as you read the story to the child or adult. This will help them make the connection between the words he or she hears you say, and the text and symbols you are pointing to.



In some of the books, the text is on the left page in the original book and the illustrations are on the right. We try to keep the adaptations on the same side as the original **when possible**. We use a colour coding system on the boxes around the PCS's to indicate the part of speech (eg: people-yellow, verbs-green, nouns-orange, descriptors-blue, miscellaneous are words that float between different parts of speech, time, numbers, colours, prepositions etc. - grey).

You may find the following options used in the companion book:

If there is too much text for the size of the page used in the companion book, then the symbols will flow onto the next page.



There may be pg. 8a, pg. 8b and so on. This allows us to break the text into sections that are not too "busy" for the child/adult to take in at one time. It can be overwhelming if there are too many symbols on a page.

If the text is on one side of the book and the illustration on the other you may find a "Comment Page" which will have words to allow you to **label parts** of the illustration or discuss things like **colours, objects** and **people**. Some may even have **numbers** for counting objects in the illustration. In some books we have chosen to have **action words** (verbs) explaining what the character is doing in the illustration. These pages are there for the reader to **use if they wish** to discuss the illustration and to help the listener create a mental picture of what is happening in the story as well as expose the listener to more Picture Communication Symbols with a purpose.

May have "Look" or "Find" on them.





If you do not want to use the *Comment Page* then just skip it and continue on with the story.

**Note:** when you are reading a book to an average child it is natural to stop to speak about the illustrations to draw him/her into the story.