

What is this book about?

Morris is a little boy who has a vivid imagination. He enjoys many things including painting, doing puzzles, and singing but most of all he loves playing dress-up and wearing the tangerine dress. Morris was frequently teased by his classmates for liking dresses and painted nails. He tried his hardest to ignore the students but it isn't fun when people treat you differently because of the things you enjoy doing.

Many children who are teased or feel isolated fake illnesses to stay home and that is just what Morris did. However, while at home, he dreams of a magical land where he can be whatever he wants to be with no judgment. This gives him the confidence to return to school with a smile and his favorite dress. The book ends with the boys at school accepting Morris because they see how fun it is to play with him.

Why read this book?

ENCOURAGES SELF EXPRESSION & IMAGINATION

Morris's ability to imagine a world where he is able to be whoever he wants gives him the confidence to return to school without worrying about what the other kids say.

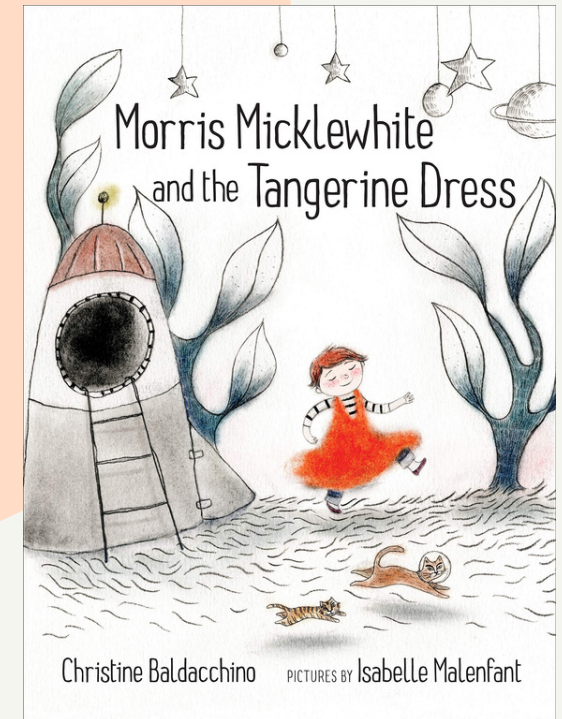
FOSTERS ACCEPTANCE FOR OTHERS

Throughout the book, you see Morris's classmates treat him differently because of his interests. Over time, he is accepted by the other boys in the class and they realize that he can wear whatever he wants to wear.

PROMOTES INDIVIDUALITY

Morris is "different" from other kids at school and he is perfectly fine with being unique.

Therapy Activities By
FELICIA TETZ



Activities Using:

Morris Micklewhite and the Tangerine Dress

By Christine Baldacchino

Therapy Lesson #1

BOOK REFLECTION

Morris Micklewhite loves playing dress-up even though the other kids at school tease him about it. This activity will consist of asking the students questions about how Morris likely felt in different parts of the book.

- What are a few things that Morris Micklewhite likes?
- How do you think Morris Micklewhite feels when he is wearing the tangerine dress or has his nails painted?
- How do you think Morris Micklewhite feels when his classmates tease him?
- Why did Morris Micklewhite not go to school?
- How do you think Morris Micklewhite felt when the boys at school wanted to play with him at the end of the story?



Therapy Lesson #2

WHAT MAKES ME UNIQUE COLLAGE

Morris Micklewhite feels most like himself in the tangerine dress. This activity would highlight what makes each student unique and encourage confidence and independent thinking. The students will use a cut out of a side profile and fill the person with pictures of things that they like. The students can share the pictures they chose and explain all the things that makeup who they are.

Therapy Lesson #3

ADJECTIVE

This book features a variety of great adjectives to describe the things that Morris imagines. This activity will introduce adjectives and help students locate descriptor words.

The students will have a sentence like, "The tree is _ _ _ _" and a word bank.

In the word bank, there will be several different adjectives to choose from and they will add the adjectives to their sentence to create a more descriptive sentence.

After, the clinician and the client will discuss why adjectives are important and how they help others get a better picture of what they are trying to describe.

The BOY with BIG, BIG FEELINGS

Written by Britney Winn Lee & Illustrated by Jacob Souva

WHY CHOOSE THIS BOOK?

This book is great for normalizing having feelings, putting a name to the emotions, and celebrating sensitivity. So often our society tells us to hide certain emotions and dictates what feelings boys can have or girls can feel. This book shows kids at a young age that having emotions is normal and not to hide them or be scared of feeling them. They help us connect with other people by being able to let our guard down and not have to pretend to be something we are not. It is also important that the book's main character is a boy because society often tells us that boys cannot cry or show emotions because it is not "manly", so this book helps to destigmatize this stereotype.

BOOK SUMMARY

This story is about a young boy who experiences big feelings and emotions and is overwhelmed by them. He feels big feelings when he is scared, angry, sad, or happy. He is afraid that if he shows his emotions to other kids that they will make fun of him, so he tries to keep them hidden, until he discovers one day a girl crying on the playground. He recognizes that she also has big feelings and they become friends because they are able to relate to one another and not have to pretend with each other or hide their feelings. Soon they notice that other kids also have big feelings and that emotions affect everyone, and even though they are sometimes scary, that we shouldn't hide how we feel.

PRAGMATICS PRACTICE

There are several different ways to use this book to help work on pragmatics with your client. After reading the book, ask the child if they have experienced any of the feelings that the boy did in the book. You can then extend the conversation to talk about what situations make them feel sad, happy, angry, excited, etc. Have the child talk about how they know they are feeling those emotions and how they express or cope with them. This helps the child use descriptive sentences, recall information from the book, as well as practice narratives. You can also touch on other topics from the book such as how to make friends or deal with bullying.

BUILDING VOCABULARY

An exercise that goes hand-in-hand with the pragmatics activity is expanding on the words for feelings, and help provide synonyms for them. For example, if you are discussing "happy" with the child, explain that they can use "blissful", "cheery", and/or "delighted" to describe that emotion. Have a picture with a blank face ready and allow the child to draw on the face how they would express that feeling. Around the face they can write the different synonyms for that emotion, helping them build their vocabulary skills and providing the child with language for describing how they may be feeling or experiencing.

PHONOLOGICAL AWARENESS

For teaching phonological awareness you can use the beautiful rhyming throughout the book to bring attention to different ways sounds are written. When reading the book point out to the child when words rhyme and break the word into syllables. You can even use Elokin boxes to help break up the word into sounds. Another activity you can do is if you are working on a specific phoneme with the child, have the child find and point out all of the words that begin or end with that particular phoneme. For example, if the child's goal is to master the difference between a voiced or unvoiced "th", have the child circle all of the words that begin or end on that sound, and write it down on a piece of paper. Have them separate the words into groups based on sounds and practice saying them.

← **THERAPY ACTIVITIES** →



Comprehension

This boom card deck takes the recipe in the back of the book and creates a minigame to help students thoroughly read through each direction. Students will need to read and follow directions, using the text, answer wh- questions and practice sequencing.



We are going to make Fry Bread!
Help us collect all the ingredients!
Tip: Write down these ingredients
or have *Fry Bread* by Kevin Noble Maillard near you!


Kevin's Fry Bread

- 5 pint boiling water
- 1 cup cornmeal
- 1 1/2 cups cold water
- 1/2 oz. of dry or instant yeast
- approx. 2 packages
- 1 cup raw sugar
- 1 tsp. sea salt
- 3 1/2 cups flour
- 32 oz. unrefined coconut oil


Kevin's Fry Bread

- 1 pint boiling water
- 1 cup cornmeal
- 1 1/2 cups cold water
- 0.5 oz. of dry or instant yeast (approx. 2 packages)
- 1 cup raw sugar
- 1 tsp. sea salt
- 3 1/2 cups flour
- 32 oz. unrefined coconut oil

Drag the action to the correct order for step ONE.




Add cornmeal



Bring 1 pint of water to boil



Stir continuously



Reduce heat to medium


Third

Fourth


Click the ingredients we need for Fry Bread



Corn Meal



Flour




Corn

Which tool does the recipe say we should use to mix the ingredients together?


Click the correct tool




hammer



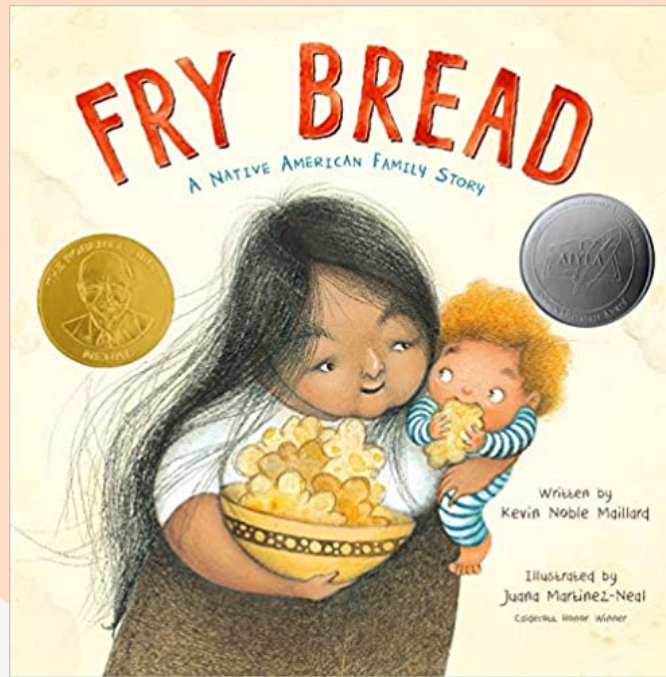
whisk



spoon



spatula



Fry Bread Therapy Material

PAIGE GOWAN
FALL 2020

This material was made to accompany the book *Fry Bread* by Kevin Noble Maillard. This book celebrates indigenous peoples art thanks to the loving care of the author - a member of the Seminole Nation - who crafted every sentence with intention. The book itself is full of rich descriptions and beautiful illustrations while the back dives deep into the history and cultural relevance behind each page.

Articulation

Using words from the book, these worksheets show words that are multisyllabic or targeting specific sounds including /r/ blends, initial /s/ and medial /l/. Use the worksheets to practice words before reading, go on a scavenger hunt to find the words, color in the words as they practice them, or break up the words into sounds using the sequencing strips on the bottom.

Initial /r/ Word Scavenger Hunt

As you read *Fry Bread* look out for these words.

salt	spoon	stove
snow	smell	student
strengthen	student	strengthen

Multisyllabic words Word Scavenger Hunt

As you read *Fry Bread* look out for these words.

baking powder	recipes	fry bread
pancake	vegetables	heritage
skillet	california	together

Medial /l/ Word Scavenger Hunt

As you read *Fry Bread* look out for these words.

golden	milk	salt
daily	delight	delight
family	california	elder

Recipe Project

This recipe project is intended to give students a chance to think about their own culture as well as learn about others. Students will grow vocabulary, understand how to give detailed instruction, read informational material, and use figurative language to describe foods beyond sensory detail. Created with intention of using project with many students.



1) FRONT LOAD VOCABULARY

Pick out words from the book that might be challenging and discuss them. Create sentences with the words, draw them if applicable, and say them. Make a mini dictionary for the book so that if they come across the word in the book they are able to go back to how they defined it.

2) READ THE BOOK

Stop and talk about the sensory words in the book. Discuss how the food isn't just taste and smell, but also community and emotion. Discuss how a family or community might have recipes that they hand down from generation to generation. Ask students what foods their families make and if they have made food with their family for special occasions or watched parents make food.

3) INTRODUCE RECIPES

Show the recipe in the back of the book and have a student summarize the steps time words. Have the student come up with the step by step guide to do something simple that they know how to do like make a peanut-butter and jelly sandwich or how to make ice. Talk about the ingredients you need to do it and flush out every small step in making it.

4) WORK WITH THEIR RECIPES

Email caretakers ahead of time if possible to ask if there is a recipe the child can share that is meaningful to their family. Create the ingredients list and outline steps to making it. Have the student draw pictures of the steps or the ingredients as well as the finished product to add to the recipe.

5) TALK ABOUT THE FOOD

Take back out Fry Bread and go through it again referencing the food that they chose to create a recipe on. Each page should elicit new questions about their food. Fry Bread is history: "Who taught you how to make it? Where did they get it from? Who made it first? Where do the ingredients come from?"

6) FINAL PRODUCT

Take all the recipes created by students along with the fry bread recipe and make the recipe book. If possible, allow students to decorate and color their recipe page at home with their family. Invite students to try out other's recipes or their own and send pictures of their families eating it.

Activities using the book:

She's Got This

By Laurie Hernandez, Illustrated by Nina Mata

Summary:

The main character, Zoe, sees gymnastics on TV and decides she wants to try the sport. When Zoe first gets on the beam, she exudes confident and loves the feeling she has while on the beam, but then she falls and hurts herself. After her fall, she tells her family that she does not want to go back to gymnastics, but her family encourages her to go back by sharing how they experienced their first failures in their activities. Zoe now knows that she will be okay after a fall and to keep going even if things become difficult. The story concludes with Zoe on the balance beam in the middle of a packed arena performing her routine with courage.



Why Choose This Story?

This story features diversity with the main character and throughout the pictures in the story. It also provides representation for young children. The story conveys the message that children can succeed in whatever activity they choose as well as teaching how to handle failure.



Therapy Activity #1

Bound Morphemes

The story contains many words with bound morphemes like -ing, -s, and -ed. First, have the child read through the book and identify words with bound morphemes.

Then, have the child create a chart with the words and put the free morpheme in one column and the bound morpheme in another. After the chart is finished, we can create new words with the different suffixes and free morphemes.



Therapy Activity #2

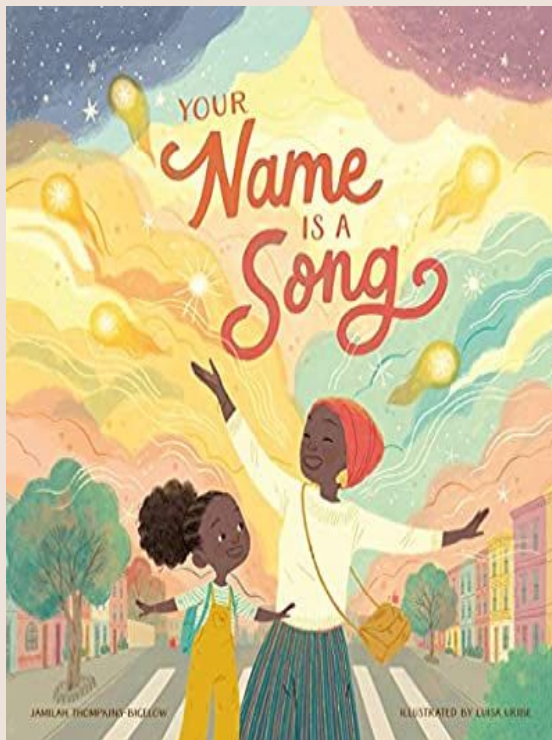
Identify a Goal

Zoe sees gymnastics on the TV and decides she wants to pursue the sport. We could have children write about goal that they have. This provides an opportunity to work on writing in different tenses. The child could work on future tense by identifying a goal that they have for the future. We could also work on descriptive sentences by having the child write about why they want to achieve their goal or how they are going to achieve the goal.

Therapy Activity #3

Story Retell

Narrative skills can also be worked on with the book. Events from the story can be put on index cards with words or pictures and then have the child put the events in the order that they occurred in the story. After the child is familiar with the story, the child could create their own index cards with events from the book and then put them in order. If they are proficient putting events in order with picture cards, we could then have the child retell the story verbally.



Your Name Is A Song

By Jamilah Thompkins-Bigelow

Illustrated By Luisa Uribe

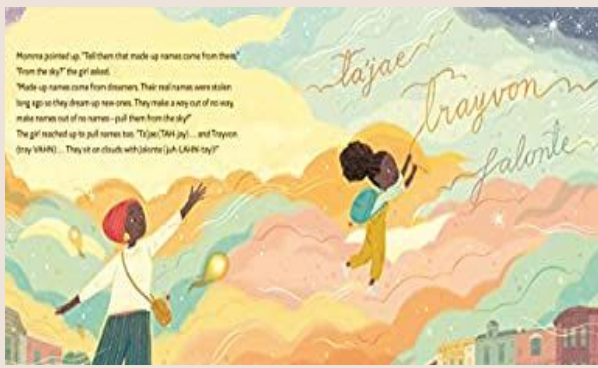
Handout: Allysya Chin

Story Summary

A little girl relays her frustration after her first day at school -- no one could say her name! It “got stuck” in her teacher’s mouth and her classmates even teased her during snack time. Upon hearing about this, the little girl’s mom assures her that all names are special. Each one is like a song, rich in history and beauty. If it’s too hard to say, just sing it! Together as they walk home, they sing out many names and it encourages the little girl to do the same with her class the next day. When her name was next to be called and she sensed her teacher struggling, she proudly sang her name ~*Kora-Jalimuso*~ for everyone to hear. The students and teacher soon chimed in, learning from Kora-Jalimuso!

Why choose this book?

This story acknowledges the diverse identities within a community through something we have in common: a name! The author, Jamilah Thompkins-Bigelow, introduces African, Black-American, Asian, Latinx, and Middle Eastern names throughout the story, offering that representation. She also emphasizes the power behind an individual’s name as it reflects their sense of self. It is very important for us to be respectful of different names and to take the time to learn how to correctly pronounce them. Names should be celebrated for their beauty and significance, just as it was shown at the end of the story when the children all sang their own name songs.



Therapy Activity #1

Sequencing

The characters in the story go through many experiences.

Kora-Jalimuso recalls her encounters at school, and then she has an exciting walk through the city with her mom at the end of the day.

Together with the child, you can have them list out the details of the story. You can ask them to tell you directly after the read. It can also be helpful and fun if there were labels and pictures created to help the child identify the scenes.

Therapy Activity #2

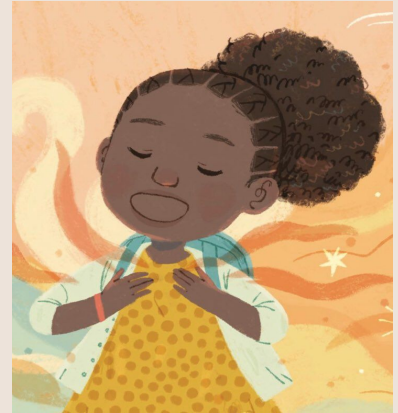
My Name Song!

For a discussion, you and the child can reflect on why names are a major part of everyone. You can ask them if anyone has ever gotten their name wrong before. If they have never had that experience, you can also ask if they have ever met someone who had a name that was tricky for them. Throughout this, you want the child to understand that we should celebrate names of all kinds and pronouncing them correctly is the most important step! With the child, look up the meaning behind their name and compare it with yours. Ask what do they love about their special name. Then together, create a personal name song! Have the child come up with a catchy tune and let them sing their name in any way they would like to.

Therapy Activity #3

Growing Glossary

You and the child can read the story while following along with the glossary at the back. It provides a breakdown of the names mentioned, and you can also listen to the author pronounce them through her video. As an activity, add to that glossary! Include both of your names and meanings, and look up any other names that the child is familiar with -- for example, the names of their friends, family, classmates, favorite cartoon characters, etc.





Inferencing:

Create cards with questions pertaining to the story. Here's a few to get you started:

- >How do you think the Poppy is feeling here?
- >Why do you think she's feeling that way?
- >Have you ever felt this way?
- >What do you think is going to

Wh questions:

Take 5-10 minutes after reading to ask the child wh questions such as:

What bugs did you see?

Where did poppy go?



TIER 2 VOCABULARY



There are many options play games and target tier 2 vocabulary from the text. Some examples are go fish, hopscotch and memory. A favorite is hiding cards around the speech room with tier 2 vocabulary listed on them. Turn off the light and allow the child to locate them using a flashlight. The child will use



LITERACY BASED SPEECH THERAPY



This story celebrates introverted, shy children and encourages finding confidence in whatever brings you joy. Poppy Ann Fields love natures especially bugs. A beautiful dragonfly brings her to the center of attention at her grandmothers birthday party.





SUMMARY OF THE STORY

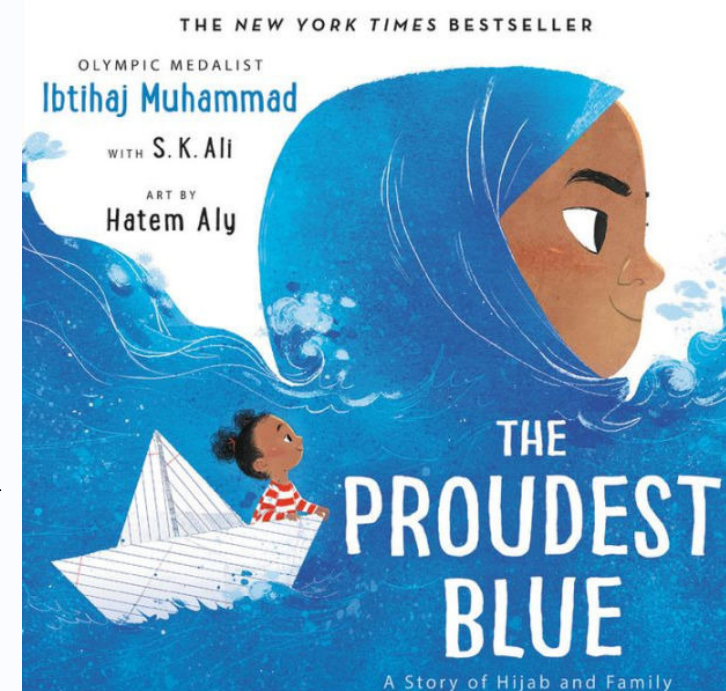
This story is about two sisters, Faizah and Asiya, who are about to start their first day back to school. Asiya, the older sister, is also beginning her first day of Hijab. The sisters go back to school and Asiya is teased for wearing Hijab. The sisters stick together and discuss that their Hijab shows strength and is beautiful. They talk about being proud of who they are and their culture.

The Proudest Blue - A Story of Hijab and Family

By: Ibtihaj Muhammad
Illus: Hatem Aly

Why Choose This Book?

This story brings attention to other's opinions and discomfort of Hijab. It then focuses on celebrating differences and the importance of being proud of who you are through the strong bond between sisters. This book is relatable and targets the importance of acceptance and celebration of different culture's other than your own.



THE THERAPY ACTIVITY #1

Semantics

This book contains multiple descriptive words throughout each page with amazing illustrations to support the vocabulary words.

We can go on a vocabulary scavenger hunt for words the child does not know the meaning of while reading the book. After we can talk about each word and work together to determine the word meaning using the context of the text and illustrations in the book. The child can keep a word journal of all the words we learn the meanings of to keep for future reference and practice .



THE THERAPY ACTIVITY #2

Pragmatics - Group Sharing

The Proudest Blue is about Hijab, a tradition of Muslim culture. This would be good to read during group therapy, it introduces the idea that there are different cultures and traditions in the world.

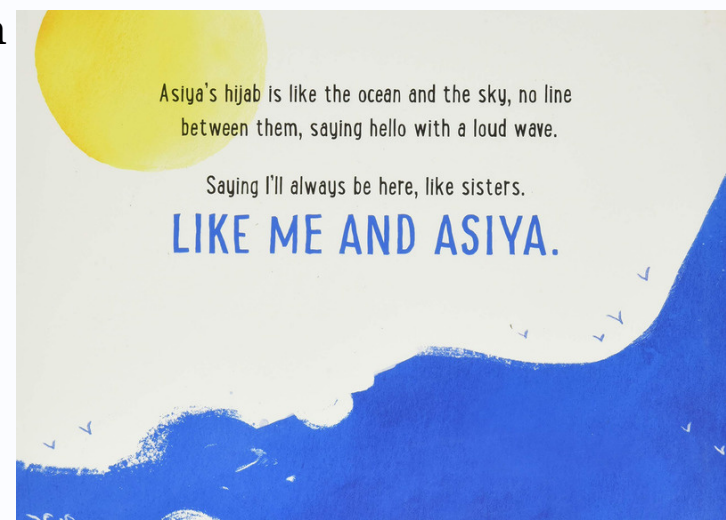
After reading the book, you can facilitate discussion so each student shares their family's traditions and culture. This allows practice of turn taking skills and use of appropriate responses and comments to peers.

THE THERAPY ACTIVITY #3

Initial /s/ Articulation

Within this book there are multiple words that contain initial /s/ sounds. This would be a great tool to use during articulation therapy.

Have the child initially read the book to you and mark each word with a sticky that contains their target sound. After you can go through it again practicing each marked word again.



"But I realized that I liked my name best, so I chose it again.

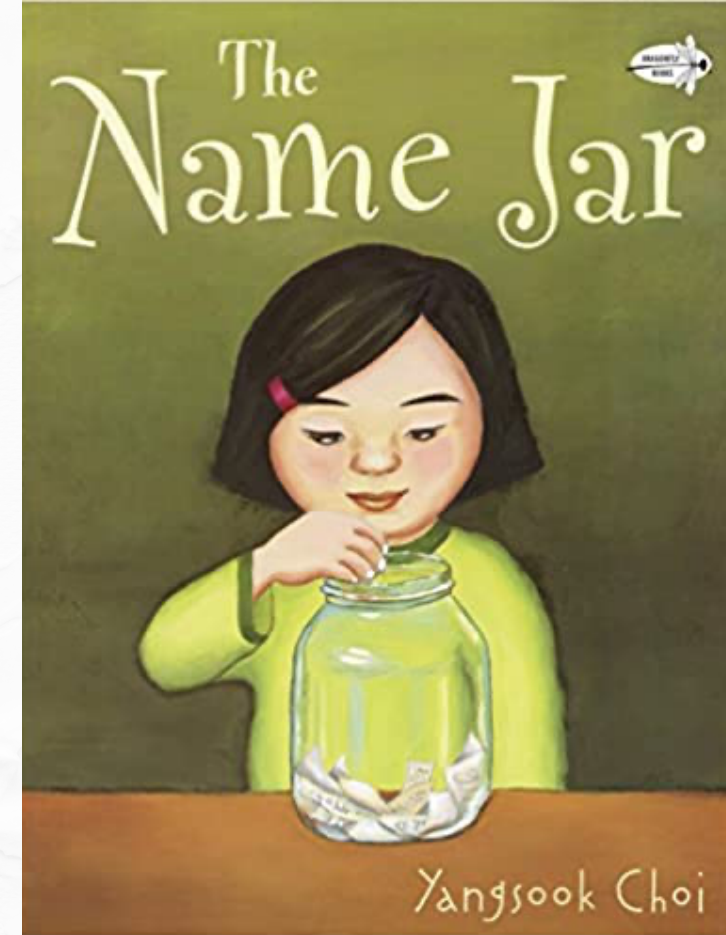
Korean names mean something.

Unhei means *grace*."

-Unhei

Summary of Book

A young girl, by the name of Unhei, has just moved to America from her home in Korea, and is now the new girl at school. Instead of introducing herself on the first day of class, she decides to pick a new American name. Intrigued by the no-name girl, the students decide to help and each day, the kids put a new name on a piece of paper in a jar for Unhei to pick. Until one day, one of her classmates comes to her neighborhood and discovers her name and the meaning behind it. In the end, she decides her name is "Unhei"



THE NAME JAR

BY:
YANGSOOK
CHOI

Therapy Materials



ACTIVITY #1

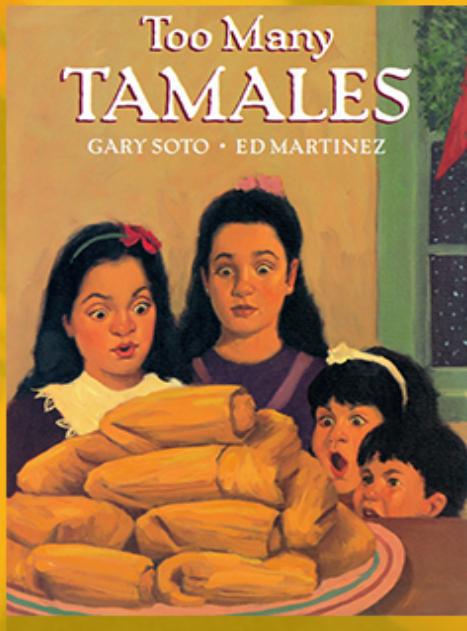
Give the child a piece of paper with a large jar drawn on it. Inside the jar, have the child write their name. Have them also write what they like about their name and why they like it. Then include what their name means and have them create their own signature stamp, like the one Unhei's grandmother had given Unhei.



ACTIVITY #2

After reading the story, ask the child questions related to the story, such as: Who were the characters in the book? Where did it take place? What was the problem in the story? How did they fix the problem? This will teach the child sequencing and narrative skills.





What is it about?

This book is about a girl who was helping her mother make tamales for their Christmas party. The girl decided she wanted to try on her mother's ring while she wasn't looking and then continued to work the dough. After her family arrived she realized her mother's ring was missing and was probably inside the already cooked tamales. She and her cousins proceeded to help her eat all 24 tamales in order to find her mother's ring.

Why I chose this book

I have been reading this book since I was a kid and it was the only book I had come across that depicted my family's Christmas traditions of making tamales.

Activities

1. Have the child discuss traditions that they do during the holidays. Have them do a step-by-step process of how a specific task is done. For example, step 1: collect ingredients, step 2: combine ingredients in bowl etc.
2. Have the child describe or draw the major events that happened in the book sequentially. For example, first Maria put on her mother's ring and continued to cook, then when her cousins came over she realized it was gone etc. A visual organizer can work well with this activity to give the child extra support.
3. Discuss what the problem was in the story and how it was resolved in the end. The child could also share if they have had a similar experience and how they resolved it.
4. Go over some vocabulary words from the book with the child. They can have a journal dedicated to vocabulary and have them describe the vocab or can even include a drawing. After, have them explain how this word was used in the book.

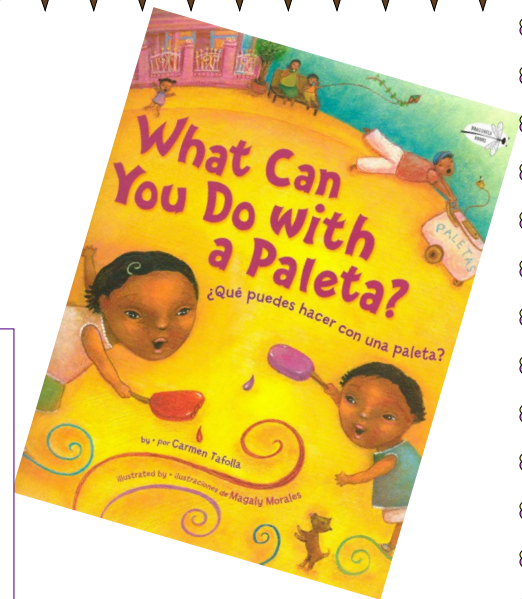
What Can You Do with a Paleta?

By: Lyza

Summary:

This book is about a little girl who talks about all the different things you can do with a popsicle. She goes around her neighborhood and talks about all of the things she sees, smells, hears, and all of the different things she did with a popsicle.

I chose this book because there are little books that are in Spanglish, which is a dialect popular with the Latino community. This book was also written in Spanish and in English, so if a child can choose what language they want the book read in.



Activities:



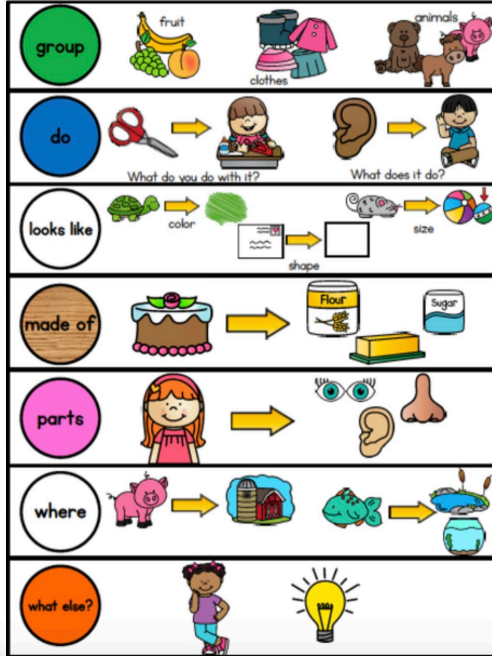
Activity #1

In this activity, the clinician will be working on expressive language. The clinician will have paper paletas made and ask the child WH questions such as, where can you buy a paleta? Who takes you to buy a paleta?, When can you eat a paleta?, What things can you do with a paleta? And etc. you will write all of the child's answers on the paleta.



Activity #2

In the book the little girl talks about making a difficult choice when choosing on a flavor she wants to eat. This would be a fun activity to do with a child to work on problem solving skills. We can ask the child what was a hard choice they have had to make and how did they decide on making the right choice, and what was the outcome of their choice.



Activity #3

In this activity the clinician and the child will go through the book and pick out words or items the child has never seen or heard of. They will then talk about the definition of it, show a picture of it, and then have the child or clinician make up a new sentence using the word. We can also do an activity where we go through a list of things to fully describe the word. For example, in the story the little girls mentions an accordion; with the child we can go over the picture shown here to have the child fully understand what an accordion is.

- What group does it belong to?
- What can you do with it?
- What does it look like?
- What are some parts of an accordion?
- Where might you find one and etc.



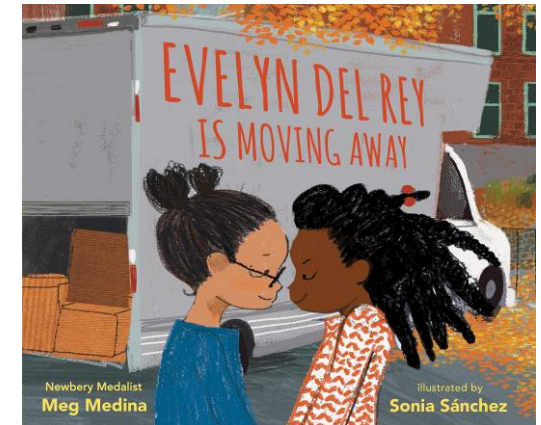
Why choose this story?

This book incorporates multiculturalism in a way that children can relate to, which is through best friends. It not only has diversity with the main characters, but also among all the others in the story. It shows the different experiences of the main characters, and makes great use of code-switching throughout the story.

What is this story about?

Summary

Daniela and Evelyn are best friends, but Evelyn is moving away soon. Even up to the last day, they continue to do the things they always do together, like playing hide and seek and greeting all their different neighbors. They also talk about the things that they can still do together after Evelyn moves away. They could talk on the phone or visit each other during the summer. Eventually, the time comes for Evelyn to move away.



Activities using the book:

Evelyn Del Rey is Moving Away

by Meg Medina
illus. Sonia Sanchez



Therapy activity #1

/r/ Articulation

Since this is a relatively wordy children's book, there are many /r/ sounds. For a child who has difficulty with their /r/s, if the child is old enough to read, have them read the book and listen closely to their /r/ articulation. If they are missing it, you can model the word for them and point out the word where it appears in the (amazing) illustrations as visual reinforcement. For a child who cannot yet read at this level, read the book for them and have them repeat the /r/ words after yourself.

Therapy activity #2

Describe your neighborhood

Daniela and Evelyn live in apartment buildings that are right next to each other. When they go see each other, they always pass by their neighbors, who are each unique and interesting.

"We sneak past grouchy Mr. Miller's door and wave to Mr. Soo, who's feeding pigeons... Señora Flores gives us each a cookie..."

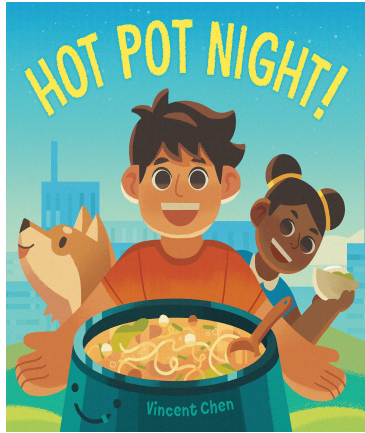
We all live in different neighborhoods. This is a good opportunity to have a child to come up with descriptive sentences and use adjectives. We can ask what their neighbors are like, or what are some different and interesting things about where they live.



Therapy activity #3

Write a letter to a friend

At the end of the book, we see an older Daniela reading a letter. Writing a letter is a great way to communicate with your best friend when you can no longer see each other. We can talk about what kind of things friends write about in letters and try to guess what the letters from Evelyn's letters said. Then, to work on a child's expressive language and writing skills, have them write a letter to a friend. For pointers, suggest focusing on writing about the things that bring them together, despite living different lives.



By Vincent Chen

Summary:

It's dinner time, but no one has enough food to make a meal, so a young boy suggests that everyone come together to make Hot Pot! Each neighbor brings a different ingredient and before you know it, dinner is ready.

Why I chose this story and why you should choose it to:

This children's book incorporates community,

socioeconomic status, and diversity all in one.

How is community embodied?

All the neighbors come together to make and eat Hot Pot.

How is socioeconomic status embodied?

Each family does not have enough food to make a meal, so they all come together to make Hot Pot for dinner.

How is diversity embodied?

This book goes against societal norms on family dynamics having a single mother, a single father, a single grandmother, and a single man. It also has a diverse set of characters, bringing representation into children's literature.



Books like *Hot Pot Night*, which show diversity in their words and illustrations are important, especially in speech therapy. Representation in multicultural children's literature is necessary because children need to see characters that look like them in the books they read and in the speech therapy materials they receive. Furthermore, intersectionality in children's books is important. *Hot Pot Night* has intersections of race and SES.

Therapy Activities:



Rhyming:

This book contains mostly short and simple words, so a therapy idea I could utilize is rhyming. I would ask the client to think of a word that rhymes with a word in the book and give a definition of it. For example, I could ask the client to “say a word that rhymes with pot.” The client could name words such as “caught, fought, or rot” and give a definition of it. This activity is beneficial for phonological awareness and semantic skills.

Make a Hot Pot Meal:

This book is unique because at the end it gives the reader a recipe to make Hot Pot. For this activity, the client and I would make Hot Pot! I would utilize toy food and ask the client to “put the meat in the pot or put the lettuce in the pot.” This activity would work on the clients receptive skills because it requires the client to listen to the directions I give them and put the correct ingredients into the pot. This activity is also versatile because I can switch roles and ask the client to read the recipe directions to me and point to the correct ingredients. If I made the activity this way, the client would be working on their reading and reading comprehension.

Telling a Story:

The client and I would read the book *Hot Pot Night* together and then I would ask the client to describe a time they made a meal. The meal does not have to be extravagant and can be something as simple as making a peanut butter and jelly sandwich. Having the client tell a story would require them to recall past events and work on their narrative skills. Furthermore, in order to tell the story, they have to come up with words and place them in the correct order, so this activity would allow the client to work on the semantic, morphological, and syntactic skills as well.



Handout made by Caitlyn Keane

About the book

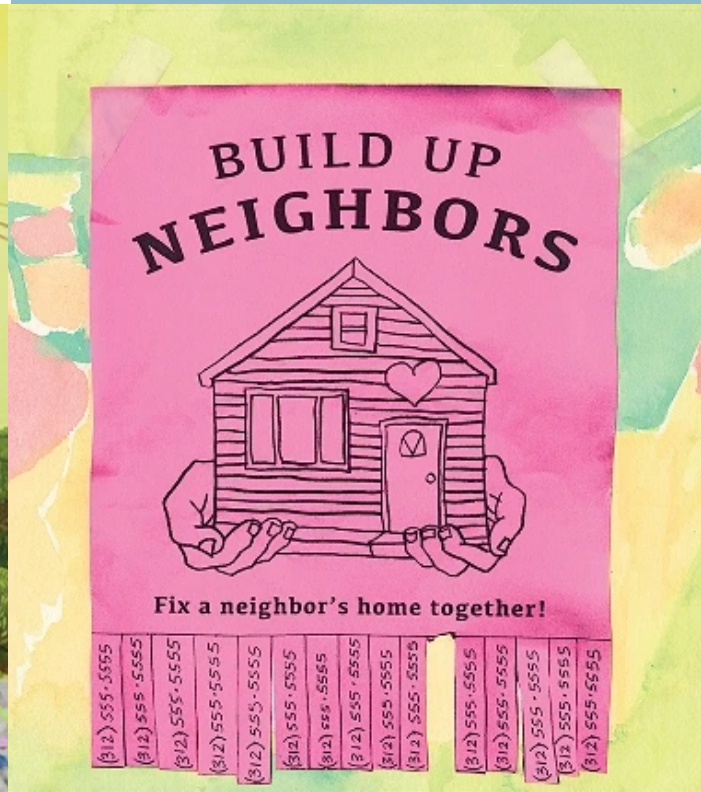
This is a story about a young caring man named Wilson. Wilson has a dream, a dream of repairing his elderly neighbor's deteriorating home. Wilson and his neighbor, Gigi, are great friends. One day Wilson gets neighbors and friends from all over the community to help make a difference in Gigi's life.

Why choose this book

This books encourages people to step out of their comfort zones and help others around them no matter their age or race. The sense of community and multiculturalism displayed throughout the book's illustrations are perfect for children ages 4-6.

Therapy Ideas

- Phonemic Awareness
- Morphology
- Sequencing

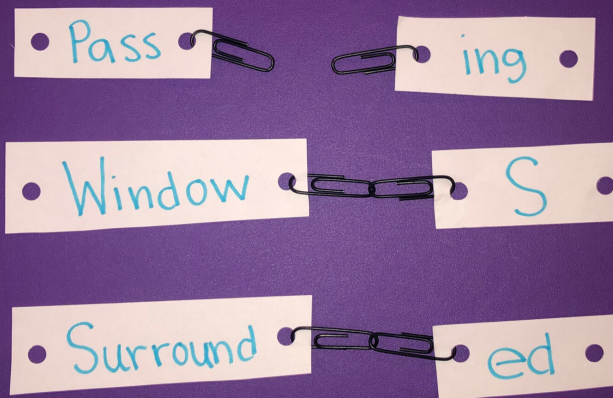


ACTIVITY #1

Write down a vocabulary word from each page that has */l/* in the word. Have the child hold the book, turn the pages, and ask them to point to each vocabulary word you have written down on your paper. After the child points to the vocabulary word, have them identify if */l/* is at the beginning, middle, or end of the word. Lastly, ask the client to say the word aloud.

ACTIVITY #2

After reading the book together, the clinician should have strips of paper cut into pieces with the suffixes written down such as; "-s", "-ing", "-ed". These strips of papers will be hole punched, with paper clips attached to each hole. The child's job is to write down the words we learned in the book and connect it to each suffix by using the paperclips that are attached. For example, the word "passing" can be written down and connected to the suffix "-ing".



ACTIVITY #3

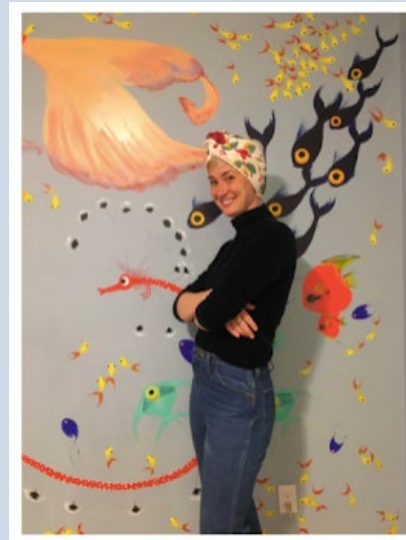
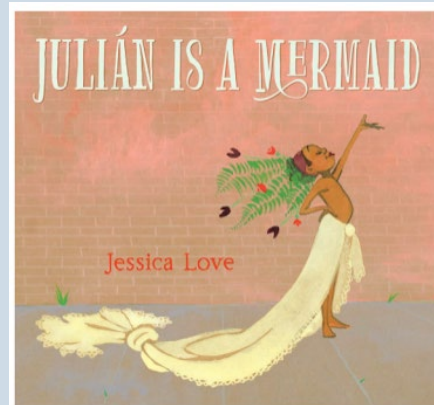
Ask the child to come up with ways they can help someone they know. You can help the child come up with ways to put their helping hand into a sequenced plan from start to finish.

JULIÁN IS A MERMAID

Written & Illustrated by Jessica Love

Importance of Story

This book will touch your soul with its delicate vulnerability, openness, and tenderness. It emphasizes on individual expression- and being seen and accepted for who you are. It is an important message to young children, especially young Latinx boys that you can wear what makes you happy and still be loved. This book is important for all readers, both young and old, as its simple message of acceptance and love is what makes this book so powerful.



About the Story

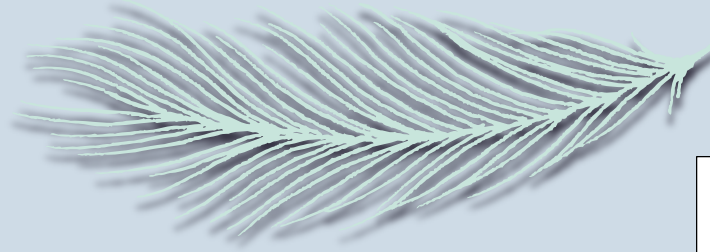
This story is about a young boy named Julian, and his relationship with his grandmother. They are boarding the subway one day when Julian spots women dressed as mermaids entering on. They are on their way to a parade at the beach. Julian is entranced and makes up his mind when they get home that he is also a mermaid. His Grandmother takes a bath and when she walks out, she sees that Julian has used a sheet and some ferns dress up a mermaid. His Grandma doesn't bat an eye at this and grabs him a necklace to wear. With his new outfit on she leads him back to the train and together they join the mermaid parade at the beach.

Activity One

For the first activity, you can review over the 5 story elements such as: the characters, the setting, the problem, the solution, and the theme. Use the book to review over these elements and prompt the child as you go. For example, for characters: "Who did we see in the story?". Or for the problem: "How does Julian turn himself into a mermaid?"

You can utilize a visual organizer for the child to be able to separate their thoughts into the categories.

For additional support you can write out answers on a piece of paper for children to be able to place into the correct places in the organizer.



Activity Two

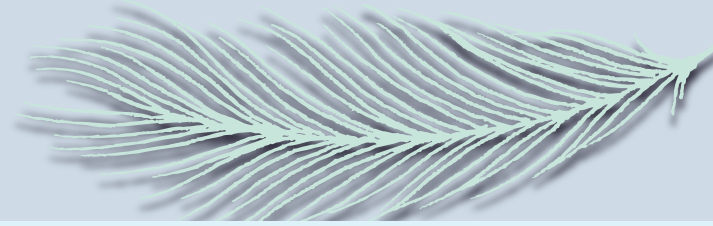
There are many opportunities in this book to practice subjective pronouns with singular and plural nouns. You can write out phrases on pieces of paper such as "He is sitting", "The mermaids are dancing", or "She is waving" for the child to be able to interact with. Review the book a second time and have the child place the appropriate phrases under the sentence.

Activity Three

Next, you can work on sequencing with the child to piece together and retell the story using transition words such as "First", "Next", "Then", and "Last". You can empower them to retell the story by using their "I Can Retell an Event" organizer. The child can draw out pictures of the story sequence to further interact with the story. If they need additional support, you can type out the four main events of the story for them to place together in order.

As you go along you can also incorporate inferencing, and have the child predict what they think will happen next.

For example: "Where do you think the Grandma is taking him now?"

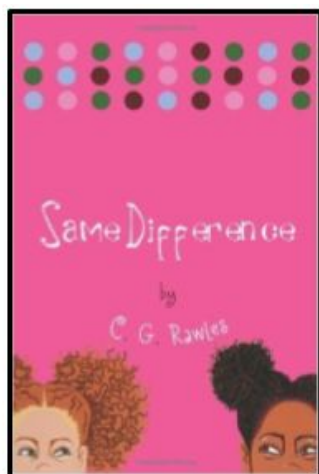


“My greatest hope was that the book would find not only the kids who immediately identify with Julian because they share certain characteristics - a love of dress-up, color, beauty - but that it would find the kids who don't share those interests”

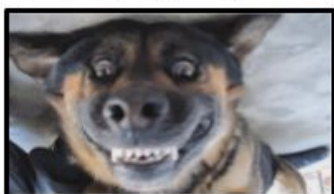
This reminded me of Grace Lin's Ted Talk and a book should have windows & mirrors.

It's important to be able to see yourself but also to have other people see in.





"We all SMILE in the same language!"



About the book:

- ★ Author/ Illustrator: C.G. Rawles
- ★ Characters:
 - Lisa
 - Lida
 - Grandmother
- ★ Themes:
 - self-acceptance and acceptance of others
 - Diversity- everyone is naturally unique but carry equal value and beauty
 - Different is not wrong!



Objectives:

- ★ Build empathy & self-esteem
- ★ Increase vocabulary knowledge
 - Adjectives
 - Nouns
- ★ Help children that struggle with bullying (towards themselves or others)

Activity!



1. Draw yourself
2. Choose a classmate, family member, or friend:
 - a. draw them
3. Choose 2 features and relate them to something positive in a sentence (like Lisa and Lida's grandmother did), then do the same for yourself!
 - a. You can be as creative as you want as long as it is nice!
 - i. If somebody's brown eyes remind you of your favorite chocolate dessert or somebody's green eyes remind you of your favorite spot on the playground that is fine!
4. Now choose two words from the **Adjectives Word Bank** that describe you and two that describe who you drew:

Adjectives Word Bank

1. **Athletic:** active or skilled in sports and exercise
2. **Courageous:** brave
3. **Ambitious:** to have a strong drive for success
4. **Bold:** fearless and daring
5. **Clever:** bright; having a quick mind; smart
6. **Considerate:** to think about others
7. **Explorative:** travel or find new things or places
8. **Loyal:** someone who is with you through good and bad times
9. **Wise:** to have knowledge
10. **Creative:** to have many new ideas; have a big imagination

Me

My hair reminds me of my favorite delicious snack: Cup of Noodles!

My eyes are shaped like the small leaves of the lemon tree from my childhood home.

I am creative and explorative.

Alex

Her hair is long and shiny like the grass we used to play soccer on.

Her eyes are the color of her go-to drink: hazelnut coffee

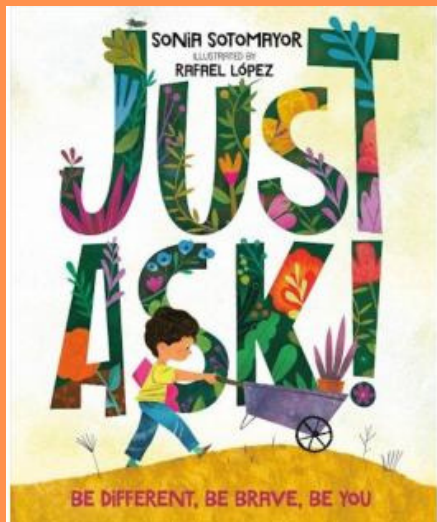
Alex is athletic and bold.

Just Ask!

Be Different, Be Brave, Be You

Author: Sonia Sotomayor

Illustrator: Rafael López



Summary:

This beautiful story talks about the differences that make us all unique and special. It encourages children to ask questions when dealing with things they don't understand or feel frustrated by. This book focuses on allowing children to accept differences they see within themselves and other children around them.

Reasons why children should read this book:

This book has such amazing representation throughout it. It gives children the chance to celebrate and reflect on the different abilities they were each given. It offers the child support and advice for when they come across a friend who may be different than they are. They are encouraged to ask questions nicely and learn empathy for others.

Therapy Activity Ideas:

Activity #1: (Semantics)

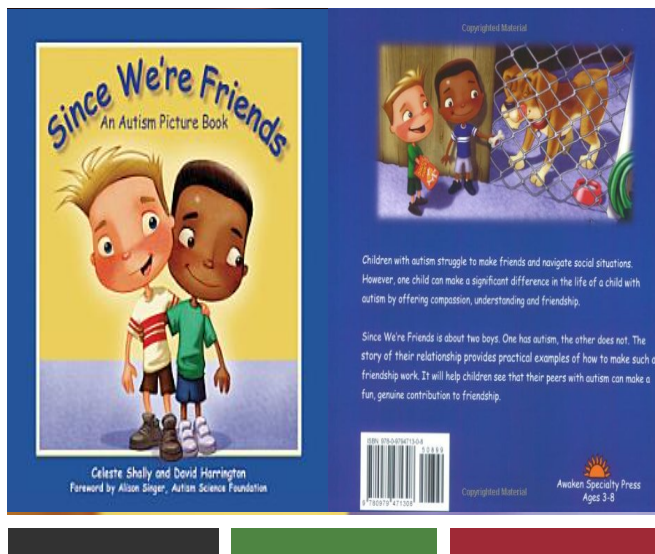
There are various amounts of terminology discussed in this book. This book focuses on the differences that make us all unique. There are different disabilities both visible and nonvisible that are mentioned. A helpful activity would be using one side of a flashcard to write the term and the other side can be for the child to come up with their own definition and idea of what it can mean. After, you can discuss with the child why they chose that definition and explain what the actual definition is.

Activity #2: (Pragmatics)

This book is an excellent opportunity to work on Pragmatics and conversational skills with children. We can create different scenarios with them and the most appropriate ways to go about asking their friends and classmates questions. We can also work on reactions and things they could say when faced with an answer they are unsure of.

Activity #3: (Perspective-Taking)

You can start a perspective-taking activity by opening up a conversation with the child. Asking them questions like "Do you feel the same as any of the children in the book?" If they do not, then that is okay. You can go over how the characters in the book may be feeling and why they feel like that. We can ask if they personally know anyone who may feel, look, or act like one of the characters in the book and how they can approach them to ask questions and conversing with them.



Since We're Friends

Matt has autism spectrum disorder, but it doesn't stop him from having fun with his friend who is always there to help him out. Together they enjoy playing sports, riding the swings, reading books, watching movies, and going swimming. Support for those with autism often comes in the form of a caring, considerate, and understanding classmate or friend. This is a touching story of friendship and compassion for those with special needs and is a must-read for children, parents, and teachers to better understand those with autism spectrum disorder and how to best help them navigate social situations.

Therapy Activity #1

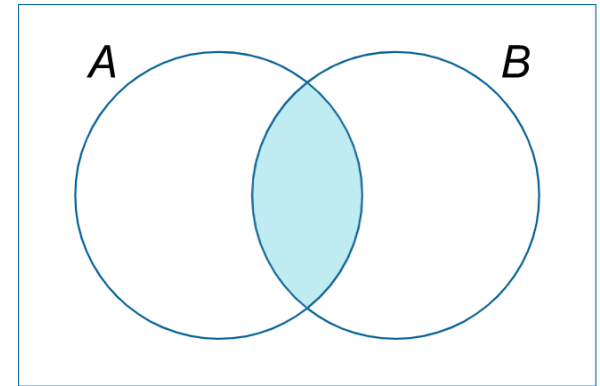
Morphology - Verb Tenses

Since the story contains a lot of present tense -ing verbs, you can have the student identify them while reading and have them write each verb on a paper strip. They can then cut off the -ing suffix and add an -ed to form the past tense verb. Finally, have the student choose whether they want to keep the verb in present or past tense, and sort it under the correct column labeled "present" or "past".

List of present tense -ing verbs:

scoring, dribbling, passing, following, blasting, yelling, waiting, playing

play	ing
play	ed



Therapy Activity #2

Similarities and Differences

Start out with a discussion about how friends may have a lot in common but may also have some differences which is okay. When friends bring their individual strengths together, they can make a great team. Then, have the student identify similarities and differences between Matt and the narrator of the story. For example, they both like animals, but Matt is good at scoring while the narrator is good at dribbling and passing. Finally, have the student use a Venn diagram visual to organize the similarities and differences. For an extension activity, they can work with a peer or think of a friend in their life in order to do the same activity. They will learn that it is okay to be different from their friends and classmates and to accept others for who they are.



Therapy Activity #3

Emotions and Vocabulary

Matt experiences a lot of different emotions when he is faced with social situations. You can use puppets to teach each emotion in the story while describing what a person's facial expressions and body language may look like. Then, have the student brainstorm "college words" or synonyms for each emotion and write them on a visual web. Lastly, have the student role-play a time they have felt each type of emotion and explain why they felt that way. Make sure they are using the appropriate facial expressions, body language, and sound effects that represent a specific emotion.

List of emotions:

happy, upset, frustrated, anxious, worried, calm, furious, disappointed, stubborn, sad

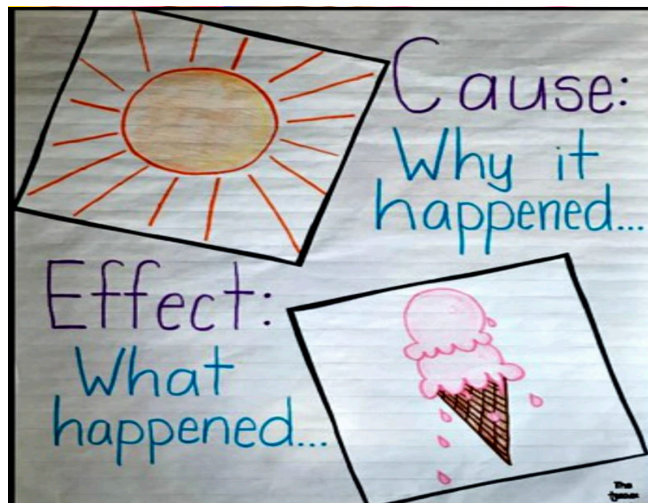
Therapy Activity #4

Cause and Effect

First make sure the student understands that the effect is what happened and the cause is why it happened. For this activity, pull out causes and matching effects from the story and write them on paper strips. For example, a cause would be "When the pool is closed for repairs" and the effect would be "Matt gets furious". If it is a group session, pass out a paper strip to each student that has either a cause or effect and have them walk around the room to find their match. You could also throw in causes and effects that aren't from the story.



When the pool is closed for repairs, Matt gets furious.



Therapy Activity #5

Pragmatics - Problem Solving

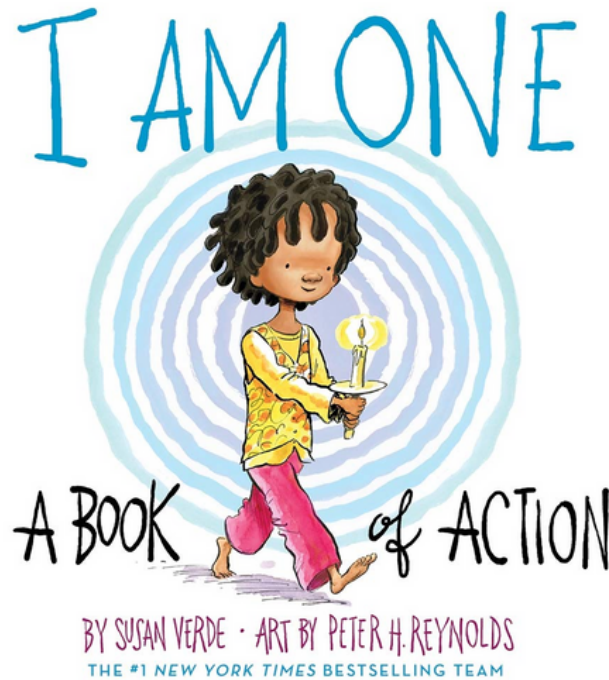
This story is solution oriented and provides practical ways a student can be a good friend to another student with autism spectrum disorder. You can have your student brainstorm how they would respond to a friend or classmate's feelings given a social scenario. For example, in the story Matt has a hard time following directions and understanding what the coach is saying, especially if the gym is really loud. His friend responds by repeating the instructions and shows Matt what to do. The student can discuss what they would do if it was their friend in these situations.

List of scenarios:

- Someone is on your friend's favorite swing
- People are talking about your friend

ABOUT THE STORY

I Am One: A Book of Action written by Susan Verde and Narrated by Peter H. Reynolds is about a little girl who ponders how someone so little like herself can make a difference in the world. The story shows how amazing things can start with just one, one step, one seed and one action to inspire others and lead the way for others all around the world. In this book the little girl goes on a journey using one action at a time to show kindness and compassion to others as well as inspire others to join in on her "just one" journey. This journey leads to a movement that turns into more than just one. Her ideas and journey start for her at home and by the end of the story she is with more than 10 children from all different cultures, showing that just one can turn into more to make the world a better more united place.



Activities using the book:

I Am One: A Book of Action

By Susan Verde-Art by Peter H. Reynolds

WHY IS THIS STORY IMPORTANT

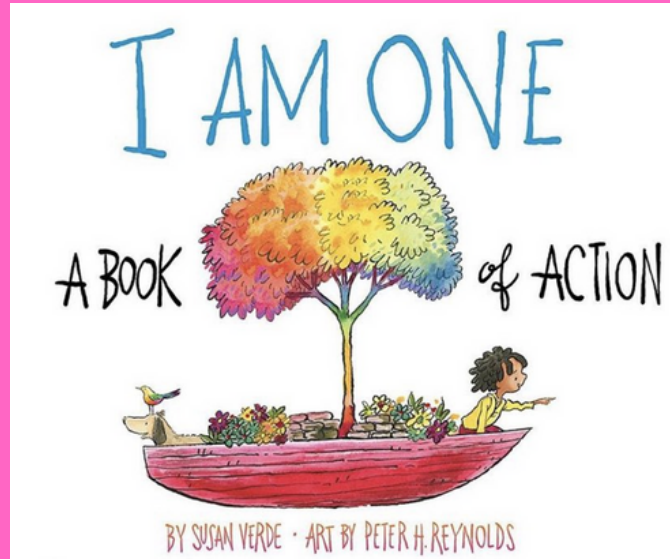
This story is important because it can inspire children to have hope and it can give a child a sense of control and purpose while our world is facing so many hardships and issues. This story shows that one little person can start a ripple effect with their one action and make a difference for many individuals. It is important to show children from a young age that they can make a positive change by taking their own first step as well as showing empathy and compassion to others. Taking action as small as it may be can make the world a more united, peaceful and better place.

ACTIVITY ONE: EMOTION STORY BOARD

This is a great activity to help children of different ages with their emotions and to help them better understand their own and other's emotions. All you have to do is find some rocks outside with or without the child. Draw or paint a different facial feature on each stone. Grab a piece of paper with a large circle drawn on it and have the child create different faces using the stones. You can then incorporate conversations about what strategies to use to help the child calm down when emotions get to be too much to handle. You can also talk about what they think the different emotions mean.

ACTIVITY TWO: VOCABULARY SCAVENGER HUNT

After reading the book to the child, have the child search around the room for hidden vocabulary words from the book (don't make it too hard). When the child finds a word they will have to match it to the word on their check list and then use that word in a sentence or they demonstrate an understanding of the word. You can also have them write out the definition of the word or sentence with the word. You can also have the child read the book instead of the SLP depending on the child's age language level.



ACTIVITY THREE: BE THE BOSS

This is a great activity no matter what target sound the child is having trouble with. You can start by telling the child that they get to be the "boss" while you read the book to them. While reading you want to occasionally say the target sound incorrectly. The child is in charge of catching you say the target sound wrong with a thumbs down and thumbs up when you correctly produce the target sound.

ACTIVITY FOUR: ACTION

After reading I Am One: A Book of Action the child and clinician will have a discussion about what change the child would like to see in our world and how to make it a better place. The child will make a list of a few ideas and then narrow it down, with the help of the clinician, and choose just one idea to follow through with.

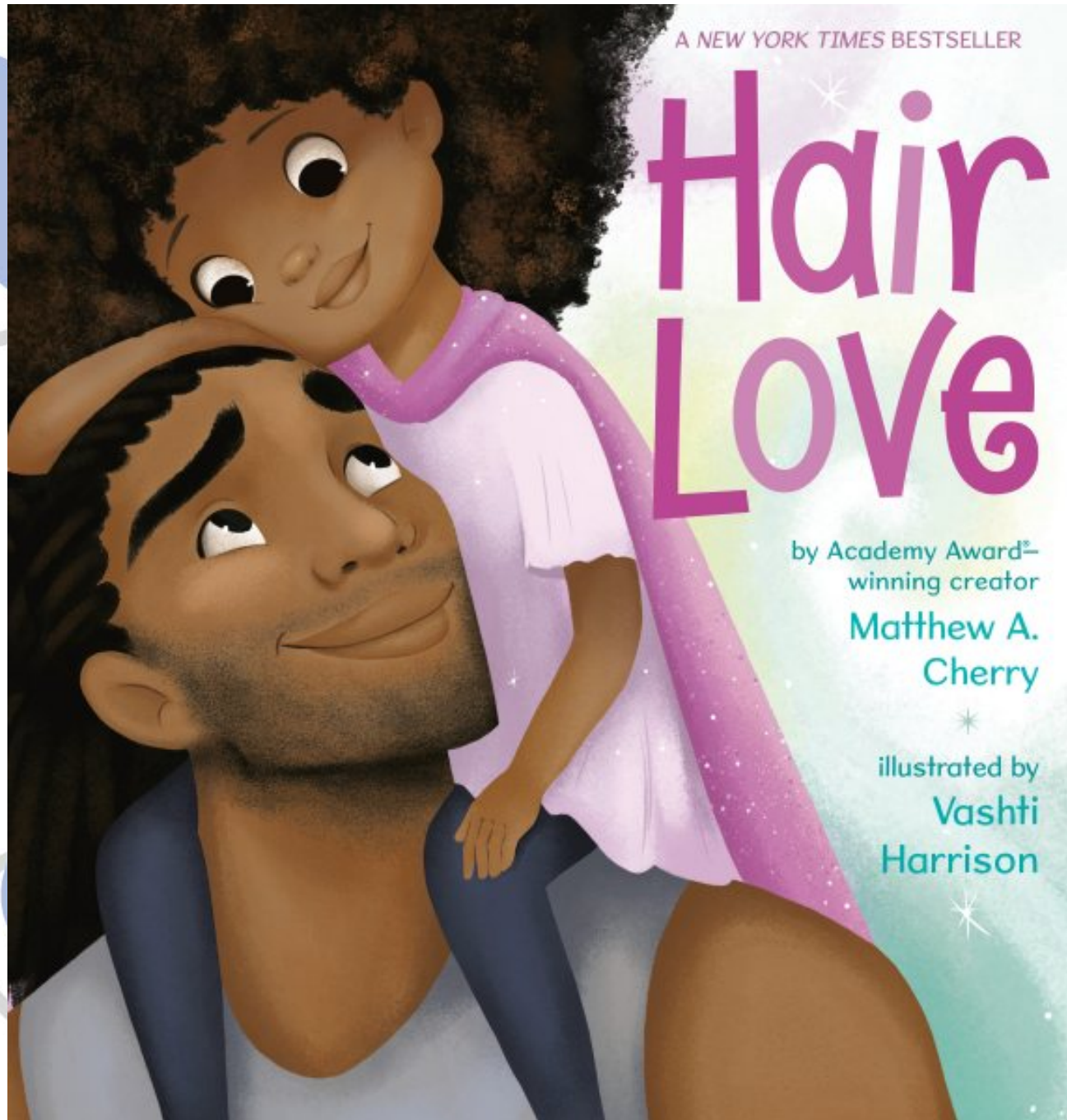
These changes could be anything that is important to the child and what can make their community/environment a better place. The child would then discuss with the clinician/teacher how to start this change and what actions they could do to start this change. This activity can be used for many different speech or classroom goals such as language and social/emotional.

A NEW YORK TIMES BESTSELLER

Hair Love

by Academy Award[®]-
winning creator
**Matthew A.
Cherry**

illustrated by
**Vashti
Harrison**



About the Author and what inspired this book

Matthew Cherry is a Chicago native and former NFL wide receiver that moved to LA to pursue a career in entertainment. He started out doing commercials and music videos and is now a filmmaker. He hopes that with the book and short film, "Hair Love", that it can provide your child an opportunity seeing someone like themselves being represented. It is often assumed that Black fathers are not involved in their children's lives, but they are one of the most involved groups in their children's lives. The goal of this book is to get rid of pre-established gender norms and normalize textured hair and Black father daughter relationships.

Summary of Hair Love

Hair Love is about an African-American father learning how to style his daughter's hair in his wife's absence. In this book, Zuri wakes up one special morning more determined than ever to have a hair day that represents her superhero spirit for her mother. Her kinky, coily hair has a mind of its own, but with patience, determination, and the help of her devoted father, Zuri creates the perfect style to welcome home an end-of-the-day surprise.





Summary:

A young girl named Tanisha spills grape juice on her new dress and her classmates react by laughing at her. One of Tanisha's classmates wants to make her feel better because her mom always says to "be kind." The rest of the book is spent going through different ways to show kindness to various people in our lives.

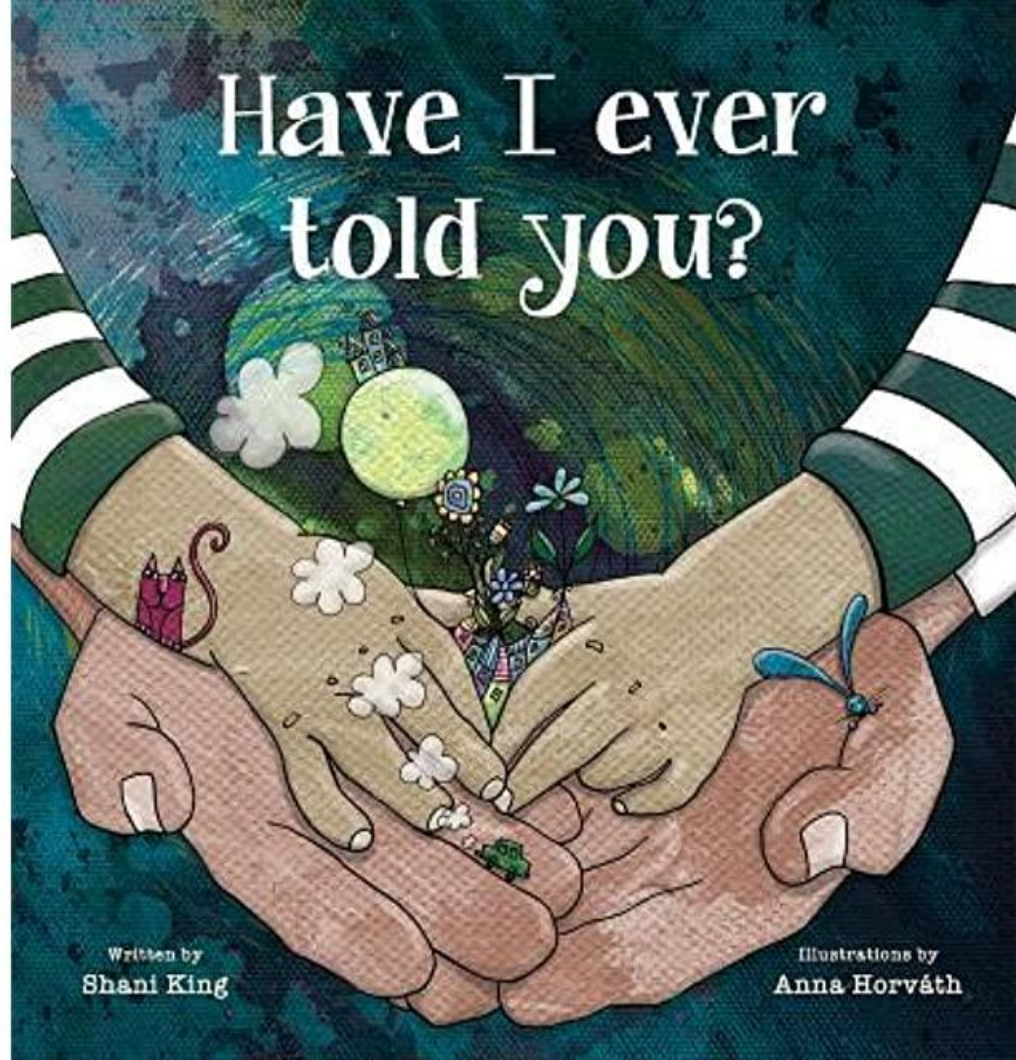
Reason for Picking:

I decided to choose this book because the illustrations show a wide variety of diversity without that being the main focus. Instead, the book revolves around something that we should all be practicing every day, Kindness!

Therapy Activities:

- List out acts of kindness seen in the book.
- Tell a story of a time when someone showed kindness to them or when they showed kindness to someone else.
- Answer the questions asked in the book. EX: "What does it mean to be kind anyway?"
- Create a worksheet that has scenarios where someone reacts to a situation with kindness and someone else doesn't. The goal is to pick the right reaction.
- Using the book to target verbs.
- Using the book to target nouns.

Have I ever told you?



Written by
Shani King

Illustrations by
Anna Horváth

About the Author and The Purpose of the Book

Shani M. King is a Professor of Law and Director of the Center on Children and Families at the University of Florida Fredric G. Levin College of Law. His goal is to empower every child he meets. Shani's children are the absolute joy of his life. He lives with them and his kind, humble and brilliant wife in Miami, Florida, where the sun shines 362 days a year. Shani hopes that he can help empower your children and your students as he strives to empower his.

Have I ever told you that you make me the happiest person in the world, just by being you?

"This book started as a note to my children, to remind them that they are amazing in their individuality and that they have the power to choose who they want to be in this world. This book holds the message of dignity that every child on this earth deserves and needs to hear. You are loved. You matter. You make me laugh. Have I ever told you that?

By Shani King, Illustrated by Anna Horvath of Annabies Art & Design (shanimking.com)

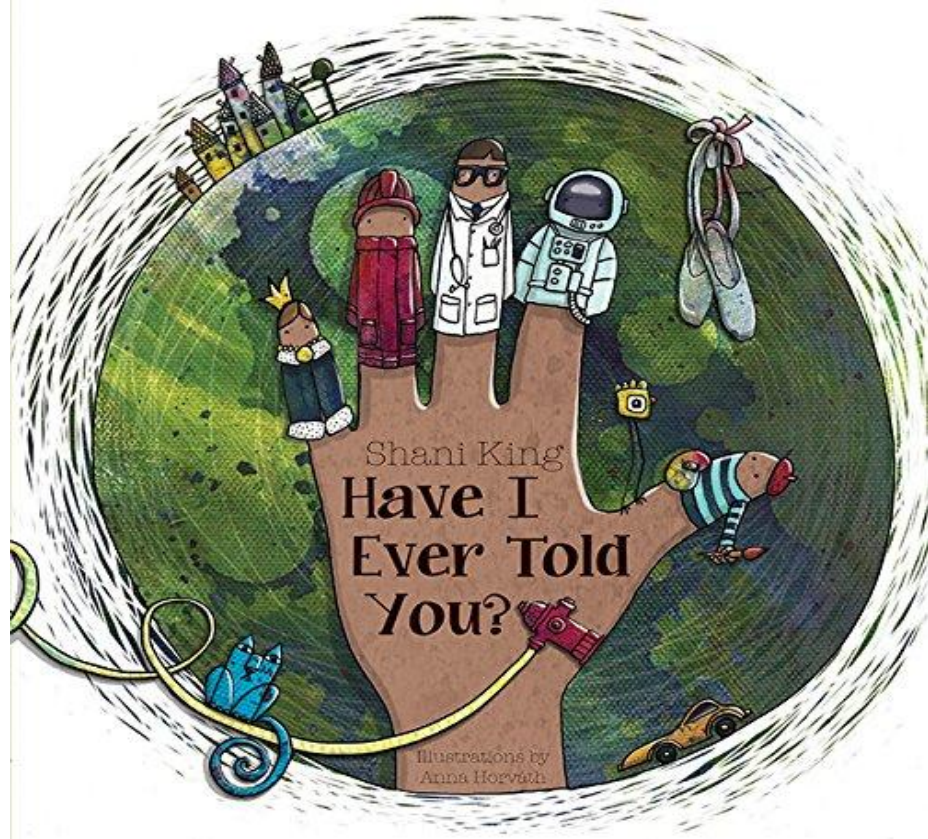
Youtube video to watch the story be read- <https://www.youtube.com/watch?v=su1utu-WUy8>

Summary of The Book

Have I told you that you can be whatever you want to be?
Have I told you that you can be a president, a doctor, a lawyer, inventor, dancer, musician?

Have I ever told you that people like you-who look like you, who talk like you, who speak Spanish, Arabic, English, Swahili, Mandarin? Have I ever told you that I love you now and will love you forever? Have I ever told you that I love the way you get food on your forehead when you eat?

Have I ever told you that if you hear a word that makes you uncomfortable , you can ask me what it means and we can talk about it? Have I told you that you should be kind to everyone and treat everyone with respect? That we all deserve respect because we are all people? Have I ever told you stand up for people who need help- People of any color, people of any faith, people of any size and shape or ability?

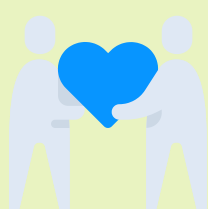


Representation

- ❖ **Made by a Poc Man**
- ❖ **Involves diversity, understanding**
- ❖ **Makes children feel heard**
- ❖ **Opens a dialogue between adult and child**
- ❖ **Builds self esteem and awareness to children at a young age**
- ❖ **Introduces dreams/goals, worthy of love, good things, that children matter because they do and they don't have to be anyone but themselves.**



THANK YOU, OMU BY: OGE MORA



Sharing

Throughout the book, the theme of sharing is apparent. With the children in the session, make a list of each of the children's favorite foods. Then have them list foods they would want to share with their peers. This will be an excellent way to talk about a variety of cultural foods, and also reinforces the importance of sharing



"S" in the Initial

There are a lot of initial-s words within this book. This would be a really great book to practice words such as "soup", "streets", "share" and more. The student will list all the initial-s words they see within the book. After they create a list, the SLP will go through the list and model for the child. The child will take the list home and practice 5 minutes a day with a family member.



Wh- Questions

1. Why is it important to share?
2. Who is Omu?
3. What is the job of a _____ ?
4. Who would you want to share your food with?



Pretend Play

Pretend play is an important part of social interactions and language development for children. As you read the book it would be fun to hand a plastic food item to each child, after the book ends the children will come together to pretend to cook and share their meal.



Conversations Regarding Differences

This book shows individuals from all walks of life. They each have different backgrounds, socio-economic status, and jobs. However, in the end, they are all able to contribute something that is uniquely theirs to the dinner with Omu. This is a great time to discuss the strengths of differences and reduce this idea of "other-ism".

Therapy Activities for Thank You, Omu

By: Savannah Carter