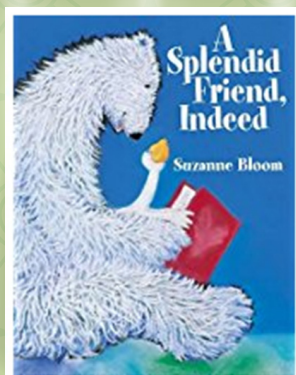


New York State
**BOOK
NOOKs**



A Splendid Friend, Indeed

A Splendid Friend, Indeed is about a duck and a bear becoming friends. The joys of friendship are expressed in this simple and sweet story of spending time with a friend.

Title: A Splendid Friend, Indeed

Author: Suzanne Bloom

Illustrator: Suzanne Bloom

Publisher: PA: Boyds Mills Press, Inc.,

Date published: 2005

Social and emotional skills infants and toddlers can learn through this book:

Children will be able to analyze what it looks like to have a friend.

Social and emotional words this book can emphasize:

happy, excited, quiet, annoyed, grumpy, try, talk, share feelings, talking, conversation, sharing, friend.

Activities to do while reading the book that will help promote social and emotional development:

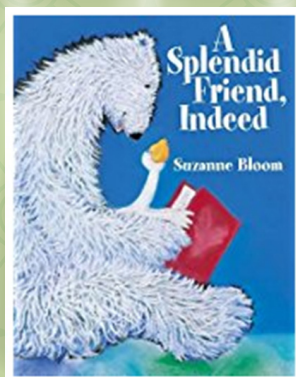
- Discuss how the duck is friendly. Help children define the word friendly through the duck's actions: he smiles at the bear, talks to him, brings him a snack, etc. Talk about what it looks like to be someone's friend. Relate the conversation to how you see the children reading the book act as friends. You can point out times they help each other, cooperate, play together, etc.
- Based on the duck and bear's facial expressions, help children label how they might be feeling. Discuss why they might be feeling that way and what they can do to express it. "Bear has a frown on his face. Maybe he is tired and needs a moment to himself. That is okay, he could tell the duck he needs to be alone for a bit, but will want to play a little later."
- Reading the same book for several days in a row is a great way to provide opportunities for infants and toddlers to develop a sense of competence and confidence, which is an important part of social

and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and toddlers may even make up their own story! Try reading this book for several days in a row and use some of the ideas, activities, and opportunities listed below to enhance social and emotional skill development.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Help children learn what it is like to be a friend and play with someone by engaging them in games that involve turn taking. You and two other children can make a block tower together, by taking turns putting a block on the tower one at a time. Use verbal prompts during this time, such as "your turn" and "my turn".
- Model sharing through play. You can do something as simple as while playing with playdough give a child some of yours and explain how you are happy to share your playdough with him or her.
- Help children learn how to recognize and then act on their own emotions appropriately. Sometimes children may feel overstimulated in care or play situations. This may make them feel anxious or upset. They may benefit from spending some time alone and relaxing. It is fine for children to spend this time away taking a break. Help them recognize this feeling, by bringing it to their attention when you start to

New York State
**BOOK
NOOKs**

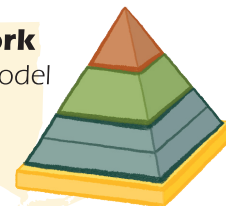


A Splendid Friend, Indeed

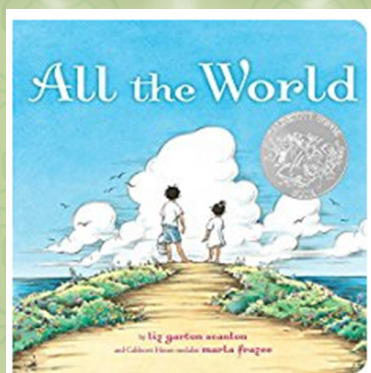
Title: A Splendid Friend, Indeed
Author: Suzanne Bloom
Illustrator: Suzanne Bloom
Publisher: PA: Boyds Mills Press, Inc.,
Date published: 2005

notice them looking overwhelmed: "It looks like you are getting a little too excited and may be feeling a bit overwhelmed playing with so many children at the moment. Would you like to go over to the cozy area and look at a book for a little bit?" Make sure that the child decides to take a break to help them learn how to regulate their feelings, this is to help them learn emotional skills and not a punishment like time out.

- Teach children how to state their feelings and needs to their peers. This is a skill that takes a long time to master, but toddlers who have developed verbal skills can start to make their own simple "I Messages". I Messages provide a format for expressing one's needs and feelings and then requesting how to have one's needs met. Try to introduce the children to the idea using the following steps. Encourage children to say how they feel when they are upset. For example, when you can see a child getting upset because another child took a toy from him say, "It looks like you are feeling mad that Chris took the truck from you. Go tell him how you feel, tell him 'I feel mad.'" This is just the beginning of an I Message, but a great way to help toddlers verbally express their feelings in socially acceptable ways.



New York State
BOOK NOOKS



All the World

All the World follows families and people throughout a day, including a trip to the beach, the farmer's market, and apple picking. The characters have lots of fun experiences including spending time with their large family. This book demonstrates secure attachment and loving relationships.

Title: All the World (board book)

Author: Liz Garton Scanlon

Illustrator: Marla Frazee

Publisher: NY: Little Simon, Simon & Schuster

Date published: 2015

Social and emotional skills infants and toddlers can learn through this book:

Reading this book with young children will help them discover and investigate what loving and securely attached relationships can look like. Children will hear positive words of value and worth.

Social and emotional words this book can emphasize:

together, fun, happy, disappointed, sad, sleepy, hungry, joyful, curious, peaceful, calm.

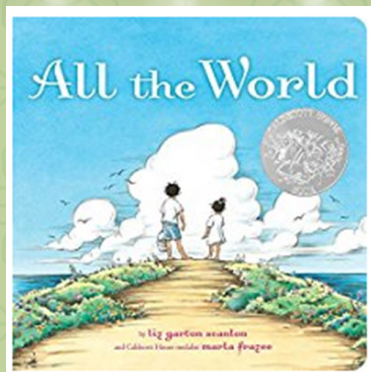
Activities to do while reading the book that will help promote social and emotional development:

- During and after reading the book, engage children in conversations about what the people in the pictures are doing together. Highlight how people enjoy having company and people to do things with.
- Discuss how the characters in the book may be feeling. Call attention to their facial expressions and link them with their feelings: "The people cooking have big smiles on their faces, they must really enjoy spending time together baking."
- Talk with children about some of the things they like to do with others. If children are not able to verbalize an answer, you can add information for them: "Alden, you seem to have a large smile on your face when Michael sits next to you and plays with trucks. I think you seem happy to play next to him."

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Talk with children about what they like to do with their families. When appropriate, try to incorporate these activities into programming. For example, you can add the materials to do the activities they like to do with their families into play areas, or set up special small group activities of the things they like to do.
- Ask families to bring in pictures from home. Hang them up as collages or make books with them. Allow children to have some special things from home in the environment.
- Ask families about the foods they eat at home. Ask them to share some healthy snack recipes and then make them and eat them together.
- Encourage children to have fun with each other. Set up activities that encourage at least two children to do something together. Try using a small parachute for the children to hold on to and bounce a ball together while trying to keep it from falling to the ground.
- Take a discovery walk together and ask the children to point out things they find interesting. Talk with them about what they are interested in, share what you are interested in and enjoy this time together. Having positive and caring relationships at young ages is very important for children to experience. These relationships will model the pleasure of being with people and help children build a foundation for strong and healthy attachment for the rest of their lives.

New York State
**BOOK
NOOKs**



All the World

Title: All the World (board book)
Author: Liz Garton Scanlon
Illustrator: Marla Frazee
Publisher: NY: Little Simon, Simon & Schuster
Date published: 2015

More attachment themed books:

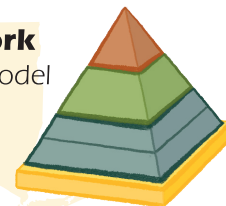
Bunting, Rose (2016). *All the World*. IL: Cottage Door Press.

Fox, Mem (2010). *Ten Little Fingers and Ten Little Toes*. Boston: HMH Books for Young Readers.

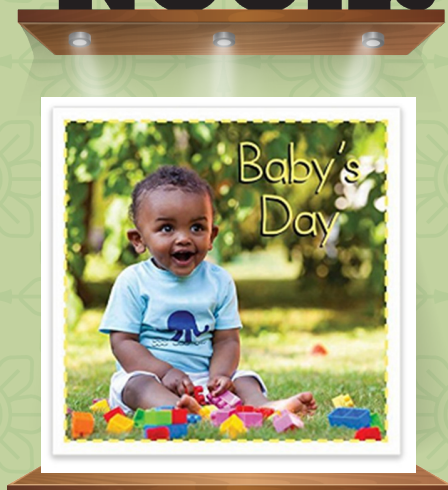
Frasier, Debra (2012). *On the Day You Were Born*. Boston: HMH Books for Young Readers.

McBratney, Sam (2008). *Guess How Much I Love You*. MA: Candlewick Press.

Prasadam-Halls, Smirti (2014). *I Love You Night and Day*. NY: Bloomsbury Children's Books USA.



New York State
**BOOK
NOOKs**



Baby's Day

Enjoy reading this book as you observe babies going throughout their day. The real pictures will captivate infants and toddlers as they examine what their peers do all day.

Title: Baby's Day (board book)

Author: Flowerpot Press

Illustrator: Flowerpot Press

Publisher: Toronto: Flowerpot Press

Date published: 2017

Social and emotional skills infants and toddlers can learn through this book:

Infants and toddlers will analyze what babies do throughout the day. Children will be able to recognize similar things they do throughout their day, aiding them in building confidence in themselves and the world around them.

Social and emotional words this book can emphasize:

happy, excited, helpful, hungry, eat, tired, sleep, bath, clean, surprised, friend, play, explore.

Activities to do while reading the book that will help promote social and emotional development:

- Have babies point to the babies in the book. While they do that, emphasize what the baby is expressing and may be feeling in that picture. "That baby is smiling with his mouth and his eyebrows are pushing up toward his hair. I think he looks very happy. I bet he is happy because he is playing with his friend. What do you think?"
- Talk about what the babies are doing in the pictures. Highlight what the babies in the book are doing with what your children do as well. This real-world connection will help children process what happens throughout a day, which can help them gain predictability and reassurance.
- Reading the same book for several days in a row is a great way to provide opportunities for infants and toddlers to develop a sense

of competence and confidence, which is an important part of social and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and toddlers may even make up their own story! Try reading this book for several days in a row and use some of the ideas, activities, and opportunities listed below to enhance social and emotional skill development.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Pay special attention to the routines in children's lives. Young infants need to live on their own schedules, meeting their needs on demand, consider how to build routines within their routine times of day. The times of day may not be exactly the same, but you can help build structure by having them participate in their daily routines. You can build predictability by having routines occur in the same space every day. For example, have children eat and sleep in the same places every day. Toddlers tend to start to have predictable times of routines, though they still need some flexibility in when they sleep and eat as they go through different growing phases. Again, you can help build predictability by trying to maintain an order of events throughout their day, first they get out of bed, and then they eat breakfast, get dressed, and so on. This type of order aids even the youngest children in understanding the flow of events and

New York State
**BOOK
NOOKS**



Baby's Day

Title: Baby's Day (board book)

Author: Flowerpot Press

Illustrator: Flowerpot Press

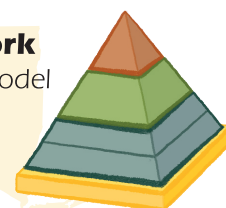
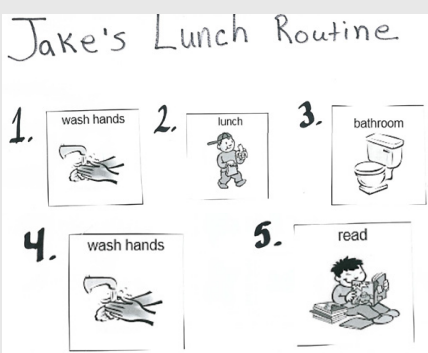
Publisher: Toronto: Flowerpot Press

Date published: 2017

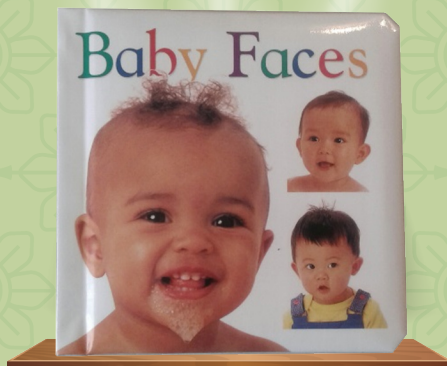
can help them participate in their routines and feel more safe and calm to know what is going to happen next.

- Some children benefit from concrete examples of their day. Providing infants and toddlers with a visual schedule of their daily routines can help them understand what is going to happen and what may be expected of them. Here is an example of a simple visual schedule for a lunch routine. When possible, if you can use pictures of the children and the space they live in for a visual schedule it is very helpful. If that is not possible the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) website at: www.challengingbehavior.org has many pictures that are free to use (these pictures were used for the sample schedule).

- All children love to feel independent, to be able to do things on their own. This independence plays a very large role throughout infants and toddlers social and emotional development. Even infants as young as eight months old can start to drink from a cup without support; toddlers can wash their hands and start to toilet independently. These are just a few examples of what children are capable of. Remember, you may have to repeat steps with young children many times before they can successfully complete a task without help. When teaching them these routines, it is helpful to: talk with them at their eye level, break things down step-by-step, and offer choices such as, would you like to use the blue cup or the red cup today? Using first/then statements such as first you get your hands wet and then you put soap on them, will help break steps down, making it easier for a child to accomplish. Always remember to not punish children for making mistakes while they are learning new things and of course celebrate with them when they complete a task!



New York State
**BOOK
NOOKs**



Baby Faces

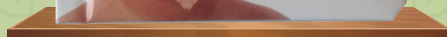
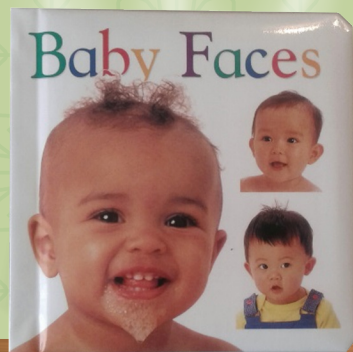
Title: Baby Faces
Author: DK Publishing
Illustrator: DK Publishing
Publisher: DK Publishing
Date published: October 28, 1998

Pyramid Skill or concept(s)	Sense of self, identifying feelings, building children's emotional vocabulary.
Goal/Objective:	<p>Children will identify and label their feelings, while associating them with the pictures in the book.</p> <p>Children will express their feelings using the pictures in the book.</p> <p>Children will show how they feel, by mimicking the facial expressions in the book.</p>
Emotional Vocabulary:	Angry, happy, puzzled, sad, surprised, worried.

Story Time: (Show and Tell It)

Name of Activity:	If You're Happy And You Know It!
Supplies needed:	Teacher led song, or a CD with CD player.
Ideas of what to say or do.	<p>As you read this picture book, ask the children how they are feeling today.</p> <p>As you turn the pages in this book, ask them, "Are you feeling (point to the picture and say/verbalize the emotion), happy?"</p> <p>Once the book has been read, ask all the children to stand while singing your version of this song.</p> <p>Possible verses:</p> <p>If you're happy and you know it, show your smile (Teacher should model smiling).</p> <p>If you're sad and you know it, cry a tear (Teacher should model a sad facial expression).</p> <p>If you're mad and you know it, use your words (Teacher should model by saying, I'm mad).</p>

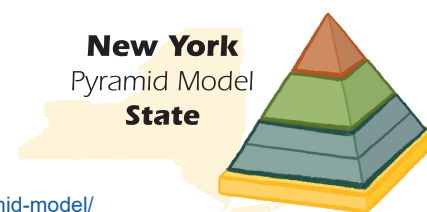
New York State
**BOOK
NOOKs**



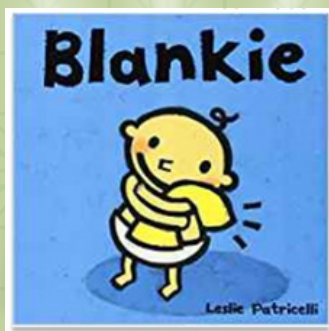
Baby Faces

Title: Baby Faces
Author: DK Publishing
Illustrator: DK Publishing
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<p>Ideas of what to say or do. (continued)</p>	<p>If you're scared and you know it, ask for help (Teacher should model by saying, please help me).</p> <p>If you're happy and you know it, hug a friend (teacher should model how to hug appropriately).</p> <p>If you're tired and you know it, give a yawn (Teacher should model how to yawn).</p> <p>Add versus that you can think of that will help children identify and increase their emotional vocabulary.</p>
<p>What Pyramid skill or concept is covered?</p>	<p>Concentrating, emotional vocabulary, recognizing feelings in others.</p>



New York State
BOOK NOOKS



Blankie

Blankie walks children and adults through the life of a little boy and his blankie. This child is very attached to and loves his blankie. This demonstrates how young children use familiar objects that they love to help make spaces seem familiar and less intimidating.

Title: Blankie (board book)

Author: Leslie Patricelli

Illustrator: Leslie Patricelli

Publisher: Candlewick Press

Date published: 2005

Social and emotional skills infants and toddlers can learn through this book:

Children will be able to identify at least two feelings the character expresses in different situations throughout the book. Children will be able to analyze the boy's relationship with his blankie and how he goes about his day.

Social and emotional words this book can emphasize:

play, happy, worried, sad, share, cry, bed time, company, afraid, love.

Activities to do while reading the book that will help promote social and emotional development:

- **A large piece of social and emotional development is learning to regulate your own emotions and express them in socially acceptable ways.** This is not an easy task and can take a long time to learn. Infants and toddlers sometimes use attachment items such as blankies to help them feel safe and secure and hence aid them in regulating their emotions. This should be observed and celebrated as a great social and emotional strategy! Talk with children about how the boy in the book snuggles his blankie when he is happy or scared. Discuss what being scared means and what you can do when you feel that way. Hugging your blankie or another attachment item such as a special bear is a strategy to help children feel better, so is finding an adult to help, taking deep breaths or sitting and looking at a book in a cozy and quiet spot.

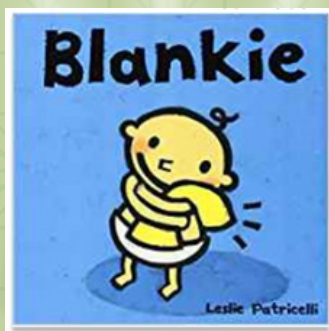
- **Help children focus on the feelings and facial expressions the boy exhibits throughout the book.** Describe how he looks and maybe feels when sharing his blankie. Point out his smile when he plays with blankie. Make connections to when you see the children look happy to share toys or play.
- **Talk with children about the things the boy in the book likes to do and what he looks like while doing these activities.** Then discuss with the children what they like to do and how they feel when participating in these activities. You can lead the conversation to how the children feel when they experience things they do not like. Point out that sometimes we do not like things and that they may make us feel sad or mad and that it is okay to feel that way. Bring the conversation to what you can do when you feel mad or sad, such as finding an adult, snuggling with an attachment item, or taking a deep breath.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- **Impulse control helps people have the capacity to adapt to social situations and follow rules.** Again, these skills develop over a very long period of time, but even infants are developing them starting at birth. When an infant is comforted by a caregiving adult he or she understands they can count on this person to help regain control. Learning that you can be out of control and then regain is one of the key concepts in developing impulse control and emotional regulation.

New York State

BOOK NOOKS



Blankie

Title: Blankie (board book)

Author: Leslie Patricelli

Illustrator: Leslie Patricelli

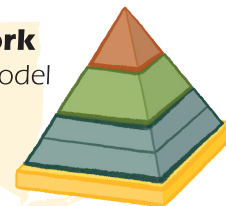
Publisher: Candlewick Press

Date published: 2005

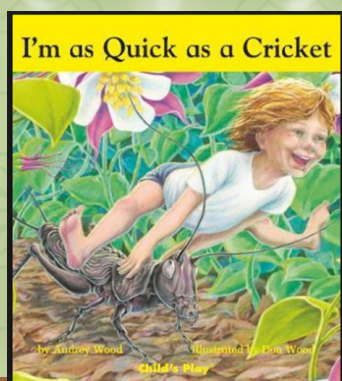
Simply comforting infants when they are out of control will give them the foundation they need to develop impulse control. Allowing young children to use their attachment items any time they need them is important for them to learn impulse control and then aid in emotional regulation. They may start off using the item for support, but will on their own time line eventually build skills to control their emotions that will not rely on their special object.

- **Offering children acceptable choices throughout the day will allow them to practice their impulse control as well as give them the ability to assert themselves and develop their self-identity skills.** Offer simple choices throughout the day such as asking if they would like to play with the soft blocks or the wood blocks, or if they would like to have apples or bananas for snack.
- **Use shatter-proof mirrors and pictures to help children see themselves expressing different emotions.** Help them label the feelings they are expressing. This will help them learn what they are feeling, and will lead to them being able to express their feelings on their own in time.

- **Offer infants and toddlers a variety of toys and objects that allow them to experience cause and effect.** When children pick up a rattle, shake it and help them realize it was them making the noise. This gives them a sense of competence and the knowledge that they have the power to make things happen. Similarly, playing with push button or pop-up toys, balls or push and pull toys will help children see that one action causes a reaction. Knowing that they have an impact on the world around them will support children's emotional development by helping them develop a sense of self and feelings of accomplishment.
- **Model how you regulate your emotions throughout the day both through your actions and verbalizations.** You can state, "I feel overwhelmed because it is very loud in here. I am going to take a couple of deep breaths to help me feel better."
- **When parents and caregivers respond promptly to children's needs and cues** it will aid them in feeling what it is like to have their needs met and build an underlying foundation for emotional regulation.



New York State
BOOK NOOKS



I'm as Quick as a Cricket

This beautifully illustrated book compares a young boy's feelings to animals. There are fun life-like pictures of the boy, showing exaggerated emotions while he imagines playing with animals. *I'm as Quick as a Cricket* is a creative way to explore feelings with concrete expressions while using your imagination.

Title: I'm as Quick as a Cricket (board book)

Author: Audrey Wood

Illustrator: Don Wood

Publisher: ME: Child's Play international

Date published: 1998

Social and emotional skills infants and toddlers can learn through this book:

Infants and toddlers will analyze facial expressions as they pertain to feelings.

Social and emotional words this book can emphasize:

sad, happy, nice, mean, strong, loud, quiet, tough, gentle, brave, shy.

Activities to do while reading the book that will help promote social and emotional development:

- Point out the boy's facial expressions. Discuss why he might be feeling the way he is. "The boy feels sad. He is crying, he has a tear rolling down his cheek. Why do you think he is sad? Maybe he is sad because his toy truck broke." Learning to read facial expressions will help young children learn to describe their feelings and read them in others.
- Talk about what is okay and not okay for the boy to do while he is feeling the ways that he is throughout the book. This will help children learn what is appropriate behavior and some problem-solving skills too. It is always alright to have feelings, but it is not okay to hurt people or be mean because we feel sad or mad. For example, "The little boy is stating he is mean. Maybe when he feels that way he should go to a cozy area and look at a book so that he does not hurt anyone's feelings."
- Have fun encouraging the children to act out the different ways the boy is feeling. Have them pretend they are

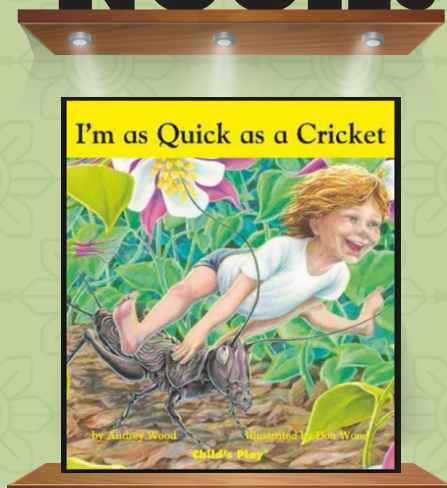
the animals in the book. Make sure if the children pretend to be mean to just make the facial expressions for that one, as you do not want to ever encourage, even when pretending, children to exhibit undesired behaviors.

- Reading the same book for several days in a row is a great way to provide opportunities for infants and toddlers to develop a sense of competence and confidence, which is an important part of social and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and even make up their own story! Try reading this book for several days in a row and use some of the ideas, activities, and opportunities listed below to enhance social and emotional skill development.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Use stuffed animals or puppets and a play doll to act out the feelings in the book. Problem solve with the children about what the puppets can do to feel better or what they can do when they feel happy or brave. Again, this will help demonstrate appropriate behaviors and simple problem-solving strategies to manage different emotions.
- Make pencil case feeling puzzles! Draw or use pictures from magazines or those of your children as the puzzle. Use one inch wide popsicle

New York State
**BOOK
NOOKs**



I'm as Quick as a Cricket

Title: I'm as Quick as a Cricket (board book)

Author: Audrey Wood

Illustrator: Don Wood

Publisher: ME: Child's Play international

Date published: 1998

sticks for the puzzle pieces. Before laminating each picture, on the back side of it trace the popsicle stick, so you will be able to easily cut them to the shape of the stick. Laminate each picture. Cut the picture in strips to fit the sticks, each stick will make one puzzle piece. Glue each strip of a picture to a stick, keep a copy of the puzzle's picture for children to use as a model of what they are trying to build and have them build their new feeling puzzle!

For convenience, your new puzzle should be able to fit into most pencil cases; if not, you can store it safely in a zip lock bag

- Sing "If You're Happy and You Know It" and replace the actions with acting like the animals in the book. For example, "If you're happy and you know it, sing like a lark, tweet, tweet. If you're sad and you know it be a hound, boo-who (sounding more dog like)."
- Use some gross motor calming activities such as stretching and yoga. Use the animals in the book to create some interesting stretching poses that will give children some



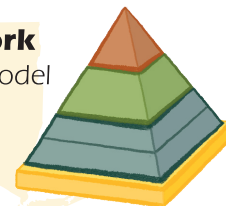
Pencil Case Feeling Puzzles!

nice muscle stretching and joint pressure that may send relaxing messages to their bodies. If you are able to do the poses with the children, it will help them learn and do them more easily. For example, if you have children get into Child's Pose, which is a yoga position, you get into by standing on your knees on the floor and then put your head to the floor and put your arms in front of you so your hands are on the floor. You can call this nice bunny pose. You can have the children lay on the ground on one side and then crunch into a ball, by hugging their knees with their arms and call this quiet clam pose.

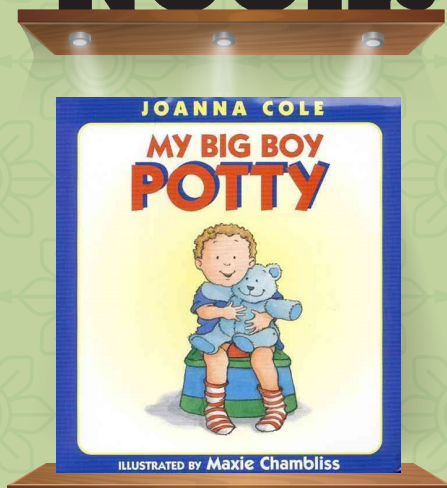
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New York State
**BOOK
NOOKs**



My Big Boy Potty

This book walks a male child through the process of learning to use the toilet. The book engages and interacts with the child being read to as they ask him questions. The illustrations represent real-life and the story reflects the experiences of learning to use the potty. There are also some simple tips for caregivers on supporting a child through the potty learning process.

Title: My Big Boy Potty

Author: Joanna Cole

Illustrator: Maxie Chambliss

Publisher: NY: HarperCollins Publisher

Date published: 2000

Social and emotional skills infants and toddlers can learn through this book:

Toddlers who are ready or almost ready to start using the toilet will have examples of how and what it looks like to use it. They will be able to see the process from start to finish. Toddlers will be able discuss what the children are doing and going through in this book with the adult who reads it to them. This can be a very emotional time for toddlers and they need lots of support and patience to successfully use the potty. Reading this book over and over will not only help them learn the process but help address some of their fears and make them feel more safe and comfortable.

Social and emotional words this book can emphasize:

wet, dry, pee, poop, potty, toilet, toilet paper, underwear/underpants, accident, proud, wipe.

Activities to do while reading the book that will help promote social and emotional development:

- Have fun together while reading these books! This is a big topic to toddlers and can become intense very quickly. Use the book to help guide an informative way to support children through this learning process.
- Point out how the characters in the book are similar to the child you are reading with. "Wow, Michael has a bear just like you! Michael wears a diaper just like you!" Help build commonalities so the characters become good models for the child reading the book and help him

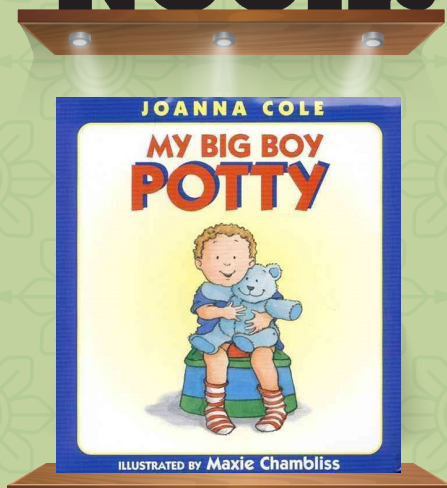
examine the process of using the potty.

- Verbally highlight the steps involved in using the bathroom to help build children's toileting vocabulary. "Michael is peeing in the potty."
- While reading the book help children understand how it physically feels to need to use the toilet.
- Use the book to discuss some of the fears or concerns children may have about using the toilet. Talk about how Michael is always safe on the toilet. Discuss where the pee and poop go after they make it into the toilet.
- These books offer good examples of how accidents happen and how they are not a big deal. Accidents can be cleaned up and fresh, clean underwear can be put on very easily. It takes a long time for children to master using the toilet and accidents should be expected.

Remember:

Children learn to use the toilet at different ages, some children use the toilet at two years of age, some at three years, some at four years and so on. When children are developmentally ready, they will use the toilet independently. Make sure that children have all of the signs of potty learning readiness before using the toilet. A couple of signs include: the ability and willingness to follow simple directions, knowing when he has urinated or made a bowel movement and being uncomfortable when that happens.

New York State
BOOK NOOKS



My Big Boy Potty

Title: My Big Boy Potty

Author: Joanna Cole

Illustrator: Maxie Chambliss

Publisher: NY: HarperCollins Publisher

Date published: 2000

Helpful reading for adults:

- For a quick list of potty learning readiness indicators and tips visit: http://www.cdccc.org/uploads/tipsheets/1402404807_TipsheetPottyTraining.pdf.
- Another helpful and evidence-based book is: Brazelton, Berry, T., M.D. & Sparrow, Joshua, M.D. (2008). *Toilet Training the Brazelton Way*. NY: Hachette Book Group.
- A quick and tip-filled book for parents and childcare providers: Kinnell, Gretchen (2004). *Good Going!: Successful Potty Training for Children in Child Care*. MN: Redleaf Press.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Have multiple potty learning books available for children to look at and read with you throughout the day. Providing children with the visuals of the process may help them not only learn the process, but normalize it and help with some of the fear and anxiety they may be feeling around using the toilet.
- Make picture charts of the steps of using the toilet and place them near the toilet.

- Use doll houses or similar play items to play potty time with and allow children to walk the dolls through the steps.

More potty learning books for children:

McGrath, Bob (1996). *Uh, Oh! Gotta Go! Potty Tales from Toddlers*. NY: Barron's.

Katz, Karen (2005). *A Potty for Me!* NY: Little Simon.

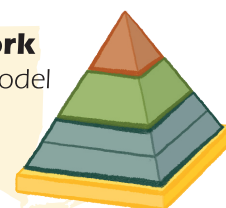
Patticelli, Leslie (2010). *Potty*. MA: Candlewick Press.

Satin Capucilli, Alyssa (2000). *The Potty Book for Boys*. NY: Barron's.

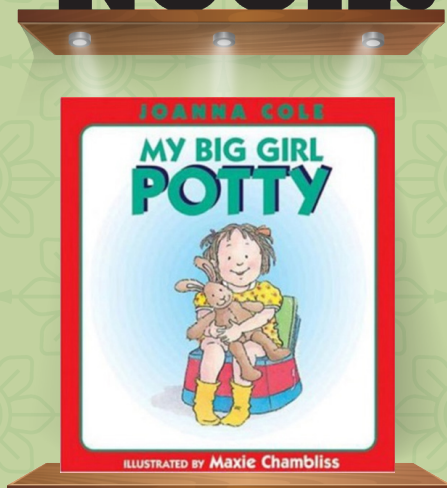
Satin Capucilli, Alyssa (2000). *The Potty Book for Girls*. NY: Barron's.

Verdick, Elizabeth (2008). *Diapers Are Not Forever*. MN: Free Spirit Publishing.

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New York State
**BOOK
NOOKs**



My Big Girl Potty

These books walks a female child through the process of learning to use the toilet. The book engages and interacts with the child being read to as they ask her questions. The illustrations represent real-life and the story reflects the experiences of learning to use the potty. There are also some simple tips for caregivers on supporting a child through the potty learning process.

Title: My Big Girl Potty

Author: Joanna Cole

Illustrator: Maxie Chambliss

Publisher: NY: HarperCollins Publisher

Date published: 2000

Social and emotional skills infants and toddlers can learn through this book:

Toddlers who are ready or almost ready to start using the toilet will have examples of how and what it looks like to use it. They will be able to see the process from start to finish. Toddlers will be able discuss what the children are doing and going through in this book with the adult who reads it to them. This can be a very emotional time for toddlers and they need lots of support and patience to successfully use the potty. Reading this book over and over will not only help them learn the process but help address some of their fears and make them feel more safe and comfortable.

Social and emotional words this book can emphasize:

wet, dry, pee, poop, potty, toilet, toilet paper, underwear/underpants, accident, proud, wipe.

Activities to do while reading the book that will help promote social and emotional development:

- Have fun together while reading these books! This is a big topic to toddlers and can become intense very quickly. Use the book to help guide an informative way to support children through this learning process.
- Point out how the characters in the book are similar to the child you are reading with. "Wow, Michelle has a bear just like you! Michelle wears a diaper just like you!" Help build commonalities so the characters become good models for the child reading the book and help her

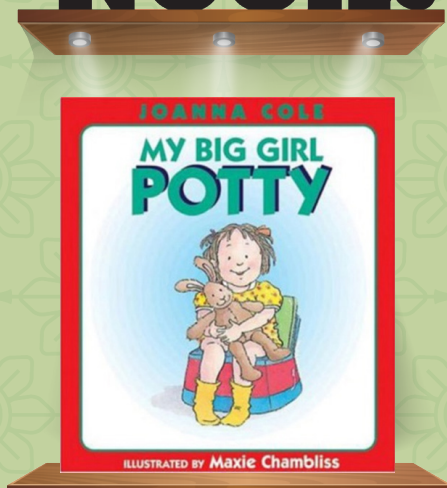
examine the process of using the potty.

- Verbally highlight the steps involved in using the bathroom to help build children's toileting vocabulary. "Michelle is peeing in the potty."
- While reading the book help children understand how it physically feels to need to use the toilet.
- Use the book to discuss some of the fears or concerns children may have about using the toilet. Talk about how Michelle is always safe on the toilet. Discuss where the pee and poop go after they make it into the toilet.
- These books offer good examples of how accidents happen and how they are not a big deal. Accidents can be cleaned up and fresh, clean underwear can be put on very easily. It takes a long time for children to master using the toilet and accidents should be expected.

Remember:

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New York State
BOOK NOOKS



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Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Have multiple potty learning books available for children to look at and read with you throughout the day. Providing children with the visuals of the process may help them not only learn the process, but normalize it and help with some of the fear and anxiety they may be feeling around using the toilet.
- Make picture charts of the steps of using the toilet and place them near the toilet.

- Use doll houses or similar play items to play potty time with and allow children to walk the dolls through the steps.

More potty learning books for children:

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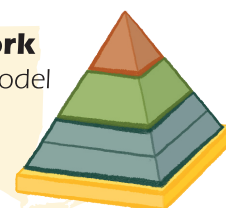
Patticelli, Leslie (2010). *Potty*. MA: Candlewick Press.

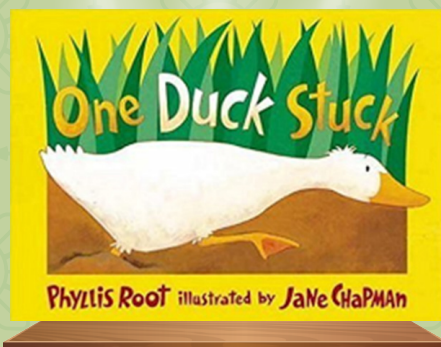
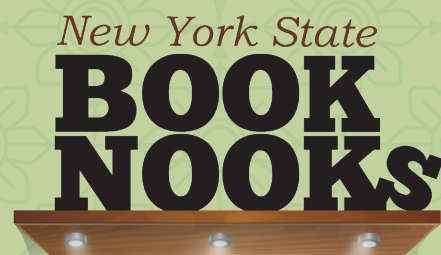
Satin Capucilli, Alyssa (2000). *The Potty Book for Boys*. NY: Barron's.

Satin Capucilli, Alyssa (2000). *The Potty Book for Girls*. NY: Barron's.

Verdick, Elizabeth (2008). *Diapers Are Not Forever*. MN: Free Spirit Publishing.

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One Duck Stuck

This book follows the story of a duck who gets stuck in the muck near a marsh. The duck is scared and needs help, so a procession of friendly and helpful animals all work together to help the duck out of the muck. There are many fun rhymes in this book which makes it a playful read, while providing examples for children of how to help others and cope with needing help.

Title: One Duck Stuck (Board or Paperback)
Author: Phyllis Root
Illustrator: Jane Chapman
Publisher: Candlewick Press
Date published: 2001

Social and emotional skills infants and toddlers can learn through this book:

Children will examine multiple ways to help and ask and receive help when needed. Children will be able to analyze ways to problem solve.

Social and emotional words this book can emphasize:

help, friend, scared, happy, anxious, helpful, sad, disappointed, encourage, support, worried, calm.

Activities to do while reading the book that will help promote social and emotional development:

- Ask children how the duck may be feeling and why they think he is feeling that way. Look at the attributes on his face that may show his feelings, point out how his eyes look, how his head hangs, etc.
- Introduce some vocabulary words such as, anxious and worried. Ask and point out why the duck might experience these feelings and then discuss what he can do to feel better. "The duck might be worried that he will not get out of the muck. He might miss his Mommy and wonder when he will see her. He is ok and if he can take some deep breaths and find help he may start to feel better."
- Walk children through some of the problem-solving strategies the animals are working through to free the duck. "The dragonflies are trying to help pull the duck out of the muck by holding on to him and flying away." Problem solving skills help people through many situations and keep people emotionally calm

and focused. This story is a good introduction to solving problems.

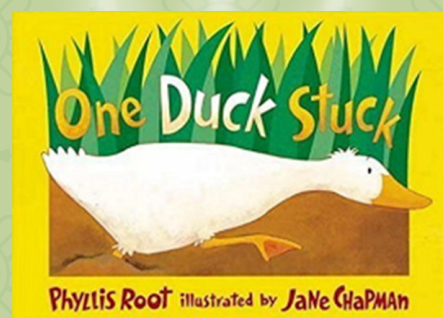
- Point out how when the first time the animals could not get the duck out of the muck, they tried another way to help. Discuss how trying new ways to approach solving problems resolves them.
- Discuss how the animals are helping the duck. Emphasize how it is nice of the animals to help their friend the duck. Discuss how friends help each other.
- Highlight how when all of the animals helped each other they were able to get the duck out, and then discuss how the children help others and how people feel when someone helps them. "When all of the animals worked together they were able to free the duck. It is so great when friends help each other! I remember during play today, Jacob helped Adelaide pick up a heavy bin of blocks she could not pick up on her own, but they did it together! I saw Adelaide have a big smile on her face after Jacob helped her, and I saw Jacob smile because he was happy that he was able to help Adelaide!"

Fun for Everyone! Activities to promote social and emotional development throughout the day:

Model and help support children through the three problem solving steps whenever problems arise:

1. Define the problem
2. Identify the feelings the problem is creating
3. Work on possible solutions, one at a time

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NOOKS**



One Duck Stuck

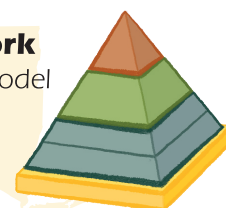
Title: One Duck Stuck (Board or Paperback)
Author: Phyllis Root
Illustrator: Jane Chapman
Publisher: Candlewick Press
Date published: 2001

It will take a long time for children to put these steps into place without adult support, they may even be in preschool before you will see them do this. However, supporting them with an appropriate way to approach problems will help them regulate their emotions and lay the foundation for individual resolutions later in life.

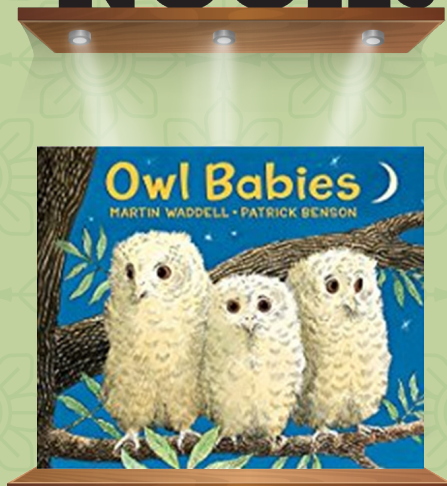
- As you introduce children to the concepts of developing problem solving skills, this is a lot of information for toddlers to take in, but with lots of concrete exposure to this process they will start to problem solve. You can act out with another adult a quick scenario for the children to watch. For instance, you can pretend to be two children who want to play with the same truck, and then use the three problem solving steps to find a solution!
- Set up activities for children to have to do together. Have them carry large (but not too large or heavy) objects from one place to another. Place a large bin of blocks out that requires at least two children to carry it to a play space. Ask them to move it and help them problem solve through it together.
- Take pictures of children helping others, discuss how they were helping people, and how they and the people they helped felt about it. Hang the pictures up or make a

helping book with them to continue and deepen the conversation.

- While playing with dramatic play materials point out times when the "characters" are helping others, may need help or need to look at how to solve a problem. Help the characters play through the situations.
- Talk with children about times they may feel worried about things. Discuss things they can do to feel better when they feel this way, such as talking to Mom, Dad or caregiver, take some deep breaths, snuggle with their lovey, etc.
- Create games where children need to solve problems. Make yourself available to help talk them through it as needed. For example, if you take a small toy (not too small to avoid choking hazards), put it in a big ball of playdough and then tell the child there is something in the playdough he or she will have to get out. Remember to use the three problem solving steps while playing these games.



New York State
**BOOK
NOOKs**



Owl Babies

Three owls wake up to find that their mother is not home with them. The owls talk each other through their fears of where their mother might be and if she will return. When their mother comes back, she reminds them that she told them she was going to go away for a short while and then return, which is what she did, to her baby owls' great relief. This book portrays how infants and toddlers experience separation anxiety and provides them with a concrete example of how loved ones can leave and then return, which may help them with separation anxiety.

Title: Owl Babies

Author: Martin Waddell

Illustrator: Patrick Benson

Publisher: Candlewick Press

Date published: 2012

Social and emotional skills infants and toddlers can learn through this book:

Infants and toddlers will be able to examine how loved ones leave and return.

Social and emotional words this book can emphasize:

live, think, wait, worry, come back, nervous, be back soon, excited.

Activities to do while reading the book that will help promote social and emotional development:

- Discuss what the owls are experiencing and how they might be feeling throughout the book. Make sure to highlight that they miss their mother and that it is alright to miss people when you are not able to be with them. Use this time to reassure children that people go places and we cannot always see them, but they are still fine even when not in sight. You might say, "The owls are sad, because they cannot see their mother and they do not know where she is. I am sure their mother is out doing an errand and is just fine and will be back to be with them very soon."
- Talk about what the owl babies can do to make themselves feel better while their mother is gone. Maybe the owls could look at a book, take some deep breaths or sing a song. Point out what the children can do when they miss their mom or loved one, "When you miss mommy, you like to cuddle your blanket and look at her picture."
- Have a detailed discussion about how the mother returns in the story. Mention how the owl babies and their

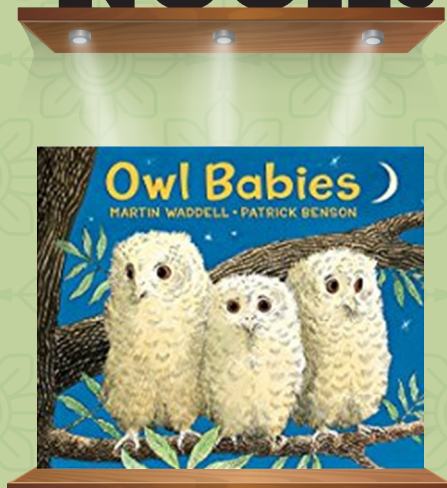
mother were all safe throughout the time they were not together.

- Reading the same book for several days in a row is a great way to provide opportunities for infants and toddlers to develop a sense of competence and confidence, which is an important part of social and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and even make up their own story! Try reading this book for several days in a row and use some of the ideas, activities, and opportunities listed below to enhance social and emotional skill development.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Help children decorate a special unbreakable and safe picture frame and then put a picture in it of the people they have a hard time separating from on a regular basis. You can also help them make and decorate a book with people they need to separate from. Allow children use of their books and pictures at any time, they may want to carry them around or sit in a cozy spot with them. Talk with the children about the people in the pictures and point out how they are alright and what they might be doing. "There is your daddy. I know you miss him, I can tell because you cry and are sad when he leaves in the morning. In this picture he is reading you a book. What do you think he is doing right

New York State
**BOOK
NOOKs**



Owl Babies

Title: Owl Babies

Author: Martin Waddell

Illustrator: Patrick Benson

Publisher: Candlewick Press

Date published: 2012

now? I bet he is talking on the phone at work.”

- Play peek-a-boo and other types of hiding and returning, and finding games. This can help children understand people are there, gone and then come back. A fun spin on peek-a-boo is to hide a toy under a blanket or behind something and then look for it.
- Help children develop good bye routines. Maybe every time they have to say good bye to mommy or daddy, mommy or daddy gives the child their special picture, in the same physical space (such as a chair or spot by the window so the child can watch him or her walk away), a kiss and a hug good bye, and then leaves with a wave out the door.
- Try to make sure children are always left in familiar places with familiar people. If you need to make a new place familiar, allow the child to bring something from home to make the place seem more like home. A child may have a special blanket or stuffed animal, a lovey, or a particular toy he or she plays with often, use these types of items and allow the child to have access to them as often as he or she wants throughout the day to help create this familiar feeling.

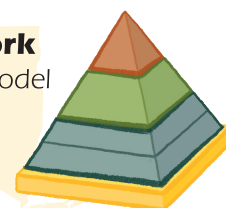
More books that work with separation anxiety:

Appelt, Kathi (2000). *Oh My Baby, Little One*. Boston: HMH for Young Readers.

Rusackas, Francesca (2003). *I Love You All Day Long*. NY: Harper Collins.

Spinelli, Eileen (1998). *When Mama Comes Home Tonight*. NY: Simon and Shuster Books for Young Children.

Tafari, Nancy (1984). *Have You Seen My Duckling?* NY: Tupelo Books.



New York State BOOK NOOKs

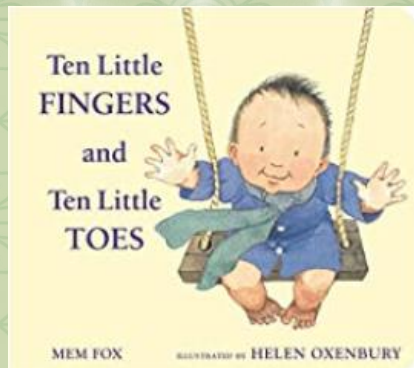
Title: Ten Little FINGERS and Ten Little TOES

Author: Mem Fox

Illustrator: Helen Oxenbury

Publisher: Houghton Mifflin Harcourt

Date published: 2008



Ten Little FINGERS and Ten Little TOES

This book is a beautiful tribute to babies all over the world. Mem Fox uses text to highlight the similarities that make humans, human, while portraying the intricacies of daily life that bring about our cultures. This is a true celebration of life and love.

Social and emotional Pyramid Model skills infants and toddlers can learn through this book:

- Sense of identity
- Labeling and identifying feelings

Social and emotional words this book can emphasize:

Happy, calm, excited, curious

Pyramid Model activities to do while reading the book that will help promote social and emotional development:

Talk about the emotions the children's faces in the book are expressing. Link the facial expression with the feeling, such as happy, calm or excited.

Chat about what makes you feel this way and make those facial expressions to model them to the children. If possible, try to have the child also make that face. Ask them what makes them feel that way, answer the question with your best guess to support them if necessary.

Play with children's fingers and toes while reading. Count them and have a fun moment with this type of silly play!

Draw attention to the skin tones, hair and facial features of the children in the book. Talk about how there are so many colors of people and types of hair people can have.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

Toddlers are learning to navigate the social world and this can be difficult for them. Providing toddlers with opportunities to share with your guidance can help them learn this skill that takes many years to master. Typically, children do not fully have the skills to share until they are about 5 years old. To support them with this development, try simple activities such as this.

Have paint of multiple skin tones ready to use with paint brushes and a large piece of paper. Make yourself available to assist. Invite two toddlers over to paint using the colors of people's skin. Talk about all of the beautiful colors you are using and how exciting it is that there are so many skin tones people have. Ask the children to paint on the same piece of paper and talk about how they are sharing and celebrate that with them. Encourage them to trade paint brushes and recognize with them how at one time, one of them had it, and now the other one does. Have them trade back and talk about how they now have it back!

Take pictures of them sharing and painting with the beautiful skin tones. Hang up their artwork and the pictures so you can talk about the experience and skin tones again and again.

New York State
**BOOK
NOOKs**

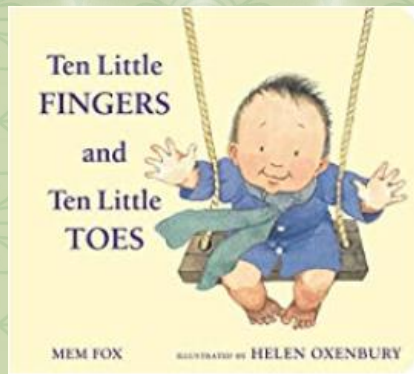
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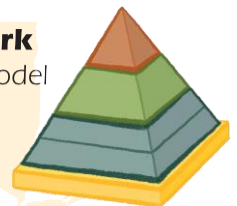
Ten Little FINGERS and Ten Little TOES

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Play "This Little Piggy" with children's fingers and toes, changing the words to include the child's name and aspects about the child while including feelings with expressions, something similar to: "This little piggy's name is Ruthie, and this little piggy smiles when happy, this little piggy cries when sad and this little piggy loves to play with mama and this little piggy says, "ha, ha, ha, ha" all the way home."
- Ask families to bring in photos that you can make posters with to hang at the children's eye level. Guide children through conversations about what is in the pictures. Ensure the conversations are celebratory of all the people, items and activities in the pictures. For toddlers, you can use the pictures or copies of them to make 1-4 piece puzzles for the children to put together.
- To support a child's self-concept, have shatterproof mirrors available for children to see themselves in.
- Considering a child's age, incorporate safe art supplies that support diversity such as a multitude of skin tone crayons, paper, paint and playdough.

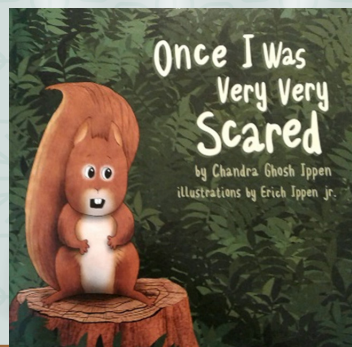
Young children learn a lot about themselves through their experiences and relationships. It is important for all children to have positive experiences with those around them. Children need to be accepted for who they are including their race, culture, family, languages, gender and community. Children need to see themselves represented throughout their communities.

- Ensure children have experiences that represent their culture, this can include music, nursery rhymes, stories, games and interactions. Make sure you have familiar furniture, eating utensils, books and toys. Include a child's family, language and culture in day to day programming through family partnerships. They may be excited to incorporate and share their culture in your space and be willing to send in materials such as extra teapots, clothes or cooking items the children can safely play with and explore.
- Ask families to share songs, stories, nursery rhymes, recipes, etc. that you can include in your care space. Invite families in to cook recipes with you and the children, sing, read or tell stories.
- Ask them to come in and discuss their roles in the community. They can demonstrate and discuss their jobs or share some of the things they do to support their family and community.
- Support diversity throughout your care space by providing books, materials and pictures for children that represent different, races, cultures, ages, genders, abilities and non-gender stereotypes.



New York State

BOOK NOOKS



Once I Was Very Very Scared

The authors use animal characters to discuss how we all have feelings and when we feel scared, stressed, mad, or sad, we are affected differently. Through animals, this book shows how adults can help children feel safe and how to cope with difficult feelings.

The Squirrel takes the opportunity to tell his friends about a time when he was scared. He finds out that his friends have felt scared before just like him.

Title: Once I Was Very Very Scared

Author: Chandra Ghosh Ippen

Illustrator: Erich Ippen Jr.

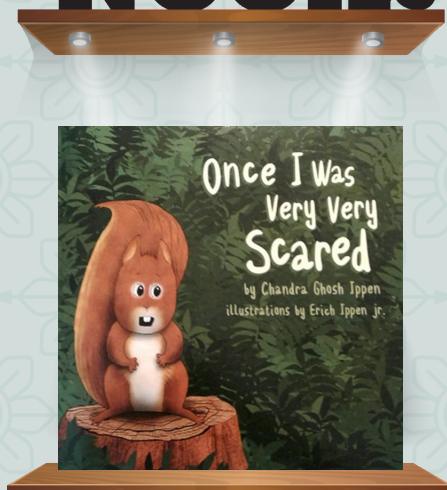
Date published: January 25, 2017

Pyramid Skill or concept(s)	Identifying feelings, increasing emotional vocabulary, and managing your emotions.
Goal/Objective:	Children will recognize and recall different feelings they have. Children will discover ways to manage their difficult feelings.
Emotional Vocabulary:	Angry, ashamed, embarrassed, forgiveness, frustrated, lonely, love, sad, safe, scared, worry.

Story Time: (Show and Tell It)

Name of Activity:	Show and Tell Feelings
Supplies needed:	Emotional Faces, Tucker Turtle
Ideas of what to say or do.	<p>Prior to reading the story, take some time to create a problem solving area, to stage various props that can be used by children. During the story relate the emotional vocabulary in the book to the feeling chart from the resources in the Pyramid Model.</p> <p>Ask the question, "What happens to the turtle's body when he feels scared?"</p> <p>Introduce the Tucker Turtle technique, so children can rehearse the strategy of managing their emotions.</p>
What Pyramid skill or concept is covered?	Recognizing feelings, problem solving, regulating emotions.

New York State
**BOOK
NOOKs**



Once I Was Very Very Scared

Title: Once I Was Very Very Scared

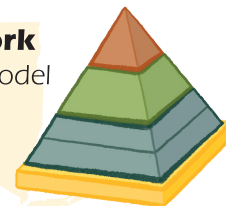
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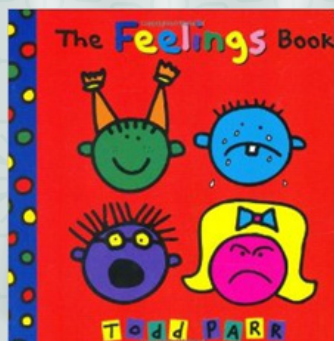
Large Group: (Practice It)

Name of Activity:	Feeling Cards
Supplies needed:	A minimum of ten different emotions being expressed on the faces of children, for example, frustrated, embarrassed, sad, mad, nervous, happy proud, scared, loved, lonely (use the pyramid model feeling chart).
Ideas of what to say or do.	<p>Print out the feeling chart from the resources in the Pyramid Model. Cut out and laminate the faces to create individual cards, to be used as flash cards.</p> <p>While holding up one of the feeling flash cards, guide the children in exploring the different feelings that are on the chart, by asking the following questions.</p> <p>Ask the children, "Do you know what feeling I am holding up?" Ask the children if they can find the feeling that you are holding up, on the Pyramid feeling chart.</p> <p>Give the children enough time to take the flash card and walk over to the chart to place it next to the same feeling being expressed on the chart, or alternatively how they are feeling at that moment.</p> <p>Allow all the children who want to participate, to take a turn.</p>
What Pyramid skill or concept is covered?	Identifying feelings, building emotional vocabulary.



New York State

BOOK NOOKS



The Feelings Book

The Feelings Book expresses with great colors and wonderful expressions of how children can experience a wide range of emotions in a short time. It shows children how to express themselves in a way that they can relate to and allows them to be free and silly while doing so.

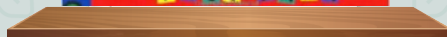
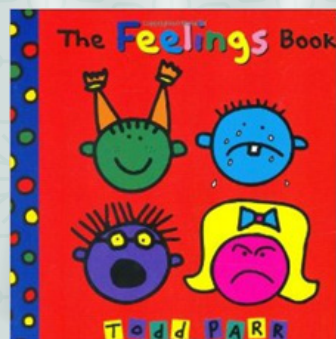
Title: The Feelings Book**Author:** Todd Parr**Illustrator:** Todd Parr**Publisher:** Little, Brown Books for Young Readers**Date published:** 2000

Pyramid Skill or concept(s)	Recognizing feelings in others and one's self.
Goal/Objective:	Children will be better able to recognize the different feelings they could experience. Children will use feeling words to describe different emotions.
Emotional Vocabulary:	Brave, courageous, crank, excited, happy lonely, scared sick, silly.

Large group: (Practice It)

Name of Activity:	Bingo (feelings chart)
Supplies needed:	Facial expressions of the children in the class, card stock, glue stick, Velcro and laminated words used in the book.
Ideas of what to say or do.	<p>Create the bingo board using the card stock and the feelings faces. Have only 6 or 8 feelings faces on each board (make another set of feelings faces for the matching card the children will pull out of the basket)</p> <p>Ask children to pick a card from a basket. Call the bingo game by asking the question, "Who has the scared face on their Bingo board"</p> <p>Help the children match the feeling face and demonstrate the facial expression it goes with.</p>
What Pyramid skill or concept is covered?	Concentrating, emotional vocabulary, recognizing feelings in others.

New York State
BOOK NOOKS



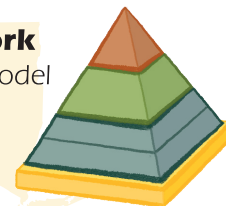
The Feelings Book

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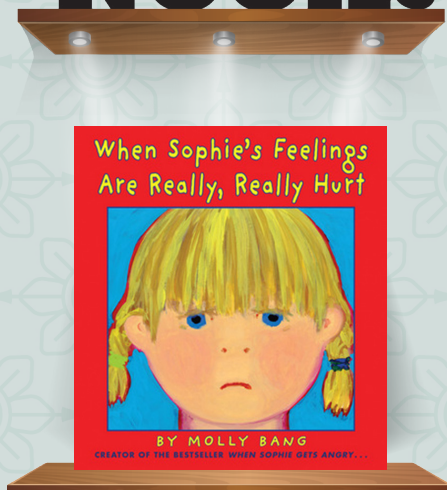
Transitions: (Practice It)

Name of Activity:	How are you feeling?
Supplies needed:	Teacher led.
Ideas of what to say or do.	<p>Use this activity to get kids moving and transitioning to another activity.</p> <p>Ask the children, "Who can show me their silly face?"</p> <p>Ask the children, "Who can show me a glum face?"</p> <p>Use phrases like, thank you for showing me your silly face, or I see you showing how someone who is feeling glum might look, to reinforce recognition of different emotions.</p> <p>As each child shows you an expression, they can transition to the next activity. Make sure there is not a lot of waiting time for this activity.</p> <p>Transitions are most effective when they are short, meaningful and consistent.</p>
What Pyramid skill or concept is covered?	Listening to instructions, concentrating, and having confidence, control over his or her body.

THE FEELINGS BOOK (C) 2000 by Todd Parr. Reprinted with permission of Little, Brown Books for Young Readers.



New York State
**BOOK
NOOKs**



When Sophie's Feelings are Really, Really Hurt

This book reminds us that words can hurt and helps the reader recognize what it feels like when someone is sad, and how to show kindness to someone who is feeling hurt or sad.

When you read this story, you will experience Sophie's range of emotions as she goes from feeling very confident and excited about her artwork to feeling hurt and questioning her decision to create a tree that is distinctly different from the trees other children created.

She begins to feel sad as she processes the hurtful words of being told she did not draw her tree the right way. After the teacher helps them see the beauty in things that are different, the children express their appreciation for each other's artwork.

Title: When Sophie's Feelings are Really, Really Hurt

Author: Molly Bang

Illustrator: Molly Bang

Date published: September 29, 2015

Pyramid Skill or concept(s)	Empathy, kindness, creative thinking, problem solving, and that feeling change.
Goal/Objective:	Children will recognize different emotions and that there are many different ways to interpret the world. Children will use social and emotional words.
Emotional Vocabulary:	Ashamed, courageous, embarrassed, friendly, gentle, generous, guilty, happy, kindness, proud, respect, sensitive, strong, and thoughtful.

Story Time: (Show and Tell It)

Name of Activity:	Managing The Hurt
Supplies needed:	Emotional Faces, Solution Kit, and The Teasing Shield.
Ideas of what to say or do.	<p>Prior to reading the story, take some time to create a problem solving area, to stage various props that can be used by children to help children manage their feelings. During the story, relate the emotional vocabulary in the book to the feeling chart from the resources in the Pyramid Model.</p> <p>Ask the children the question, "Have you ever seen another child being teased?" Ask them, "How do they think the child who was teased felt?"</p> <p>If you have time, show the video (2.6), from module two of the Pyramid Model preschool curriculum so the children can watch the teacher model how to ignore someone who is teasing them.</p>
What Pyramid skill or concept is covered?	Recognizing feelings, problem solving, regulating emotions.

New York State

BOOK NOOKS

When Sophie's Feelings
Are Really, Really Hurt



BY MOLLY BANG
CREATOR OF THE BESTSELLER WHEN SOPHIE GETS ANGRY...

When Sophie's Feelings are Really, Really Hurt

Title: When Sophie's Feelings are Really, Really Hurt

Author: Molly Bang

Illustrator: Molly Bang

Date published: September 29, 2015

Large Group: (Practice It)

Name of Activity:	Feeling Flash Cards
Supplies needed:	A minimum of ten different emotions being expressed on the faces of children, for example, frustrated, embarrassed, sad, mad, nervous, happy proud, scared, loved, lonely (use the Pyramid Model feelings chart).
Ideas of what to say or do.	<p>Print out the feelings chart from the resources in the Pyramid Model. Cut out and laminate the faces to create individual cards, to be used as flash cards.</p> <p>While holding up one of the feeling flash cards, guide the children in exploring the different feelings that are on the chart, by asking the following questions:</p> <p>"Do you know what feeling I am holding up?"</p> <p>"How many of you are feeling (name the feeling), for example sad, nervous, mad?"</p> <p>You can find the feeling that you are holding up on the Pyramid feeling chart.</p> <p>Give the children enough time to take the flash card and walk over to the chart to place it next to the same feeling being expressed on the chart. Allow all the children who want to participate to take a turn.</p>
What Pyramid skill or concept is covered?	Identifying feelings, building emotional vocabulary.

New York State
**BOOK
NOOKs**



When Sophie's Feelings
Are Really, Really Hurt



BY MOLLY BANG
CREATOR OF THE BESTSELLER WHEN SOPHIE GETS ANGRY...



When Sophie's Feelings are Really, Really Hurt

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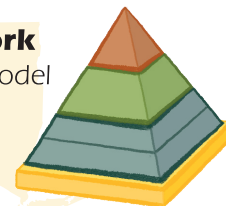
Date published: September 29, 2015

Arts & Crafts: (Practice It)

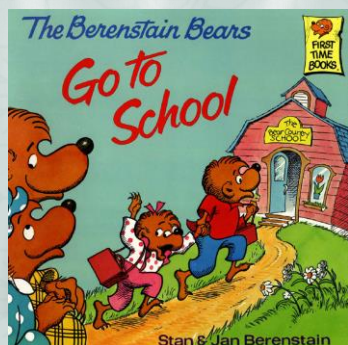
Name of Activity:	My Feeling Tree
Supplies needed:	Various colors of paint, paintbrushes, various colors of construction paper, and glue sticks.
Ideas of what to say or do.	Using the materials listed, guide the children in creating their own favorite tree. Ask the children, "How do you think Sophie would feel about your tree?" Ask them, "How do you feel about your tree?" Let the children identify and choose the emotion from the feeling chart that represents how they feel about their tree. Lastly, ask the children "How do you feel about the other trees that were made?"
What Pyramid skill or concept is covered?	Identifying feelings, confidence, building emotional vocabulary.

Arts & Crafts: (Practice It)

Name of Activity:	Color Me Happy, Color Me Sad
Supplies needed:	Various colors of paint, paintbrushes, smocks and painting easels.
Ideas of what to say or do.	Using the materials listed, guide the children in creating a colorful piece of art that reflects how they are feeling at that moment in time. Allow children to stand at a painting easel while they paint. You can add music to this activity to promote gross motor skills and set the mood in the room.
What Pyramid skill or concept is covered?	Identifying feelings, building emotional vocabulary.



New York State
**BOOK
NOOKs**



The Berenstain Bears Go to School

In this book a child reader visualizes the experience of beginning kindergarten and the typical daily schedule.

Readers experience both Sister Bear's and Brother Bear's contrasting range of emotions as they transition out of summer vacation.

Throughout the school day, Sister Bear becomes more comfortable in the classroom setting and is able to support a bear who had no transition preparation prior to school.

Title: The Berenstain Bears Go to School

Author: Stan & Jan Berenstain

Illustrator: Stan & Jan Berenstain

Publisher: Random House Children's Books

Date published: 1978

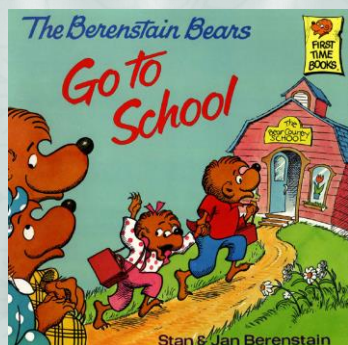
Pyramid Model Skills and Concepts	Transitions, Friendship Skills, Compromise, Problem Solving, Changing of Feelings, Empathy
Goal/Objective:	Children will identify the various routines of a day, along with the feelings during a transition. Children will also explain the various ways one could get to school.
Emotional Vocabulary:	Excited, Anxious, Nervous, Scared, Happy

Activity Time: (Practice it)

Name of Activity:	Stuffed Animals Go To School
Supplies needed:	Stuffed animal for each child, extra toys/blocks
Ideas of what to say or do.	<p>After reading the story, roleplay with children using stuffed animals. Relate the roleplay back to the activities in the story.</p> <p>This activity could include roleplay a bus setting, meeting the teacher, transition between subjects.</p> <p>Ask the children, "What makes your animal most nervous when thinking about school?" Have the child roleplay what their animal will do on the bus, at lunch, etc.</p> <p>Encourage scenarios that may happen in a classroom, such as two children wanting the same toy or when the teacher calls for the attention of the children, have the child demonstrate with their stuffed animal what they would do in that situation.</p>
What Pyramid Model skill or concept is covered?	Recognizing feelings, Friendship Skills, Empathy, Transition Skills, Following a Routine

New York State
**BOOK
NOOKs**

Title: The Berenstain Bears Go to School
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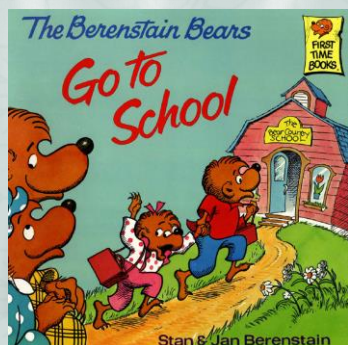
The Berenstain Bears Go to School

Arts & Crafts: (Create it)

Name of Activity:	Plan Our Day!
Supplies needed:	Large sheet of paper, large rectangular strips (any color), list of everyday activities (routines), Velcro or tape, crayons/ markers/colored pencils/paint, laminator (optional).
Ideas of what to say or do:	<p>Sit with a small group of children. Ask: what do you do before you come to school? Something they do every day, i.e. get out of bed, brush their teeth, eat lunch. Have them write or draw an activity or routine on the rectangular strips (some might need help writing). While children are choosing the activity or routine, prepare a large sheet of paper for their schedule. Encourage and help children add pictures or words to their activity.</p> <p>Once they are finished, discuss with the children the order of their daily routine/activities. Stick the activities on to the large sheet of paper using the Velcro or tape. Display the schedule where all children are able to see it. After completing all necessary parts of the daily routine; have the children roleplay and act out the day. This is teaching children how to follow a schedule.</p>
What Pyramid Model skill or concept is covered?	Teach and Support Daily Routines and Transitions, Individualized Instructions, Responding to Children's Conversations, and Collaboration with Peers.

New York State

BOOK NOOKs



The Berenstain Bears Go to School

Title: The Berenstain Bears Go to School

Author: Stan & Jan Berenstain

Illustrator: Stan & Jan Berenstain

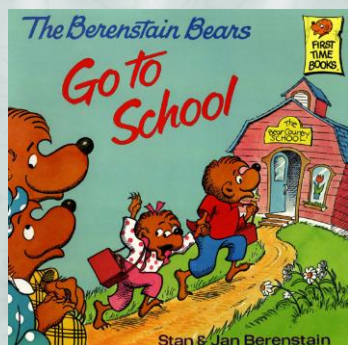
Publisher: Random House Children's Books

Date published: 1978

Arts & Crafts: (Draw It)

Name of Activity:	Picture Your Loved Ones
Supplies needed:	Large Index Card, Crayons, Colored Pencils, or any drawing material available. Laminator (optional)
Ideas of what to say or do:	<p>Before the first day of school, encourage children to draw, on a large index card, a picture of family members, friends, pets or anyone that is important in the child's life.</p> <p>You can laminate the picture to protect the drawing. Encourage the child to bring this drawing to their first day to school to help with the transition.</p> <p>Another option: Take a photo of the child with their family (label it with names). Laminate (optional) and encourage the child to show it to their family and bring it to their new school.</p>
What Pyramid Model skill or concept is covered?	Build Relationships with Children

New York State
**BOOK
NOOKs**



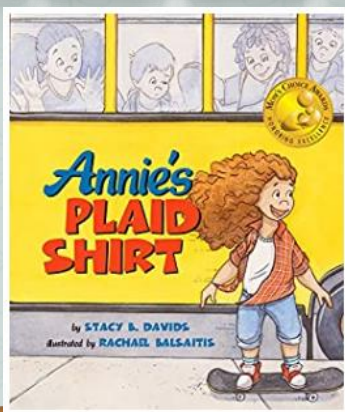
The Berenstain Bears Go to School

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Illustrator: Stan & Jan Berenstain
Publisher: Random House Children's Books
Date published: 1978

Arts & Crafts: (Build it)

Name of Activity:	Make Your Own Bus!
Supplies needed:	Cardboard, yellow construction paper, markers, colored pencils, crayons, or any drawing material available. Black tape, paper plates, scissors. Lyrics to the song "Wheels on The Bus" or the audio song.
Ideas of what to say or do:	<p>Begin by singing "Wheels on the Bus" with the children. This could be simply singing or a moving activity going along with the song, i.e. when the song says, "The wheels of the bus go round and round..." have the children move their hands around in circles)</p> <p>Remember when the bear in the blue and white striped shirt got on the bus? How do you think he felt? How about sister?</p> <p>Talk about how you get on the bus and buckle your seatbelt.</p> <p>One child can be the driver and the other children the passengers; you can put chairs inside the box to be bus seats if the box is big enough.</p> <p>Together with the children, build your own bus using the materials. Help the children cut the cardboard to make a door and windows. Use paper plates to make the steering wheel and the tires.</p> <p>Roleplay with the child how they would act on the bus, how they would sit and interact with others on the bus, and anything else the child may experience while taking the bus to school.</p>
What Pyramid Model skill or concept is covered?	Teach and Support Routines, Self-Regulation, Social-Problem Solving, Positive Feedback, Encouragement of Appropriate Behavior, Identify and Express Emotions.

New York State
**BOOK
NOOKS**



Annie's Plaid Shirt

Annie LOVES to wear her plaid shirt! In this story, Annie and her mother have different ideas about what she should wear to a family wedding. This is a beautiful story of acceptance.

Title: Annie's Plaid Shirt

Author: Stacy B. Davids

Illustrator: Rachael Balsaitis

Publisher: Upswing Press

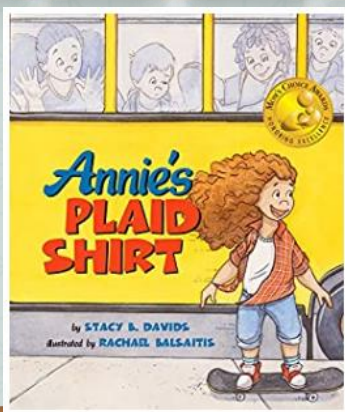
Date published: 2015

Pyramid Model Skill or concept(s)	<ul style="list-style-type: none"> • Supports developing Sense of Self • Interacts with children to develop their self-esteem • Sensitive to children's individualized needs • Encourages autonomy • Promotes identification and labeling of emotions in self and others • Creates an atmosphere of friendship
Goals & Objectives:	<p>Children will examine how there are many ways for people and children to express themselves.</p> <p>Children will discuss how to be a supportive friend.</p>
Emotional Vocabulary:	Happy, worried, excited, frustrated, acceptance, confident, comfortable

Story Time: (Show and Tell It)

Name of Activity:	Emotional Vocabulary Building & Story Debrief
Supplies needed:	Paper, markers, shatterproof mirror(s), print and cut out the 6 feelings faces on page 4, camera if accessible, copy of the book
Ideas of what to say or do.	<p>Debrief the book with small groups of 2-4 children.</p> <p>Ask the children how they think Annie felt wearing her plaid shirt and then the dresses and why. Talk with the children about how happy and confident Annie feels in her plaid shirt. Have them match the feelings to the feeling face cutouts.</p> <p>Help the children define confidence, say that it means to feel good about yourself and what you do; it means you trust yourself. Examine how the boy in the feeling face cutout is showing confidence. Model your confident look and talk about something you feel confident about.</p> <p>Ask the children to make a confident face while looking in the mirror. Talk about their facial attributes while making that face. Ask them what they feel confident about and write it on a piece of paper. Take their picture making a confident face, print and match it with their quote. You can make these into classroom posters and/or books to read.</p>

New York State
BOOK NOOKS



Annie's Plaid Shirt

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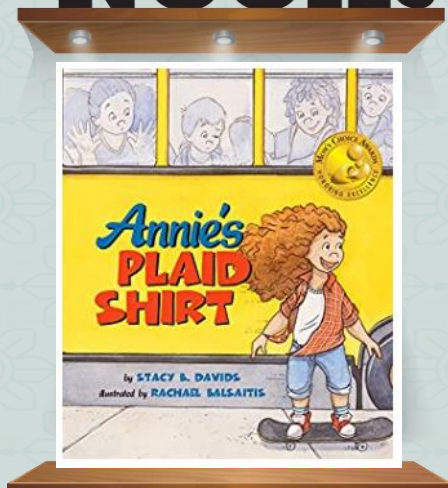
Date published: 2015

Ideas of what to say or do continued.	Continue to talk about how the different characters feel throughout the book and match those feelings with the feelings faces you printed out. Discuss what makes you and the children feel that way.
What Pyramid Model skills or concepts are covered?	Building emotional vocabulary, identifying and labeling emotions in themselves and others, fostering empathy

Small Group: (Practice It)

Name of Activity:	Paper Doll Play
Supplies needed:	<ul style="list-style-type: none"> • Paper dolls that are representative of all genders, are diverse in skin color, facial features, and hair • An array of clothes and use of equipment such as crutches and glasses to dress and use with the dolls • Props for the children to play with the dolls, like cars, buildings, doll houses, etc. • If you do not have paper or dolls or something similar, you can try making some with print outs from the internet such as: https://www.designatrepeat.com/printable-paper-dolls/
Ideas of what to say or do.	<p>Begin your small group with the paper dolls undressed. Have the children dress the dolls.</p> <p>As children dress the dolls, accept their choices of what they put on them. Discuss how Annie loved wearing her plaid shirt. Ask the children about what they like to wear and why. You can share with the children what you are wearing that day and so forth. If children say, girls have to wear "girl" clothes, and boys have to wear "boys" clothes, talk about how people can wear what they feel confident and comfortable in. All clothes are acceptable for all people.</p> <p>Talk about how Annie's brother helped her make an outfit that she felt comfortable, confident and happy wearing. He was being a helpful friend and accepted her for who she is. Help children define acceptance; explain how it means you have a positive response to someone. To extend the learning of acceptance, take everyday teachable moments to reinforce what accepting people looks and feels like. Help children appreciate and understand that all people are unique.</p>

New York State
**BOOK
NOOKs**



Title: Annie's Plaid Shirt

Author: Stacy B. Davids

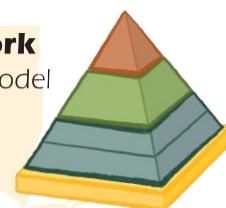
Illustrator: Rachael Balsaitis

Publisher: Upswing Press

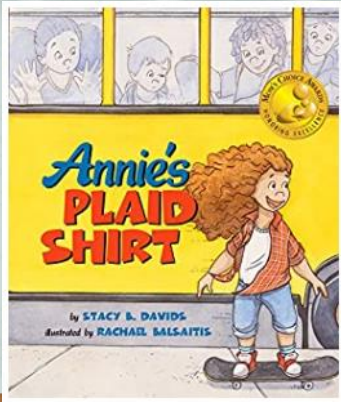
Date published: 2015

Ideas of what to say or do continued	After the dolls are dressed, give time for the children to play with them.
What Pyramid Model skill or concept is covered?	This activity provides a safe and brave place for children to explore how people can express themselves through clothing. This activity can guide children to accept people for who they are, how they are and to break down gender stereotypes.

Annie's Plaid Shirt



New York State
**BOOK
NOOKS**



Title: Annie's Plaid Shirt

Author: Stacy B. Davids

Illustrator: Rachael Balsaitis

Publisher: Upswing Press

Date published: 2015



Confident



Happy



Excited



Frustrated



Worried

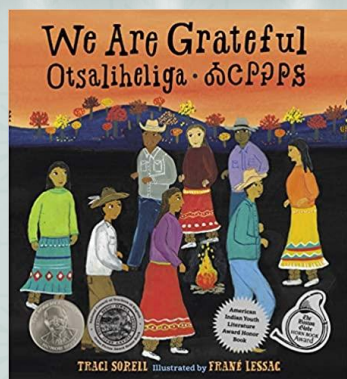


Comfortable

Annie's Plaid Shirt

Photographs from: www.challengingbehavior.org

New York State BOOK NOOKs



We Are Grateful: Otsaliheliga

The Cherokee Nation celebrates "every day, every season" through both simple and formal traditional celebrations. Cherokee words accompany the story in both phonetic form and written Cherokee syllabary. The celebrations of gratitude are beautifully supported by illustrations that share a window into Cherokee culture.

Title: We Are Grateful: Otsaliheliga

Author: Traci Sorell

Illustrator: Frane Lessac

Publisher: Charlesbridge

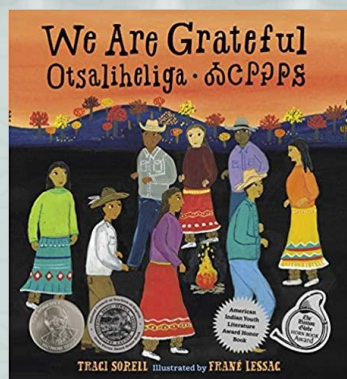
Date published: 2018

Pyramid Model Skill or concept(s)	Inclusive environment, promoting communication, social cooperation
Goal/Objective:	Children will appreciate the richness of the celebrations and language of the Cherokee Nation and identify things they are grateful for.
Emotional Vocabulary:	Gratitude, celebrate, enjoy, quarrel, suffer, hope, patience, embrace

Story Time: (Show and Tell It)

Name of Activity:	We Are Grateful/I am Grateful
Supplies needed:	Chart paper, marker
Ideas of what to say or do.	<p>On the first reading of this book, discuss with children what it means to be grateful. Then explain that Cherokee people are indigenous people that were here before the United States existed. Point to the Cherokee word "otsaliheliga" on the cover and pronounce it slowly so that children can repeat after you. Then point at the syllabary and explain that these symbols represent the sounds of the Cherokee language. While reading, have children repeat the Cherokee words. Point out all the things that are celebrated in the book. Ask children to reflect on things they are grateful for.</p> <p>On the second reading of the book, create a chart. At the top of the chart paper, write "We Are Grateful." Below that, draw a vertical line dividing the paper in half. At the top of one half, write "book" and on the other half "class." As you are reading, record the things the Cherokee people are grateful for. After reading, ask children to share things they are grateful for and record them on the chart.</p>

New York State
**BOOK
NOOKs**



We Are Grateful: Otsaliheliga

Title: We Are Grateful: Otsaliheliga

Author: Traci Sorell

Illustrator: Frane Lessac

Publisher: Charlesbridge

Date published: 2018

Supplies needed:

Drawing tools, paper, clay, musical shakers, sticks and balls for a game, Cherokee art, Cherokee syllabary

Ideas of what to say or do. (continued)

Working with individual children, provide drawing tools and paper. Ask them to draw a picture of something that they are grateful for. Record their answers and display them around the classroom. Talk to children about their peers' pictures. Express gratitude for each child in the classroom.

Taking inspiration from the book, provide clay for children to make small pots, shakers for making music and dancing with, and sticks and balls for creating a game. Hang Cherokee art in the art center and place Cherokee syllabary in the writing center.

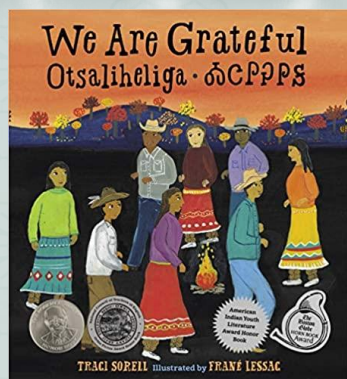
Plan a classroom celebration! As a class, decide what to celebrate (a season, favorite topic, an author, illustrator or book, etc.) and ways to celebrate. Include music, dance, art, stories, food, decorations, etc. Be sure that all aspects of the celebration are culturally sensitive.

Show children videos of stickball and turtle shell shakers and read additional books by indigenous authors (see page 3).

Invite families to share their own celebrations with the class. Create a classroom book with photos of families engaging in celebration. Add additional books with a celebration theme to the classroom library.

For Cherokee language resources, visit: <https://language.cherokee.org/>

New York State BOOK NOOKs



We Are Grateful: Otsaliheliga

Title: We Are Grateful: Otsaliheliga

Author: Traci Sorell

Illustrator: Frané Lessac

Publisher: Charlesbridge

Date published: 2018

Resources for teachers and families:

For a video read-aloud of the story, click the link below or visit:

<https://youtu.be/SV45imtoSgs>



For a video demo of Cherokee stickball, click the link below or visit:

<https://youtu.be/Btted7c6Fqc>



For a video of Cherokee turtle shell making and dancing, click the link below or visit:

<https://youtu.be/smmZny12cvY>



- Talk to your child about your own family culture's celebrations. How do they compare and contrast with those of the Cherokee Nation or others in your own community? Tell your child that there are many ways to celebrate and that none are better than the others but are special to the people that are celebrating.
- Allow your child to participate in the planning and preparation of your family celebrations. Talk about the significance of any rituals or symbols.
- Start a new tradition or celebration that is unique and special to you and your child.
- Attend community cultural events and express a positive attitude toward diversity.

More resources:

<https://www.pbs.org/parents/thrive/how-to-teach-children-about-cultural-awareness-and-diversity>

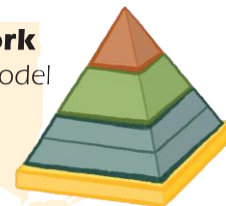
Fry Bread: A Native American Family Story by Kevin Noble Maillard

Bowwow Powwow by Brenda Child

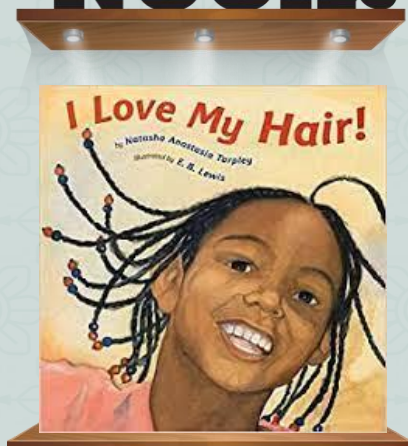
The First Strawberries by Joseph Bruchac

We Are Water Protectors by Carole Lindstrom

Thunder Boy Jr. by Sherman Alexie



New York State
**BOOK
NOOKS**



I Love My Hair

This book explores the experience of a young black girl and having her hair done. It celebrates the connection to family, varying hair styles and the heritage behind African American hair and culture. The realistic pictures engage readers while promoting self confidence.

Title: I Love My Hair!
Author: Natasha Anastasia Tarpley
Illustrator: E. B. Lewis
Publisher: Little, Brown Books for Young Readers

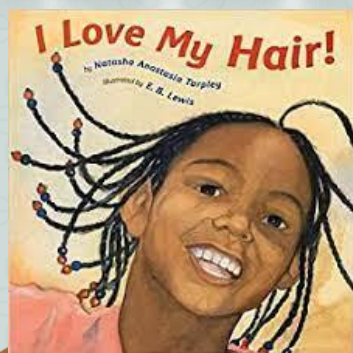
Date published: 2001

Pyramid Model Skill or concept(s)	Self- confidence, building relationships, recognize similarities and differences, work cooperatively
Goal/Objective:	<p>Children will learn about what makes them unique and recognize the qualities in others that make them unique as well.</p> <p>Children will think about the special people and special times in their lives and how that makes them feel</p>
Emotional Vocabulary:	Cry, tease, blessing, proud

Story Time: (Show and Tell It)

Name of Activity:	Hair Compare!
Supplies needed:	Clipboards with blank sheets of paper, pencils
Ideas of what to say or do.	<p>After reading this story, each child can explore their own hair in terms of look, texture, style and routines with a partner. Using their clipboard and paper, they can record "notes" about what they observe about their own hair and their partner's hair. Students should be prompted to feel their own hair and discuss with their partners if they can also feel their hair. The students can discuss ways that their hair is the same, ways they are different, and share their hair routines. The teachers should visit the pairs and support their work together. After the peer pairs have completed their hair reflections, bring the group together to share some of the similarities and differences they noticed.</p>

New York State
**BOOK
NOOKS**



I Love My Hair

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Author: Natasha Anastasia Tarpley
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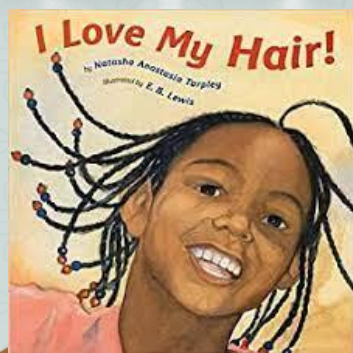
Date published: 2001

Ideas of what to say or do (cont.)	This lesson should end with the idea that each of us are special and unique, and our hair is another way we can express who we are!
What Pyramid Model skill or concept is covered?	Recognizing qualities about themselves and others, listening to each other, working collaboratively

Small Group: (Practice It!)

Name of Activity:	All About Hair!
Supplies needed:	Paper cutouts of people, "hair" materials such as string, markers, yarn, ribbons, pipe cleaners, crayons, etc., scissors and glue
Ideas of what to say or do.	Using a cutout of a person, allow students to decorate their cutout with the hair of their choice. They can choose to create a person that has hair like their own or make a person with hair like the character from a story, a friend or another family member. Be sure to have a range of materials that vary in color and texture (possibly ideas include yarn, pipe cleaners, ribbons, crayons, markers, construction paper, etc.). Students can show their completed hair designs with peers and share why they created the hair styles they choose.
What Pyramid Model skill or concept is covered?	Self-acceptance, recognizing differences and similarities

New York State

BOOK
NOOKS

I Love My Hair

Title: I Love My Hair!**Author:** Natasha Anastasia Tarpley**Illustrator:** E. B. Lewis**Publisher:** Little, Brown Books for Young Readers**Date published:** 2001

Small Group: (Practice It!)

Name of Activity:	Our Special Times
Supplies needed:	Paper, crayons, Feeling Faces chart
Ideas of what to say or do.	<p>When Keyana had her hair done by her mother, this provided a special activity that they could do together often. Students can be prompted to think of a special activity that they do with a family member or close friend and draw a picture of that special time. After drawing their pictures, students can be directed to the Feeling Faces chart to identify how the special time made them feel. Teachers can write the feelings onto the drawing, using the sentence "My special times makes me feel _____". These drawings can be in the classroom or put into a book to be shared in the classroom library.</p> <p>The same activity could be done at home with family members as well.</p>
What Pyramid Model skill or concept is covered?	Identify feelings, focus on relationship building activities



New York State
BOOK NOOKS



Julián Is A Mermaid

Julián is a young boy who wants to participate in the Coney Island Mermaid Parade, as a mermaid. This book beautifully illustrates his transformation and the support he receives from his Nana.

Title: Julián Is a Mermaid

Author: Jessica Love

Illustrator: Jessica Love

Publisher: Walker Books, London

Date published: 2019

Pyramid Model Skill or concept(s)	<ul style="list-style-type: none"> • Builds nurturing and responsive relationships • Interacts with children to develop self-esteem • Shows sensitivity to individual children's needs • Encourages autonomy • Develops friendship skills
Goals/Objectives:	This book can create a springboard or platform to guide children through the concept of gender identity. Julián models how your assigned gender at birth does not have to dictate how you choose to express who you are, who you want to be or what you want to wear at any given time.
Emotional Vocabulary:	Excited, nervous, scared, proud, brave

Story Time: (Show and Tell It)

Name of Activity:	Story Debrief
Ideas of what to say or do:	<p>In small groups, discuss how Julián dressed himself as a mermaid.</p> <p>Ask children how they think Julián felt when he showed his Nana his new outfit.</p> <p>Ask the children how they think he felt when his Nana brought him to the parade.</p> <p>Ask them how they think he felt while he was in the parade.</p> <p>Ask the children how they would feel if they were Julián.</p>
What Pyramid Model skill or concept is covered?	Emotional vocabulary, self-expression
Name of Activity:	Imagine What You Want to Be
Supplies needed:	Shatterproof mirrors, crayons, paper & other art supplies, dress up clothes
Ideas of what to say or do:	<p>After reading this book, discuss how Julián imagined himself as a mermaid and then dressed in various types of clothing to represent that idea.</p> <p>Ask the children what they imagine they would like to be. Talk with them about what that may look like and see if they can draw it on paper. Talk with them about their drawings and take dictation. For example, if Jakob draws himself as a fancy cat. Write next to it, "This is Jakob as a fancy cat".</p>

New York State
**BOOK
NOOKs**



Julián Is A Mermaid

Title: Julián Is a Mermaid

Author: Jessica Love

Illustrator: Jessica Love

Publisher: Walker Books, London

Date published: 2019

Ideas of what to say or do. (cont.)

If you have dress up clothes available, have the children dress up as what they were drawing and then talk about it. Children enjoy looking at themselves in mirrors, try to provide them with the opportunity to see themselves in a full-length shatterproof mirror. Use this as an opportunity to model acceptance of how we express and present ourselves in the world.

Practice It

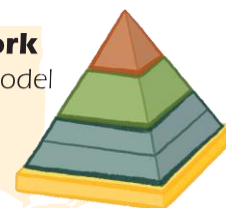
Name of Activity	Friendship Parade
Supplies needed:	Dress up clothes, dancing props, musical instruments, music, camera, paper, crayons
Ideas of what to say or do.	<p>Tell the children they are going to plan a parade to celebrate who they are and the friendships in their care space. Talk about what it means to be a friend and how friends act with each other. Talk about how friends say nice things, give each other compliments and play together.</p> <p>Have the children create costumes, using your dress up clothes, and create items to go with their ideas. Plan to have music for them to march and dance to. Have children make or choose musical instruments or dancing materials such as scarves and ribbons for use during the parade. They can make signs, pictures or flags to wave. Have the children design a parade route. Will you be inside of your care space? Inside and outside of your care space? Do you have classrooms, offices or other accessible spaces you can visit?</p> <p>Do the parade with the children in their costumes with their props. Make it as festive as possible. Take pictures of them in the parade, and in their costumes with their props.</p> <p>After the parade, have the children draw pictures of their experiences and document what they have to say.</p> <p>Develop photographs from the parade, show them to the children and write down what they have to say about the pictures. Make sure to discuss how they felt during the parade and how they felt doing something like this with their friends. You can hang all the pictures up and/or create books for the children to view and read.</p>

New York State

BOOK
NOOKsJulián Is A
Mermaid**Title:** Julián Is a Mermaid**Author:** Jessica Love**Illustrator:** Jessica Love**Publisher:** Walker Books, London**Date published:** 2019

Practice It

Name of Activity	How to support children's developing gender identity
Ideas of What to Say or Do	<ul style="list-style-type: none"> • Talk with children about what pronouns they feel good about being referred to on a regular basis, such as "he, she or they". You can say what pronouns that people should use when referring to you. • When playing with the children, model the use of all pronouns. For example, if you are rocking a baby doll, refer to the doll as they. • Listen to children and call them what they asked to be called. If one day, a child who has been referred to as a boy, asks you to call him a girl, do it. If the next day, she asks you to refer to him as a boy again, do it. • Talk with families about how to support children's developing gender identity. • Have a variety of commonly considered male and female dress up clothes available for all children. • Provide children with books, toys, pictures/photographs and materials such as play figures and puzzles, that show people in non-gender stereotyping roles. • Invite people who are transgender into your care space.
What Pyramid skill or concept is covered?	Self-confidence, identity of self



New York State BOOK NOOKS



Dream Big, Little One

An introduction to the many and varied roles black women have played throughout history. The simple descriptions and beautiful illustrations invite open-ended exploration of all the roles a child can dream of becoming.

Title: Dream Big, Little One

Author: Vashti Harrison

Illustrator: Vashti Harrison

Publisher: Little, Brown and Company

Date published: 2018

Pyramid Model Skill or concept(s)	Recognizing and appreciating diversity, positive self-concept, sharing, promoting communication
Goal/Objective:	Children will recognize that there are a variety of roles/occupations that anybody can perform and will explore these roles through play.
Emotional Vocabulary:	Share, dream, happy, content, excited

Large Group

Name of Activity:	I Dream I Can Be...
Supplies needed:	Popsicle sticks with each child's photo and name; pocket chart with photos of leaders from books with easy to identify clues about their roles. Choices can be condensed into broader categories such as athlete with pictures of runners, ball players, etc.; musician with photos of singers, pianists, etc.
Ideas of what to say or do.	Review the leaders described in the book and briefly discuss each of their roles as you point each out on the pocket chart. Invite children to consider what they dream of being. Choose two or three popsicle sticks at a time and ask the children to place their popsicle sticks into the pocket chart of the leader that represents what they dream of being. After each child is done, reinforce their choice by saying "(child's name) dreams of being a (role)." Throughout the day, bring attention to and discuss the roles other adults in the building or in everyday life have. Add them to the pocket chart as you continue the study. Allow children to move their own popsicle sticks as desired.
What Pyramid Model skill or concept is covered?	Turn taking, recognizing and appreciating diversity, positive self-concept

New York State
**BOOK
NOOKS**



Dream Big, Little One

Title: Dream Big, Little One

Author: Vashti Harrison

Illustrator: Vashti Harrison

Publisher: Little, Brown and Company

Date published: 2018

Centers

Name of Activity:	Dream Roles
Supplies needed:	Costumes, books, props, photos representing different roles in book (as well as other diverse people), printed vocabulary words associated with roles
Ideas of what to say or do.	<p>Review each of your classroom centers and consider how to incorporate the roles into each. For example, place dance shoes and costumes in the music center with photographs of dancers on display. In the science center, place photographs of scientists at work with safety glasses, lab coats, etc.</p> <p>Place relevant books at each center and offer a variety of choices in the classroom library with similar themes.</p> <p>Display the associated vocabulary word in each center. As children play, have teachers use the vocabulary words in conversation and encourage children to use them as well.</p> <p>Take photos of children engaging with the materials to display in the centers. Discuss how each child might feel while performing their roles.</p>
What Pyramid Model skill or concept is covered?	Promoting communication skills, encouraging play, sharing

New York State
**BOOK
NOOKs**



Dream Big, Little One

Title: Dream Big, Little One

Author: Vashti Harrison

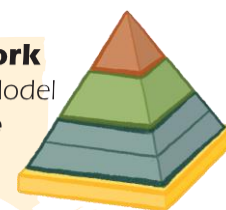
Illustrator: Vashti Harrison

Publisher: Little, Brown and Company

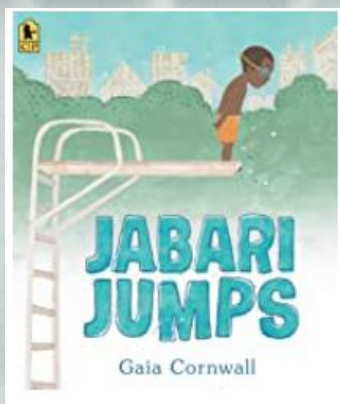
Date published: 2018

At-home activities for families

Name of Activity:	Leaders All Around Us
Supplies needed:	Recyclable materials, tape, glue, markers
Ideas of what to say or do.	<p>Engage your child in conversations about the roles that people play all around you. These can be family, friends, or community members. For example, visit the local library and ask the librarian to describe what she does in her role. Visit your local town or city hall and talk about the roles people play there. Talk to an aunt or uncle about what they do. Point out different roles people play that can be seen while engaged in media (television, internet). Remind your child that they can be any of these things too.</p> <p>When your child expresses interest in a particular role, use it as an opportunity to explore the role through play. For example, set up a miniature library with cardboard boxes and other materials for shelves and a desk. Role play what a librarian would do during the day. If they want to go to space, together, build a rocket ship and space suit out of recyclable materials. When your child's interests move in a new direction, turn the materials into something else.</p> <p>Start the conversation by asking your child questions about their play. Ask "What will happen if...? How will you...?" When your child's interests move in a new direction, repeat or modify the questions to extend the child's thinking.</p> <p>Following your child's lead, explore the roles even further by checking out books from the library or searching the internet. Use it as an opportunity to learn new words and have conversations about new topics. Allow your child to lead the way to topics that interest them.</p>
What Pyramid Model skill or concept is covered?	Promoting communication skills, encouraging play, developing positive self-concept



New York State

BOOK
NOOKs

Jabari Jumps

Jabari goes to the pool with his father and sister and is through the moon to jump off the diving board for the first time. As Jabari prepares to jump, his father is able to read his nervous cues and gently supports his feelings and desires.

Title: Jabari Jumps**Author:** Gaia Cornwall**Illustrator:** Gaia Cornwall**Publisher:** Candlewick Press**Date published:** 2017

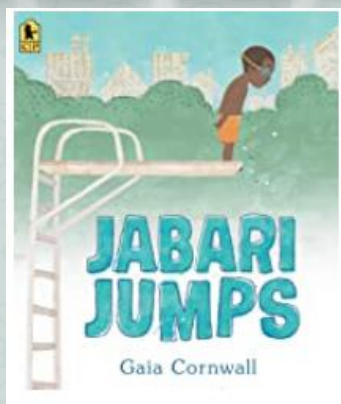
Pyramid Model Skill(s) or concept(s)	<p>Sensitivity to children's individualized needs</p> <p>Promotes identification of emotions in oneself and others</p> <p>Explores the nature of feelings and the appropriate ways they can be expressed</p> <p>Models and teaches appropriate expressions, labeling of emotions and self-regulation throughout the course of the day</p>
Goal/Objective:	<p>Children will develop self-regulation skills.</p> <p>Children will examine what they can do when they are feeling nervous and scared.</p> <p>Children will engage in breathing techniques.</p> <p>Children will practice using positive self-talk.</p> <p>Children and families will share their interests and cultures.</p>
Emotional Vocabulary:	Nervous, scared, excited, happy, proud

Story Time: (Show and Tell It)

Name of Activity:	Story Debrief
Supplies needed:	Jabari Jumps, crayons, paper
Ideas of what to say or do.	<p>With small groups of 2-4 children, recount and talk about the story. Ask children if they thought Jabari was going to jump off the diving board or not. Ask them what he did to actually jump. Ask them how they think Jabari felt before and after he jumped and how they could tell. Make sure to point out the facial expressions he uses throughout the story and link them with his feelings.</p> <p>Ask children about things they like to do and why. Ask them how they feel when they are doing these things. Have them draw pictures of them engaging in these activities and/or how they feel when they are doing them. Take dictation about the pictures and display them at the children's eye level in the classroom.</p> <p>If possible, follow up by doing the different activities with all of the children.</p>

What Pyramid Model skill or concept is covered?	<p>Develops emotional vocabulary</p> <p>Having meaningful relationships with children</p> <p>Promoting the identification of feelings in oneself and others</p>
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New York State
**BOOK
NOOKs**



Jabari Jumps

Title: Jabari Jumps

Author: Gaia Cornwall

Illustrator: Gaia Cornwall

Publisher: Candlewick Press

Date published: 2017

Story Time: (Show and Tell It)

Name of Activity: Family Fun

Supplies needed: None

Ideas of what to say or do.

Inform families that you have been reading Jabari Jumps. Tell them how Jabari goes swimming with his family and learns how to take deep breaths to help regulate his emotions when feeling nervous. Ask them to send in a picture of something they enjoy doing as a family. If they cannot send in a picture, ask them to write or tell you about it.

Once you collect stories and pictures, create classroom posters to hang up and discuss with the children about each others' pictures and activities. Make copies of the pictures and turn them into puzzles for the children. Do these activities in your classroom and invite families to lead or join in.

What Pyramid Model skill or concept is developed?

Develops meaningful relationships with children and families

New York State

BOOK
NOOKs

Jabari Jumps

Title: Jabari Jumps**Author:** Gaia Cornwall**Illustrator:** Gaia Cornwall**Publisher:** Candlewick Press**Date published:** 2017**Story Time: (Show and Tell It)**

Name of Activity:	Tucker Turtle Breathing & Positive Self-Talk
Supplies needed:	Instructions for breathing techniques from pages 4 & 5.
Ideas of what to say or do.	<p>In small or large groups, introduce children to these breathing techniques that pair well with the self-regulation buddy, Tucker the Turtle. Talk about Jabari and how he took some deep breaths to help calm his thoughts and body and then used his self-talk to jump off the diving board. Talk with children about how sometimes we may feel nervous, scared, sad or frustrated and become so upset that we find ourselves out of control. When that happens, fun breathing activities can help to calm our bodies and thoughts.</p> <p>First, introduce tortoise shell breathing, and do it three times with the children. Then do the same with Tucker Breathing. From this point forward, when you notice a child needing to self-regulate, remind them of these breathing techniques and try to do them together.</p> <p>Once you have practiced the breathing techniques, talk with the children about positive self-talk. Explain to the children that when they come across something that they find scary, or something difficult to do, like Jabari, think, "I can do it! This may be hard, but I can do it!" Also encourage them to seek out help from someone they know and trust; asking for help can also be brave.</p> <p>Create an area or use an existing cozy spot where children can go to try the breathing exercises. Print and hang up the pictures (on the following pages) as reminders on how to use the breathing techniques. You can have a shatterproof mirror in this area for children to see themselves breathing. If you have a Tucker the Turtle, this is a great spot for him to "live" and support the children with their self-regulation. You may also want to consider hanging up the Pyramid Model's Feelings Faces. They can be found at the National Center for Pyramid Model Innovations Website at: https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-Blank.pdf</p>
What Pyramid Model skill or concept is covered?	<p>Positive self-talk</p> <p>Helping children manage emotions through self-regulation skills</p>

Tucker Breathing

Sitting or standing, raise your hands above your head, take a deep breath in through your nose as you draw your arms down and in toward your chest. Release your breath through your mouth as you move your arms back above your head.

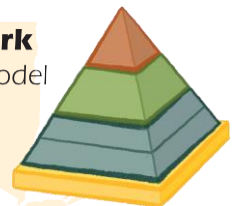


Tortoise Shell Breathing

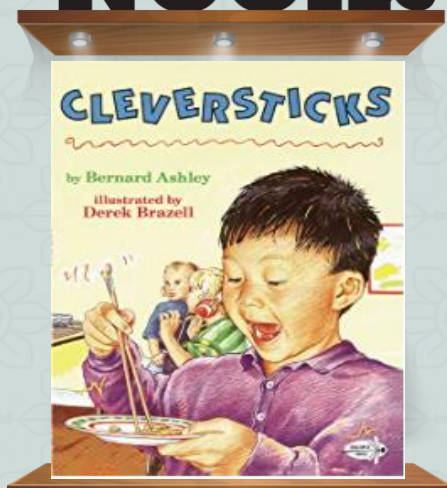
Put yourself in Child's Pose on the floor, by placing your knees on the floor, bend over them and place your hands straight above your head while resting them on the floor. Take a big deep breath in through your nose and bring your hands to your side. Release your breath through your mouth as you bring your arms back above your head. The movement may look like a turtle putting their head in its shell and then popping it back out.



New York
Pyramid Model
State



New York State BOOK NOOKs



Cleversticks

Ling Sung is a young boy who starts school. After a couple of days of feeling like he cannot do the same tasks of his peers, he decides he does not want to go to school. After discovering he can do some things that his peers cannot, he gains confidence in teaching them things he can do. He also accepts help in learning how to do that he cannot. This book is a great example of why children's culture needs to be included in the classroom and how successes build confidence in learning. It also celebrates the beauty in peer learning and friendship.

Title: Cleversticks

Author: Bernard Ashley

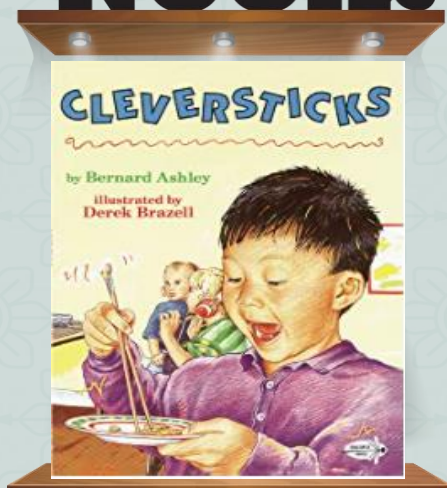
Illustrator: Derek Brazell

Publisher: Dragonfly Books

Date published: 1992

Pyramid Model Skill or Concept(s)	Friendship skills, peer learning, social interactions, developing self-esteem, giving positive feedback and encouragement, supporting culture
Goals & Objectives:	Children will develop their friendship skills. Children will have opportunities to discuss their families and see themselves and their cultures represented in their care spaces. Children will discuss the importance of asking for and offering help. Children will practice and discuss how to work as a team.
Emotional Vocabulary:	Frustrated, sad, "fed up", happy, pleased, helpful, help
Story Time: (Show and Tell It)	
Name of Activity:	Debrief Story
Supplies needed:	<u>Cleversticks</u>
Ideas of what to say or do.	In small groups, debrief the story. Break the story down; ask the children why they think Ling Sung did not like going to school. Discuss how he felt frustrated that he was not able to do a lot of the things his classmates could. Talk about something you had a hard time learning but did with help from a friend or teacher. Ask the children what they have a hard time doing and if they think assistance from a friend would be helpful. Talk with them about how it can be hard to learn new things and that is alright. Explain how sometimes we need to work hard, ask for help or keep trying and then we are eventually able to do it. Remind children how it is brave to be able to ask someone for help when they are having a difficult time learning something. Children should grow up with a challenge mindset and persevering, even when learning is difficult.

New York State
**BOOK
NOOKS**



Cleversticks

Title: Cleversticks

Author: Bernard Ashley

Illustrator: Derek Brazell

Publisher: Dragonfly Books

Date published: 1992

What Pyramid skill or concept is covered?

Self-confidence, asking for help, giving help, friendship skills

Story Time: (Show and Tell It)

Name of Activity:

Role Play: Asking a Friend for Help

Supplies needed:

Two teachers, stringing beads and string or lacing cards, or a task that can be difficult for preschoolers to do at first.

Ideas of what to say or do.

During large group time or in smaller groups, have two teachers demonstrate this role play. Tell the children you are going to perform a play for them and begin.

Scenario 1:

Teacher 1 will take the string and bead and try to get the bead on the string. Try to unsuccessfully do this for about 10 seconds. Begin to act a little frustrated. Say, "This is so hard. I do not like this. This makes me feel bad. I want to do this, but I am not sure what to do." Teacher 2 will model how to be a helping friend. Go over to Teacher 1 and say, "Would you like me to help you?"

Teacher 1 say, "NO!"

Teacher 2 say, "Okay if you would like my help, just ask". Walk away and play with something else alone.

Teacher 1, try again to string the bead, unsuccessfully for about 2 seconds, and then go ask Teacher 2 for help.

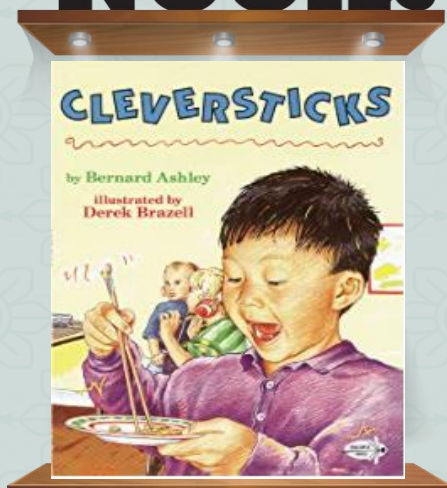
Teacher 2 say, "I wonder how we can figure this out together".

Teacher 2 hold the string, Teacher 1 put the bead on the string.

Both act happy and say, "It was so fun to figure that out together".

Debrief the role play. Ask children if they think Teacher 2 was being a good friend. Ask them to describe how they think so or not. Discuss how friends accept and offer help.

New York State
**BOOK
NOOKS**



Cleversticks

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Author: Bernard Ashley

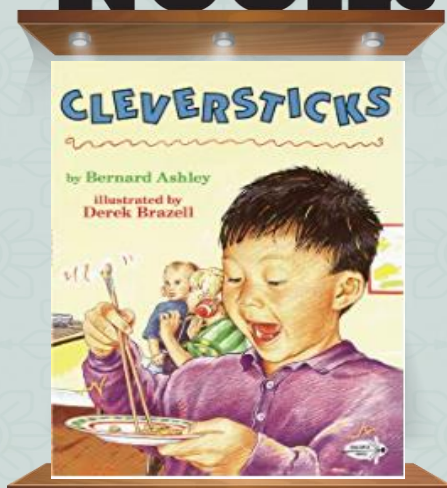
Illustrator: Derek Brazell

Publisher: Dragonfly Books

Date published: 1992

What Pyramid Model skill or concept is covered?	<p>This models teamwork, asking for help and friendship skills.</p> <p>This role play will provide children with a concrete example of what asking for help, offering it and accepting it looks like.</p>
Name of Activity:	Celebrating Children and Their Culture
Ideas of what to say or do.	<p>In small groups, talk with the children about how Ling Sung was good at eating with chopsticks. Ask them why they think he was so good at using the chopsticks. Make sure to identify that chopsticks are used in Ling Sung's home. Ask the children to talk about how they eat at their houses, such as what types of food they eat, who eats with them, where they eat, what utensils or dishware is used, etc. Make this a fun and exciting conversation that celebrates how all the children eat at their homes. Ask families to send in or email pictures of meals or mealtimes at home and also include recipes that can be replicated. Invite families to come in and cook with you and the children. This can also extend to other traditions and cultural aspects that may be unique to the families. Try to incorporate the children's cultures into the classroom. It is imperative in building their self-identity and self-esteem that they see themselves represented in the world.</p> <p>Get to know your children's families before they join your classroom. You can have a child intake form asking about a family's culture, which may include questions asking about home languages, favorite songs and stories, what they like to do as a family, mealtime rituals, etc.. The more you know about a family's knowledge, skills and interests, the more you can incorporate them into your classroom. If Ling Sung's teachers would have gotten to know him and his family before he attended their program, they could have offered him chop sticks at meal or incorporated them into their house play area. If Ling Sung had seen his family represented, he would have more likely been more self-confident.</p>
What Pyramid Model skill or concept is covered?	<p>These types of practices support children's social and emotional health and growth within the context of their family, culture and communities.</p>

New York State
BOOK NOOKS



Cleversticks

Title: Cleversticks

Author: Bernard Ashley

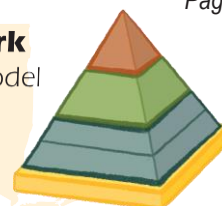
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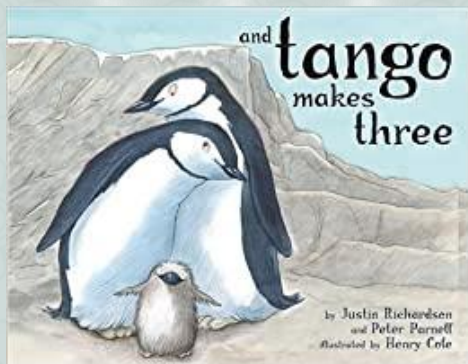
Practice It

Name of Activity:	We Do It Together!
Ideas of what to say or do.	<p>As discussed throughout the Pyramid Modules, try to create opportunities for children to complete tasks together.</p> <ul style="list-style-type: none"> • Give children different pieces of the same puzzle, then have them find each other and put the puzzle together. • Support children in safely doing wheelbarrow walks around the room. • Invite children to paint and do other open-ended art activities together. Hang up the artwork on your "Helping Hands" or "Friendship" walls. • Have children clean up with a fellow student. • Set up a buddy table where two children work on activities together. Change the activity at least weekly to encourage children to use the workspace. • Always be on the lookout to encourage children to ask and offer help to a peer. Make sure to verbally acknowledge these efforts. • Refer to Super Friends found at the National Center for Pyramid Model Innovations at: https://challengingbehavior.cbcs.usf.edu/resources/index.html. This approach is modeled in the Pyramid Model Preschool Module II training. You can implement Super Friends to focus on the excitement of being a good friend. • Materials can also be found at the Center on the Social and Emotional Foundations for Early Learning, http://csefel.vanderbilt.edu/resources/strategies.html.
What Pyramid Model skill or concept is covered?	These types of activities will help children practice their social and friendship skills.



New York State
**BOOK
NOOKs**

Title: And Tango Makes Three
Author: Justin Richardson and Peter Parnell
Illustrator: Henry Cole
Publisher: Little Simon
Date published: 2005



And Tango Makes Three

Many different animal families live at the zoo, but Tango's family is the most unique. With the help of a zookeeper, Roy and Silo raise a baby of their own.

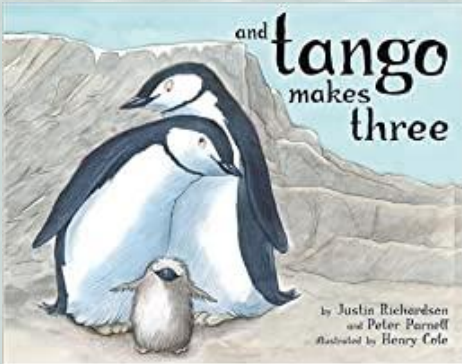
Pyramid Model Skill or concept(s)	Relationship building, recognizing and appreciating diversity, labeling emotions, inclusive environments, communication skills
Goal/Objective:	Children will describe what makes a family and will recognize similarities and differences between their own family and those of their peers.
Emotional Vocabulary:	Love, caring, happy, safe, patience

Art

Name of Activity:	A Model Family (part 1)
Supplies needed:	Modeling clay, individual trays for each child, tempera paint, paintbrushes
Ideas of what to say or do.	Working in small groups, ask children to share who is in their family. Give modeling clay to each child and ask that they use it to create models of their family members. As children are creating, ask them to share some of their feelings about their family, as well as the things they like to do with them, etc.. Record children's answers and convert to a story to be displayed with each model family. After the modeling clay dries, allow children to paint their models and be sure to label them with family members' names. Display models and stories within the classroom setting or outside in the hallway.
What Pyramid Model skill or concept is covered?	Labeling emotions, relationship building, recognizing and appreciating diversity, inclusive environment, turn-taking, teamwork

New York State
**BOOK
NOOKS**

Title: And Tango Makes Three
Author: Justin Richardson and Peter Parnell
Illustrator: Henry Cole
Publisher: Little Simon
Date published: 2005

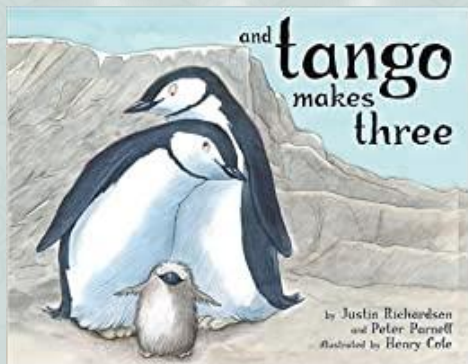


And Tango Makes Three

Large Group	
Name of Activity:	Model Family Share (part 2)
Supplies needed:	Book, model families and accompanying stories that were created in the previous small group activity
Ideas of what to say or do.	<p>Display and remind the children of the previously read book, <u>and Tango Makes Three</u>. Ask children to share some of the things they learned about families, whether their own or each others.</p> <p>Introduce each child and their model family to the group. Invite the child to talk about their family with the group. If child is reluctant, read the story that accompanies the model.</p> <p>Ask children to think and discuss the similarities and differences within their own families.</p>
What Pyramid Model skill or concept is covered?	Relationship building, recognizing and appreciating diversity, inclusive environment, promoting communication skills

New York State
**BOOK
NOOKs**

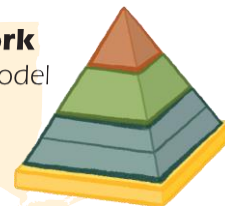
Title: And Tango Makes Three
Author: Justin Richardson and Peter Parnell
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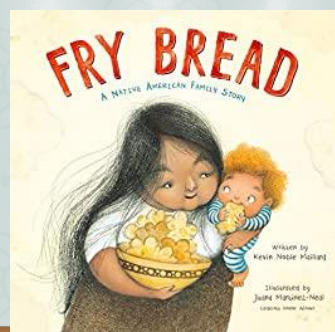
And Tango Makes Three

At-home activities for families

Name of Activity:	Our Family
Supplies needed:	Photos or drawings of family members
Ideas of what to say or do.	<p>On a wall, or within a photo album, create a display using photos or drawings of family members. You and your child could also create a homemade book using construction paper of these photos. As you and your child are creating the display, talk about each family member. Describe who they are and their relationship to you and your child. Talk about what family means to you and what makes yours unique. Remind them that no family is the same, but they are all special.</p> <p>To learn more about chinstrap penguins, view this short video https://youtu.be/2Wi3-xOezM You can view Tango's zoo and other animals at https://centralparkzoo.com/animals/our-animals For a video read aloud of And Tango Makes Three visit https://youtu.be/4uOXUCiDE-s</p> <p>Check out other penguin books: <i>Penguins</i> by Jill Esbaum <i>Penguin Pete and Pat</i> by Marcus Pfister <i>The Emperor's Egg</i> by Martin Jenkins <i>If You Were a Penguin</i> by Wendell and Florence Minor</p>
What Pyramid Model skill or concept is covered?	Relationship building, recognizing and appreciating diversity, inclusive environment, promoting communication skills



New York State
**BOOK
NOOKS**



Fry Bread: A Native American Family Story

A Native American family explores shape, sound, color, flavor, time, art, history, place, and nation through making a recipe for fry bread.

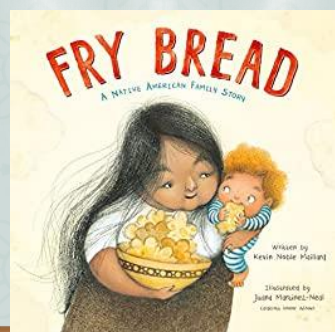
Title: Fry Bread: A Native American Family Story
Author: Kevin Noble Maillard
Illustrator: Juana Martinez-Neal
Publisher: Roaring Brook Press
Date published: 2019

Pyramid Model Skill or concept(s)	Equity and diversity, family engagement, identifying feelings, relationship building
Goal/Objective:	Children will identify feelings. Children will recognize and describe diversity among peers and within families and associate it with positive feelings.
Emotional Vocabulary:	Together, family, happy, love, kindness, unique, important, worried, scared, confused, joyful, special, silly

StoryTime: (Show and Tell It)

Name of Activity:	Celebrating Differences
Supplies needed:	Book, pictures of families, chart paper, marker
Ideas of what to say or do.	<p>Before reading this book:</p> <p>Display pictures of children's families to demonstrate how all families are not the same, but they are important.</p> <p>Invite families to attend the reading and share their own unique qualities.</p> <p>First Reading:</p> <p>Pointing to the book cover, ask children to describe the people they see. Who are they? How are they the same/different from each other? What are they doing?</p> <p>During reading, ask children to continue to notice what is the same and what is different among the family members in the story (skin, eyes, hair, size, age, gender, etc.). Use language that promotes positive feelings about each characteristic.</p> <p>Point out the facial expressions of the people and ask how they may feel (happy, loved, content, worried, scared, confused, etc.).</p> <p>Record children's answers on chart paper. Ask children to mimic each emotion. Describe what mouths, eyes, etc. look like when expressing this feeling.</p>

New York State
**BOOK
NOOKS**



Fry Bread: A Native American Family Story

Title: Fry Bread: A Native American Family Story
Author: Kevin Noble Maillard
Illustrator: Juana Martinez-Neal
Publisher: Roaring Brook Press
Date published: 2019

Ideas of what to say or do. (continued)

Second Reading:

Ask children to notice their own skin, eyes, hair, size, age, gender, etc. How are they the same and different from their peers? Remind them that they are all unique, important, and loved. Use positive language to reinforce this.

Point out that we should always treat each other with kindness even though we are very different.

Third Reading:

Ask children to describe what is different/same among their own family members.

Ask children/families to describe special foods that their families make. Ask them to describe any feelings associated with them and record on chart paper.

Family Engagement:

Invite family members to share the recipes. Display photos of the food or recipe in the classroom.

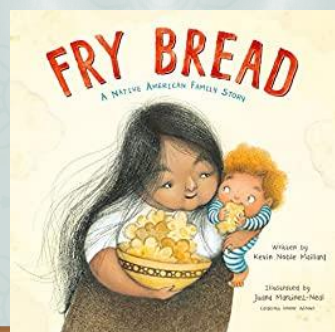
Invite children/families to share other special activities they enjoy with their families (celebrations, ceremonies, story-telling, crafts, etc.) Display photos in classroom representing these special activities.

Display a map to identify the places named in the book. Mark places where the classrooms' children and families come from.

What Pyramid Model skill or concept is covered?

Equity and diversity, family engagement, identifying feelings, relationship building

New York State BOOK NOOKs

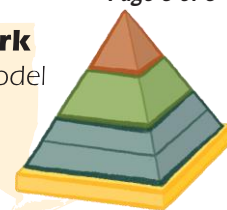


Fry Bread: A Native American Family Story

Title: Fry Bread: A Native American Family Story
Author: Kevin Noble Maillard
Illustrator: Juana Martinez-Neal
Publisher: Roaring Brook Press
Date published 2019

At-home activities for families

Name of Activity:	Family Cookbook
Supplies needed:	Copies of recipes, heavy paper, hole punch, yarn, glue stick, scissors
Ideas of what to say or do.	<p>Collect typed or hand-written copies of special and favorite recipes from family members. Include your child's favorite recipes.</p> <p>Assist your child in cutting and pasting recipes onto thick paper. Leave an extra page after each recipe to include photos, notes, etc. Create a cover for the cookbook using photos or your child's drawings. Cut holes in each page and assemble all pages with yarn.</p> <p>Using the family cookbook, assist your child in choosing a recipe to create. Let your child help with the measuring, pouring and mixing. As you create the recipe, point out textures, colors, smells, measurements, etc. Praise your child as you work and create a warm and relaxed experience. Document the cookbook with photos, drawings, and notes during and after making the recipe. Be sure to get your child's description and evaluation of the recipe.</p> <p>Continue making the recipes and documenting the process with your child. More recipes can be added by cutting the yarn, inserting new pages and reassembling the cookbook.</p> <p>Explore additional recipes in magazines and cookbooks with your child and allow them to choose recipes they would like to try. Include these new recipes in the cookbook.</p> <p>Keep the cookbook in a special and accessible place. Allow your child to share their cooking experiences with other family members.</p>
What Pyramid Model skill or concept is covered?	Promoting communication skills, relationship-building, developing positive self-concept



New York State BOOK NOOKs



SAY SOMETHING!

We all have something important to say. We can make our voices heard, not just with words, but also through our actions and creativity. Peter H. Reynolds empowers children (and adults!) to, “SAY SOMETHING!”. With his own words and illustrations, Reynolds introduces the concepts of social justice and social action. When we speak what is in our heads and hearts, we have the power to help ourselves, help others, and change the world.

Title: SAY SOMETHING!

Author: Peter H. Reynolds

Illustrator: Peter H. Reynolds

Publisher: Orchard Books

Date published: 2019

Pyramid Model Skill or concept(s)	Teaching Social Skills and Emotional Competencies, Teaching Friendship Skills, Teaching Children to Express Emotions.
Goal/Objective:	Children will be able to identify ways that they can “say something” using their spoken words, actions, and/or creativity. Children will explore how their words/actions/creativity can impact others around them.
Emotional Vocabulary:	Empathy, bravery, pride, acceptance, identity, strength, kindness

Story Time: (Show and Tell It)

Name of Activity:	Say Something!
Preparation/Materials:	Prepare chart paper or poster paper with the headings, “Words”, “Actions”, “Being Creative”, with a heading on each piece of paper.
Ideas of what to say or do.	<p>Introduce the book to the children, showing them the cover and reading the title. Inquire about what they think the book might be about.</p> <p>Ask, “Did you know you can say things without using your words?” Invite any thoughts about how you can communicate without vocalizing. Ask, “Did you know your voice is strong and powerful?”</p> <p>After reading the book, ask the children to identify the different ways they can make their voices heard (spoken word/actions/creativity). Recall and discuss the different ways in the book, people used their voices to help themselves, help others or help the community/world. Ask them how they would like to use their voices. Chart their responses on the appropriate chart.</p>

New York State
BOOK NOOKS



SAY SOMETHING!

Title: SAY SOMETHING!

Author: Peter H. Reynolds

Illustrator: Peter H. Reynolds

Publisher: Orchard Books

Date published: 2019

Small Group: (Practice Makes Perfect)

Name of Activity:

"Using Your Voice"

Preparation/Materials:

Choose one or two of the phrases on the inside cover of the book which feel developmentally appropriate for your group (i.e., "Let's make the world a colorful place," "Together is better," or "You've got a Friend.")
Place the phrases on chart or poster paper.

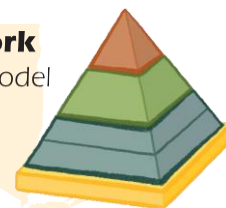
Different art materials to create visual representations of the children's ideas

Ideas of what to say or do.

In small groups, introduce the phrase(s) you chose from the inside of the book cover. Invite the children to explain what that phrase means to them. Chart their responses.

Review the idea that they can use their voices to help themselves, others, or the community/world. Prompt them to think about how they can use their voices to support the phrase. Invite children to share their thoughts by dictating their ideas to you and/or creating a visual representation using the art materials.

Wrap up with a discussion about how it makes you feel when you are helping yourself, others, the community/world.



New York State
**BOOK
NOOKs**



Skin Like Mine

This is the story of a young girl who talks about how the color of her skin is unique. On each page, the author describes the skin tone of a character and how it makes them "one of a kind" by comparing the color of skin to the color of different foods. The author states how the color of someone's skin doesn't mean anything, it's what's on the inside of a person that counts. The book ends by saying that you should love the body you were given and that differences in people make the world unique and special.

Title: Skin Like Mine

Author: Latashia M. Perry

Illustrator: Bea Jackson

Publisher: G. Publishing, LLC

Date published: 2016

Pyramid Model Skill or concept(s)	Cultural Awareness, Identity, Self-esteem, Friendship, Diversity
Goal/Objective:	To empower children through positive self-image, to accept and love themselves along with others. That everyone is unique and beautiful, no matter what the color of their skin tone is.
Emotional Vocabulary:	Unique, Self-assured, Pride, Acceptance

Story Time: (Show and Tell It)

Name of Activity:	I am Special
Supplies needed:	The book "Skin Like Mine", mirrors, white card stock paper, multi-cultural crayons, colored pencils, markers, multi-cultural construction paper, scissors, yarn in different colors representing the hair colors in the program, glue
Ideas of what to say or do.	<p>Warm up:</p> <p>Begin by telling the children that we are all different; we come in different shapes and sizes, and we all have different colors of skin. Show the children the book and read the title and author. Have the children look around at their friends and help them notice that everyone has a different color of skin. Remind the children that the color of their skin makes them "one of a kind" and that just like with their friends, they can have a different skin color than the members of their families. Let them talk about who in their families may have skin that is similar or different than their own. Read the story. While reading, pause as the author describes each skin tone as it relates to the food that is described, ask the children who thinks their skin tone matches the food or they can talk about what food they think their skin tone matches.</p>

New York State
**BOOK
NOOKs**



Skin Like Mine

Title: Skin Like Mine

Author: Latashia M. Perry

Illustrator: Bea Jackson

Publisher: G. Publishing, LLC

Date published: 2016

Ideas of what to say or do. (continued)

Once the story is done, let the children know they will be going on a walk to see what they can find in the environment that matches the color of their skin (if you can't go for a walk outside, have the children find something in the room/program that closely resembles the color of their skin). On the walk, discuss the object found that the children think resembles their skin tones.

Main Activity:

After your walk, tell the children that they will be creating self-portraits. They can choose whatever materials they want from what is offered to make sure they have the perfect shade that closely resembles the color of their own skin tone. Give the children a mirror so they can look at themselves while they draw if they want to see themselves as they create.

Once the children have created their pieces of art hang them up on a wall surrounding the words, "I am Special".

New York State
**BOOK
NOOKs**



Skin Like Mine

Title: Skin Like Mine

Author: Latashia M. Perry

Illustrator: Bea Jackson

Publisher: G. Publishing, LLC

Date published: 2016

**Ideas of what to say or do.
(continued)**

Bring the children back together in a large group. Have them bring their mirrors with them. Remind the children that everyone is special, no matter what color their skin is and that they should be proud of who they are; both on the outside and on the inside. Teach the children the poem, "I am Special".

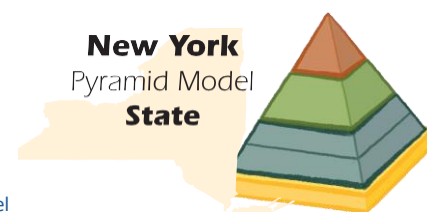
"I am Special"

I am special, I am special, if
you look, you will see,
someone very special,
someone very special, yes it's
me, yes it's me!

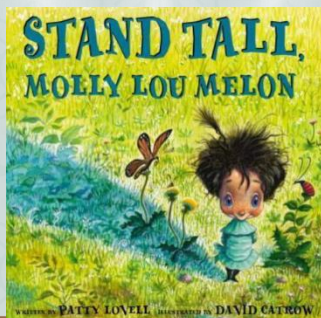
Read the poem and then have the children repeat. Have them look in their mirrors and repeat the poem again, as they are looking at themselves. Remind the children that everyone is special and unique and that is what makes the world a special place.

**What Pyramid Model skill or
concept is covered?**

Cultural Awareness, Identity,
Self-esteem, Friendship, Diversity



New York State

BOOK
NOOKsSTAND TALL,
MOLLY LOU
MELON

Molly Lou Melon is short, clumsy, and is teased for her singing voice and big teeth. With the advice from her grandmother, Molly Lou builds resilience and self-confidence.

Learn how she overcomes the class bully and learns to STAND TALL.

Title: Stand Tall, Molly Lou Melon**Author:** Patty Lovell**Illustrator:** David Catrow**Publisher:** G.P. Putnam's Sons**Date published:** 2001

Pyramid Model Skill or concept(s)	How to deal with mean people/bullies. Believing in oneself, self-assurance
Goal/Objective:	Children will grow in their self confidence as they embrace who they are even when others are unkind. Although other people might be mean, each person is valued.
Emotional Vocabulary:	Proud, joy, foolish, glee, impressed, mean, nice/kind, embarrassed, sad, love

Story Time: (Show and Tell It)

Prepare ahead 2 charts. One titled "Difficult Things I Tried" with 2 columns "What I Tried" and "How it Felt". The second titled "How it Felt" one column "to be Teased" the other column "to be Helped". Add pictures to represent the meaning of each title and column header.

Prepare ahead: Your program/classroom expectations

Introduce the book to children: Show children the book cover. Ask children how they think Molly Lou Melon feels (happy, content, loved...). You can also state "Well, there are times when Molly Lou Melon doesn't always feel that way." Inform the children, "Molly Lou Melon was teased for being short, for having different hobbies than other children, and other things."

Ask children if they have ever experienced these different situations and write their answers on the chart

1. Tried something very difficult, what it was, and how they felt (frustrated, angry, like giving up, never good at anything...).
2. Were teased and how it made them feel (sad, hurt, ashamed, embarrassed, humiliated...)
3. Had people help them and how it felt (loved, cared for, relieved, ready..)
4. List what those things were.

Inquire: "Do you want to see how Molly Lou Melon learned how to deal with mean people? Who do you think helped Molly Lou Melon?"

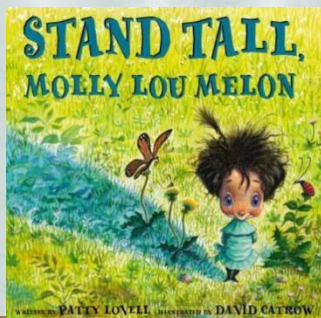
While reading the book: Invite children to demonstrate how their bodies look when they are proud, smiling, singing like a bullfrog, drop things, leave grandma's house, picked on/teased, make a touchdown, happy, impressed (oooh, ahhh), someone shares with you, loved.

After reading: Remind children that they have many feelings. Their feelings can change. If people are mean to them, they have a choice to be mean, ignore the person or perhaps inquire why that person is being mean. Refer to the written program expectations and ask children to say the expectations with you. Vote and record the number of children who think they should be mean or ignore someone who teases them. Brainstorm other ideas that the children could do instead.

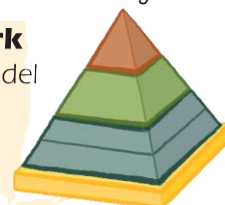
Children can also be introduced to the solutions kit found at:

https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_solution-kit_cue-cards.pdf

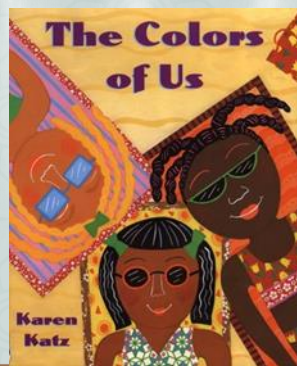
New York State

BOOK
NOOKsSTAND TALL,
MOLLY LOU
MELON**Title:** Stand Tall, Molly Lou Melon**Author:** Patty Lovell**Illustrator:** David Catrow**Publisher:** G.P. Putnam's Sons**Date published:** 2001

Name of Activity:	Teaching Shield Taken from https://gerryskids.files.wordpress.com/2012/08/teasing-shield.pdf
Supplies needed:	<ul style="list-style-type: none"> • Large thick construction paper or poster boards- about the size of the children's torsos • Sentence strips or posterboard/thick cardboard-cut about the same size • Wide masking tape or shipping tape • Thick markers or paint and brushes • Various art supplies for decorating • Teasing Shield template (optional) found at https://gerryskids.files.wordpress.com/2012/08/teasing-shield.pdf • Puppet, puppet-sized teasing shield
Ideas of what to say or do. Before doing the shield activity, adults should watch "CSEFEL:V2 6 Teaching Shield" at https://www.youtube.com/watch?v=DBr9aMLZeyc	Puppet Show , demonstrate how the shield works: <ul style="list-style-type: none"> • when someone is saying something mean to you, you can put up your shield and ignore them. • Demonstrate how to invite or join into play with another person • Demonstrate how to read another person's cues and when you feel bad that another person is hurt (emotionally or physically) and how to give an apology. Art Activity <ul style="list-style-type: none"> • Children can decorate shields with names, colors, glitter, etc. Practice using shield <ul style="list-style-type: none"> • In context of classroom-with shield and without shield • Reinforce use of "shield skills" in other natural contexts. • Noticing and labeling feelings and guiding children in using this successfully.
What Pyramid Model skill or concept is covered?	Self-regulation through coping: how to handle big emotions when others are being mean Friendship skills: apologizing, joining play, inviting another into play



New York State
**BOOK
NOOKS**



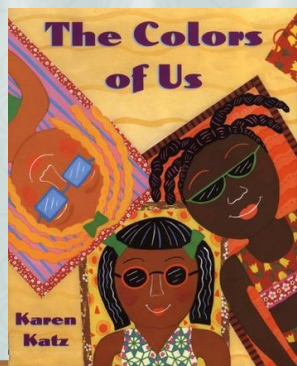
The Colors of Us

The Colors of Us is a story about a young girl who wants to draw a picture of herself, using brown paint to match her skin. When she goes for a walk with her mother, she discovers that there are all different shades of brown, allowing her to see her world in a new way. This book celebrates how people are different, similar and special.

Title: The Colors of Us
Author: Karen Katz
Illustrator: Karen Katz
Publisher: Square Fish
Date published: 2002

Pyramid Model Skill or concept(s)	Cultural awareness, Identity, Self-esteem, Friendship
Goal/Objective:	To acknowledge that a person's skin comes in many different color tones and that these colors can be combined to create a unique shade. To recognize similarities and differences in people; making them unique and special.
Emotional Vocabulary:	Unique, Self-assured, Pride, Excited, Content, Acceptance
Story Time: (Show and Tell It)	
Name of Activity:	The Perfect Shade
Supplies needed:	The book <u>The Colors of Us</u> , samples of cinnamon, nut butter (check for allergies), honey, ginger, chili powder, a banana, paint (red, yellow, black, white), paper, camera
Ideas of what to say or do.	Warm up: Show the children the samples of items (cinnamon, nut butter (if no allergies), honey, ginger, chili powder, and banana) that you have collected. Explain that they will be exploring each item, with a friend, to see which item is the closest color to their skin tones. As an example, share the item that matches closest to your own skin color. Pair children up with a fellow student and have them work together to explore the samples. Remind them to choose which sample is the closest in color to each of their skin tones. Bring the children back to the large group and have the children report out what items each of them chose. Graph their results as they are shared out.

New York State

BOOK
NOOKsThe Colors of
Us**Title:** The Colors of Us**Author:** Karen Katz**Illustrator:** Karen Katz**Publisher:** Square Fish**Date published:** 2002**Ideas of what to say or do.**
(continued)

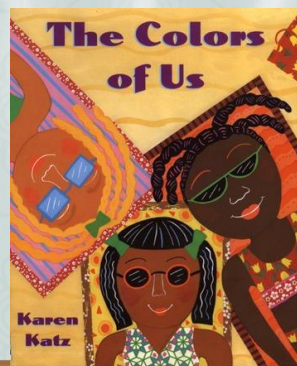
Once all children have shared their answers, tell the children there are many different shades of the same color (refer back to the sample of items) and that their friends all have different color shades of their skin; some alike and some different. Have the children stand next to the friend and take their picture.

Let the children know that you will be hanging the pictures up on a wall to show "the colors of us".

Main Activity: Show the children the cover of the book. Ask children to tell you what they think the book is about. Once children are done answering, read the story. As you are reading, hold up each sample item that is mentioned in the text. Tell the children that Lena's mother is an artist and that she tells Lena that she can mix colors together to make the perfect color to match her skin. Ask the children what colors they think could be mixed to find the shade of Lena's skin. Continue to read the story and show the items that are referenced.

Once you are done reading the story, show the children the colors of paints you have. Ask them what colors they think they need to mix to match the color of their skin. Once all children have shared, tell the children that they will now be mixing colors to try and create the color of their skin tone. Have the children use the paint and mix the colors to create a color that matches their skin tone. They can create a self-portrait using this unique color blend.

New York State
**BOOK
NOOKs**



The Colors of Us

Title: The Colors of Us

Author: Karen Katz

Illustrator: Karen Katz

Publisher: Square Fish

Date published: 2002

Ideas of what to say or do. (continued)

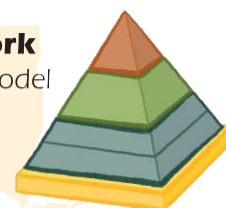
Bring the children back to a large group. Tell the children that "We are alike and different. Skin tone is just one way that makes us similar or different from each other. There are other things that make us special too."

Ask the children to tell everyone one thing that makes them special. Help the children understand that singing, dancing, jumping up and down, counting to 10, knowing colors, etc. can make someone special. Once everyone has shared (if they can't think of something, be sure to let them know what you think makes them special), ask them to share with a friend about something they think makes their friend special. Remind the children that everyone has similarities and differences that make each of us special.

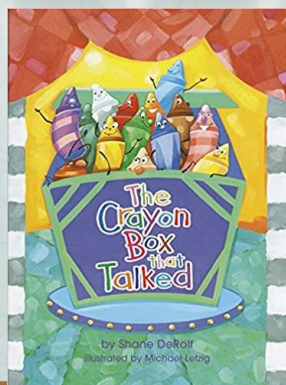
After the activities are completed, hang the photographs you took of the children with their friends, the graph, and the children's paintings on a bulleting board or wall with a title that says, "The Colors of Us". You can also record the special things that was said about each child and add that to the display.

What Pyramid Model skill or concept is covered?

Cultural Awareness, Identity, Self-esteem, Friendship



New York State
**BOOK
NOOKs**



The Crayon Box That Talked

This book explores how we can learn to appreciate each other. The colorful drawings and rhyming story begins by sharing how the crayons aren't getting along but when put together, they create a drawing that couldn't be complete without each other.

Title: The Crayon Box That Talked

Author: Shane Derolf

Illustrator: Michael Letzig

Publisher: Random House Books for Young Readers

Date published: 1997

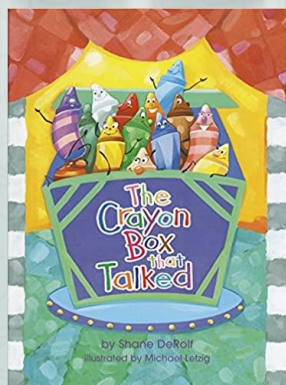
Pyramid Model Skill or concept(s)	Cooperation, teamwork, manners, taking turns
Goal/Objective:	Children will learn and practice the skills needed to work together. Children will be able to state something that is unique about themselves and learn about the uniqueness of their peers
Emotional Vocabulary:	Get along, don't like, like

Large Group: (Practice It)

Name of Activity:	Masterpiece!
Supplies needed:	Book, blank sheets of paper, crayons, quiet music, possibly a clipboard
Ideas of what to say or do.	After reading the story with the class, have students sit in groups of 4-5 on the floor or at a table. Ask: "Who is ready to make a MASTERPIECE? Today we will work together- just like the crayons in this story did at the end of the story! We're going to create a shared drawing. A great piece of artwork is sometimes called a MASTERPIECE - quite often because it is so unique and special! You can start drawing a picture with the one crayon you pick, and some quiet music will play in the background. When you hear me count down from 5, I'll pause the music and then you'll pass your paper to your right. Then you can add to each drawing until all the papers go around to each person in your group. Be sure to tell your friends what you like about the drawing so far, say thank you as you get your paper and together, we will create a unique masterpiece!"

New York State

BOOK NOOKS



The Crayon Box That Talked

Title: The Crayon Box That Talked

Author: Shane Derolf

Illustrator: Michael Letzig

Publisher: Random House Books for Young Readers

Date published: 1997

Ideas of what to say or do. (continued)

You may want to model what this will look like with other adults in the room and expand upon a possible new vocabulary word "MASTERPIECE". Then, you can hand out a piece of paper to each student and have them choose a crayon. Students can start to draw on their paper as you play a quiet song in the background. After a minute or two, provide the countdown warning and have them pass their papers. Find ways to provide specific, positive feedback as students work together. Encourage students to also provide the positive feedback to each other.

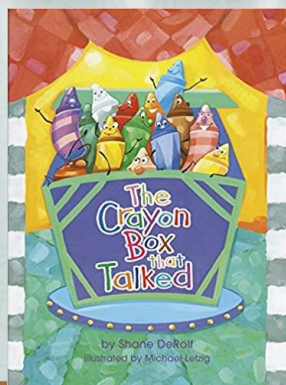
When the papers have been passed to all group members, have each group share their drawings with the rest of the class to expand upon what they drew and how they worked together to create this new masterpiece! Find a place in the classroom or hallway to hang the masterpieces or create a class book with the drawings so students can continue to admire their work.

This same activity can be done at home with family members. Each member of the family can take a crayon and share the paper in a similar manner as described above.

What Pyramid Model skill or concept is covered?

Sharing, taking turns, follow directions, giving compliments, using manners, working cooperatively.

New York State
**BOOK
NOOKs**



The Crayon Box That Talked

Title: The Crayon Box That Talked

Author: Shane Derolf

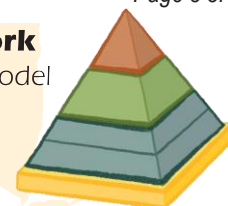
Illustrator: Michael Letzig

Publisher: Random House Books
for Young Readers

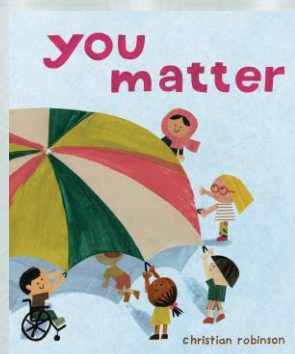
Date published: 1997

Story Time: (Show and Tell It)

Name of Activity:	Picture Perfect
Supplies needed:	Digital device to take a picture, printer
Ideas of what to say or do.	<p>After reading the story to the class, take the opportunity to discuss what the word “unique” means. Provide examples as needed. Take a picture of your classroom on a mobile device or laptop.</p> <p>When viewing the picture on the device, put it in edit mode to the “markup” section and have each student choose a color from the color wheel and place a line on the picture that represents themselves. When they add their digital crayon mark, have them share something that is unique about themselves. When everyone has added to the digital picture, print it out and hang it in your classroom as a reminder that each everyone is unique in their own way and add to the classroom environment to make the picture complete! This activity can be done as a whole group, during small groups or even as students enter the classroom one day.</p> <p>If you do not have access to a laptop or mobile device, you can take a picture and have it printed. If printed on matte picture paper, you may want to copy the picture onto regular paper. Have each student come up and add a color using a marker or crayon as described above.</p> <p>This activity could also be completed at home by taking a picture of a room in your home and having each family member complete the activity above to add to the digital picture!</p>
What Pyramid Model skill or concept is covered?	Recognizing positive qualities, learning about others, taking turns



New York State
**BOOK
NOOKs**



You Matter

*Big or small; first or last;
YOU MATTER! Things
don't go your way; YOU
MATTER! Someone
you love must leave;
YOU MATTER!*

*Through his simple text
and colorful illustrations,
Christian Robinson
starts a discussion
about our sense of self
and shows all readers
they are an important
part of the world.*

Title: You Matter

Author: Christian Robinson

Illustrator: Christian Robinson

Publisher: Atheneum Books

Date published: 2020

Pyramid Model Skill or concept(s)

Teaching emotional competencies (persistence, resilience), teaching children to express emotions, teaching children to recognize identity/self worth, teaching friendship skills

Goal/Objective:

Children will identify "who they are" based on attributes, abilities, feelings, family, culture, etc.

Children will identify attributes, traits, abilities in their classmates.

Emotional Vocabulary:

Identity, self-worth, pride, resilience

Story Time: (Show and Tell It)

Name of Activity:

We All Matter

Preparation/Materials:

Chart or poster paper

Ideas of what to say or do.

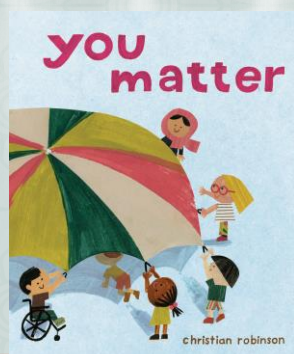
Before introducing the story, ask for volunteers to briefly describe themselves. Lead by describing yourself (do so in terms of attributes, abilities, family, culture, etc.).

Introduce the book by reminding the children, we are ALL individuals with different attributes, strengths, challenges, backgrounds, etc.

After reading the book, invite the children to share their thoughts. Reinforce the concept, "We all Matter," regardless of what we look like, our strengths, challenges, background, etc.

Invite the children to describe one attribute in one of their classmates. Lead with an example, describing a co-teacher or child. Chart the responses.

New York State
BOOK NOOKS



You Matter

Title: You Matter

Author: Christian Robinson

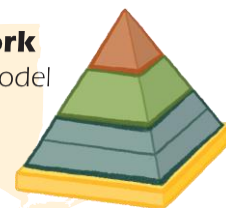
Illustrator: Christian Robinson

Publisher: Atheneum Books

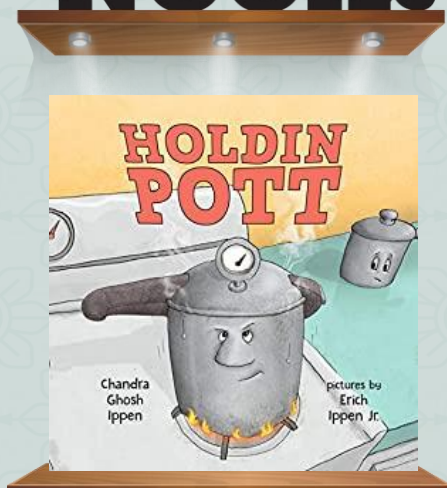
Date published: 2020

Small Group: (Practice Makes Perfect)

Name of Activity:	All About Me
Preparation/Materials:	<p>Provide a variety of art materials that are representative of all skin tones. Magazines, scissors, glue, poster board.</p> <p>Invite families to work with the children at home to gather photos or mementos that can be included in an "All About Me" book/poster.</p>
Ideas of what to say or do.	<p>This activity can be done over time, either individually or in small groups. Invite the children to create an "All About Me" book or poster. Encourage them to show who they are (sense of self) and why they "matter" through their creations. Examples of items that they could have brought from home is a photo of the student doing a favorite activity, visiting a favorite place or wearing something that makes them feel good. Other items may include old airplane tickets, stickers that represent the child's favorite animal or a drawing of a favorite person.</p> <p>Provide each child an opportunity to share their creation with the group, talking about why they chose to include the different parts of their book/poster.</p> <p>Create a gallery of the work in the classroom. Celebrate them and their work. Show the children they MATTER!</p>



New York State
**BOOK
NOOKs**



Title: Holdin Pott
Author: Chandra Ghosh Ippen
Illustrator: Erich Ippen Jr.
Publisher: Piplo Productions
Date published: 2019

Holdin Pott

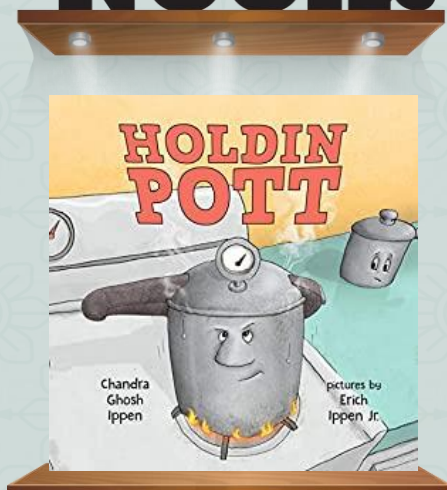
Little Pot has learned about managing his emotions from watching his dad, Holdin Pott. When Holdin's feelings start to bubble up, he works extra hard to keep those feelings inside or, "surely they will cause trouble". Little Pot does his best to follow what he has learned until one day he BLOWS. Is it best to hold in your feelings or is there a better way? Holdin realizes maybe his way isn't the best way, and together with Little Pott, works on better ways to deal with strong emotions.

Pyramid Model Skill or concept(s)	<ul style="list-style-type: none"> • Anger • Impulse Control • Problem Solving
Goal/Objective:	<p>Children will describe what their bodies may feel like when they hold their feelings inside.</p> <p>Children will identify one appropriate and one inappropriate way to handle difficult emotions.</p>
Emotional Vocabulary:	Anger, frustration, sadness, disappointed, embarrassed, overwhelmed, scared, worried

Story Time: (Show and Tell It)

Name of Activity:	Turn Down the Heat
Preparation/Materials:	Pyramid Feeling Face Cards, Chart Paper with feeling color zones (red, yellow, green, blue)
Ideas of what to say or do.	<p>Prior to reading the story, discuss the different feeling color zones and how the body may feel during each.</p> <p>Provide each child with a Pyramid "Feeling Face" card. Discuss how different feelings can make our bodies feel different ways. Have them put their card where they think the feeling would be on the color chart.</p> <p>After reading the book, discuss how Little Pot's "body" was feeling, referring to the chart. Invite children to share different ways their bodies feel when dealing with difficult emotions. Have they ever "blown their lid" when they experienced strong emotions?</p>

New York State
**BOOK
NOOKs**



Holdin Pott

Title: Holdin Pott

Author: Chandra Ghosh Ippen

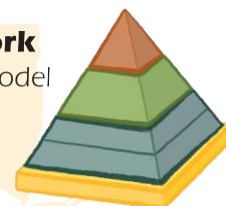
Illustrator: Erich Ippen Jr.

Publisher: Piplo Productions

Date published: 2019

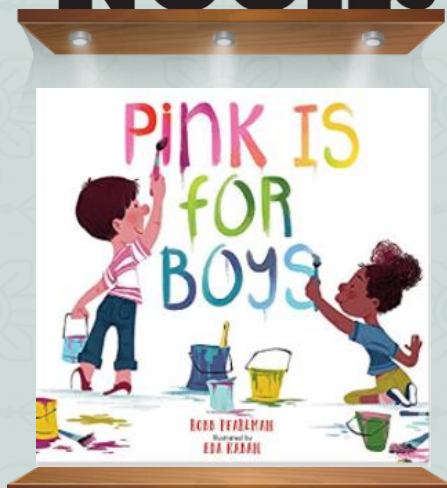
Small Group: (Practice Makes Perfect)

Name of Activity:	Managing Difficult Emotions
Preparation/Materials:	Various "calming kit" props Tucker Turtle Story/Puppet Various art materials Chart paper
Ideas of what to say or do.	<p>Building on the earlier discussion of Holdin Pott, ask children about what happened when Little Pot, "blew". Was this a good way to deal with his difficult emotions? Did you ever have a time where your strong emotions caused you to make a poor choice? Chart some of the poor choices.</p> <p>Introduce (or review) Tucker Turtle story and puppet. Introduce (or review) the calming kit props. What does Tucker do when he is feeling difficult emotions? What kinds of things help you when you are feeling upset/angry/frustrated/scared, etc.?</p> <p>Invite children to describe one or two methods that they would choose to help them calm down. Encourage them to practice. Take a photo of them practicing and/or have them draw a picture. Keep handy to use as a tool to remind the child of the strategy if those difficult emotions occur while in class. Send a copy to be used at home as well.</p>



New York State

BOOK NOOKs



Pink Is for Boys

This book is a fun celebration of how all colors are for all people! Enjoy the fun illustrations of children playing together as friends with all toys and colors.

Title: Pink Is for Boys**Author:** Robb Pearlman**Illustrator:** Eda Kaban**Publisher:** Running Press Kids**Date published:** 2018

Pyramid Model Skill or concept(s)	<ul style="list-style-type: none"> • Supports developing Sense of Self • Interacts with children to develop their self-esteem • Encourages autonomy • Supports children in developing friendship skills • Creates an atmosphere of friendship
Goals/Objectives:	Children will examine the many ways for people to express themselves. Children will practice friendship skills.
Emotional Vocabulary:	Happy, excited, acceptance, helpful, nice, take turns

Small Group: (Practice It)

Name of Activity:	All Colors for All People Painting
Supplies needed:	Large pieces of paper (butcher paper size is best), many colors of paint, painting palates or paper plates or paint cups for each child, paintbrushes
Ideas of what to say or do.	<p>After reading the book, discuss it in small groups of 2-4 children. Talk with the children about how all the children in the book enjoyed playing and dressing in all sorts of colors. Discuss how all the children also played with all sorts of toys. Ask the children how they think the children in the book were feeling. Talk with them about what colors they like. Ask them what types of toys they like to play with and how they feel when they get to play with these toys.</p> <p>After your conversation, ask each child to pick a color of paint to create a piece of art on the large paper with the other children in the small group. Give each child a palate of their color choice and a paint brush.</p> <p>Ask the children to paint on the large piece of paper at the same time. You can help them maneuver who paints where on the page, encourage them to share colors. Talk with them about how friends make space for each other and can take turns with color.</p> <p>Take pictures of them painting together as friends, make a documentation board after to hang up in the classroom. When they are done painting, talk about and celebrate what a large piece of art they made together.</p> <p>Hang the art up in the care space.</p>

What Pyramid Model skills or concepts are covered?	Children express their sense of self & developing friendship skills
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New York State

BOOK NOOKS



Pink Is for Boys

Title: Pink Is for Boys**Author:** Robb Pearlman**Illustrator:** Eda Kaban**Publisher:** Running Press Kids**Date published:** 2018

Small Group: (Practice It)

Name of Activity:	Friendship Skills Memory
Supplies needed:	Print out a copy of the pictures on the next page, cut the pictures out, glue face up on construction paper and laminate if possible. This will give you a set of Friendship Skills Memory cards.
Ideas of what to say or do.	<p>Sit at a table with a small groups of 2-4 children. Tell the children you are going to play Friendship Skills Memory with them. Spread the pictures out on the table face down. Have one child take a turn by picking up a picture, looking at it and then showing the group.</p> <p>Talk with the group about what the children in the picture are doing. Highlight the friendship skills the children are using, which also align with the solutions in the Pyramid Model Problems Solvers Kit, for more information on that refer to the National Center for Pyramid Model Innovations, www.challengingbehavior.org.</p> <p>Also practice modeling gender inclusive language, by not labeling the children in the pictures by the assumed genders based on their physical features. For example, instead of saying, "It looks like the boy is giving the other boy a toy", try "It looks like they are giving them a toy. It looks like they are taking turns. Friends can take turns." Another example could be, "It looks the children are playing with the dinosaur together. Friends can play with the same toy at the same time."</p> <p>After discussing the picture, have the child put the picture back on the table where they found it, face down. Have the child do that with another picture. Then have the next child pick up a picture and do the same thing. Have the children try to make a picture match as they pick up their pictures. Continue taking turns until all the pictures have been matched. To amp up friendship skill building during this activity, have the children play with a buddy.</p>
What Pyramid Model skills or concepts are covered?	Developing Friendship Skills & Solving Social Problems

New York State

BOOK NOOKS

Title: Pink Is for Boys

Author: Robb Pearlman

Illustrator: Eda Kaban

Publisher: Running Press Kids

Date published: 2018



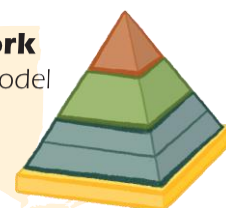
Pink Is for Boys



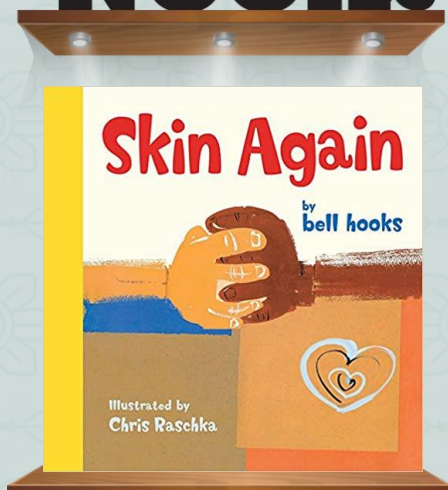
Book Nook by: Sarah Gould-Houde
Photographs from: www.challengingbehavior.org

Page 3 of 3

New York
Pyramid Model
State



New York State
BOOK NOOKS



Skin Again

This powerful book helps children identify that there is more to a person than just their skin. It helps to teach children that we need to look below the surface to learn about each other and to find out about who we really are.

Title: Skin Again

Author: Bell Hooks

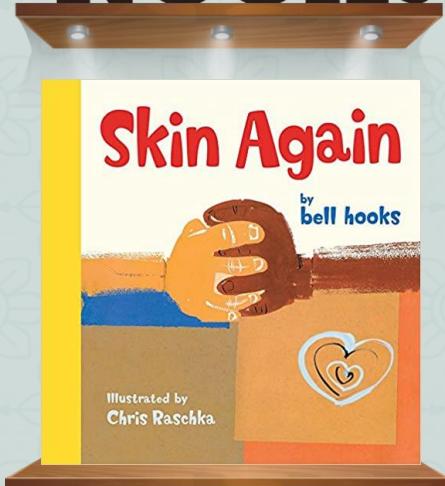
Illustrator: Chris Raschka

Publisher: Disney

Date published: Hardcover, 2004

Pyramid Model Skill or concept(s)	Cultural Awareness, Identity, Friendship
Goal/Objective:	To acknowledge that a person's skin and appearance are part of our identity but does not define who a person is. To recognize similarities and differences in people.
Emotional Vocabulary:	Happiness, Joy, Compassion, Excitement, Hope, Interest, Longing, Pride, Wonder
Story Time: (Show and Tell It)	
Name of Activity:	What is Skin?
Supplies needed:	The book "Skin Again", an apple, peeler, a banana for each child, chart paper, markers
Ideas of what to say or do.	<p>As a warmup, show the children the apple and the banana. Ask them "What is on the outside of the apple and banana?" Help the children identify that there is a "skin" on the outside. Talk about the definition of skin. Skin is the outer layer of fruits and vegetables. Ask the children, "What is on the inside?". Give children the chance to talk about what is on the inside of each fruit. As children are giving answers, write them on chart paper. This gives the children a chance to predict what they will see on the inside of the skin.</p> <p>Once children are finished, tell them that you will now be looking under the skin of each fruit. Take the apple and peel it so that all children can see. Cut the apple so the children can see that there is also something beneath the actual fruit; the seeds.</p>

New York State
**BOOK
NOOKs**



Skin Again

Title: Skin Again

Author: Bell Hooks

Illustrator: Chris Raschka

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**Ideas of what to say
or do.
(cont.)**

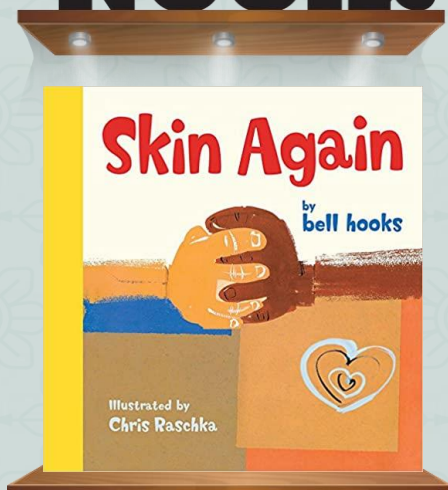
Hold up the peel and the apple when done and compare what is on the inside of the apple to what they told you on the chart paper.

Help children identify what is the same and what is different. Give each child a banana and ask them to peel their banana to find what is on the inside. Help children as needed. Again, compare and contrast to what they predicted was on the inside of the apple. Are they different, are they the same? Allow children to eat their banana if they would like.

When finished, ask the children what is on the outside of their bodies. Help children identify that they also have a skin on the outside of their bodies. Ask children what they have on the inside. Most children will identify things like bones, blood, muscles. Again, chart the children's answers. Compare this to what is on the inside of the fruits. Tell them that people have much more on the inside than bones, blood, and muscles (or whatever they described). This will lead into reading the story.

Show the children the cover of the book. Ask children to tell you what they think the book is about. Once children are done answering, read the story. Allow time for children to reflect on the story and text.

New York State
BOOK NOOKS



Skin Again

Title: Skin Again

Author: Bell Hooks

Illustrator: Chris Raschka

Publisher: Disney

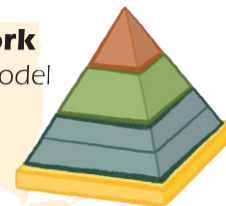
Date published: Hardcover, 2004

**Ideas of what to say or do.
(cont.)**

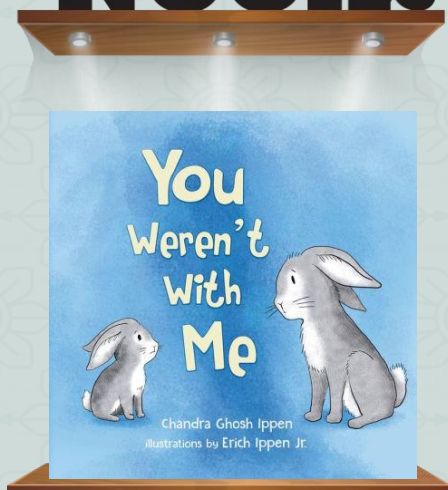
When done, ask the children to describe their own skins. What do they see when they look at their skin? What do they see when they look at the friend next to them? Ask them what their skin tells about them and if it is the only way for someone to get to know them. Ask them to tell their friend something else about them: what they like to play, what they like to eat, what they do together with their families. Compare to what they said on the chart paper. The idea is to remind the children that there is more to them than just their skin. To truly know someone, we must look beyond our skin to see what is underneath. This is what makes us unique and special. While we may look the same or different from our friends, we need to get to know what's on the inside of someone to really get to know them and that is what makes people the same and different.

What Pyramid Model skill or concept is covered?

Cultural Awareness, Identity, Friendship



New York State
**BOOK
NOOKs**



You Weren't With Me

Dedicated to, “families who have experienced difficult separations,” **You Weren't With Me** is the story of Little Rabbit reuniting with Big Rabbit. Little Rabbit shares feelings and thoughts that she experienced when Big Rabbit was away, and feelings now they are back together. Written with the goal of helping families talk about their separation, Chandra Ghosh Ippen provides a powerful tool for families to use as they begin their conversation.

Title: You Weren't With Me

Author: Chandra Ghosh Ippen

Illustrator: Erich Ippen Jr.

Publisher: Piplo Productions

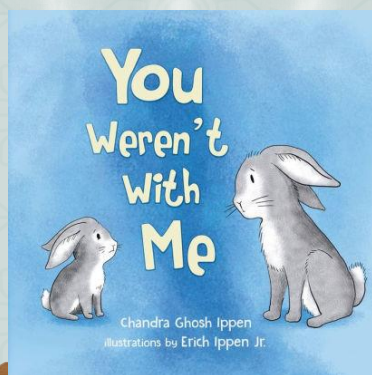
Date published: 2019

Pyramid Model Skill or concept(s)	Teaching emotional competencies, teaching to identify feelings
Goal/Objective:	<p>Goals for Child: The child will be able to identify feelings during a separation and after reuniting with a family member, who has been out of their life.</p> <p>Goals for Adult: The adult will be able to identify strategies for acknowledging and validating a child's feelings. Adult will be able to identify the benefits of “serve and return” interactions.</p>
Emotional Vocabulary:	Angry, frustrated, sad, disappointed, confused, overwhelmed, scared, worried, lonely, loved, resilient.

Working with the Child

Name of Activity:	Feeling Faces
Preparation/Materials:	NCPMI Feeling Faces Cards & Activity Sheet
Ideas of what to say or do.	<p>This activity could be done with a child when they are separated from a primary caregiver and/or as they prepare to reunite after a separation.</p> <p>Prepare the Feeling Face cards, either full cards or pull-out feelings discussed in the book. As you read the book, ask the child to identify the feeling faces on the cards. Discuss types of physical reactions when feeling the different emotions. During or after reading, ask the child about any emotions they might be feeling about being away from their adult.</p> <p>Follow up activities could include drawing pictures about different emotions and role-playing conversations about the feelings.</p>

New York State
**BOOK
NOOKs**



You Weren't With Me

Title: You Weren't With Me

Author: Chandra Ghosh Ippen

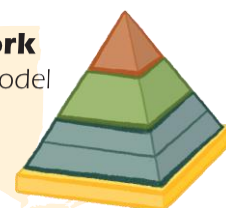
Illustrator: Erich Ippen Jr.

Publisher: Piplo Productions

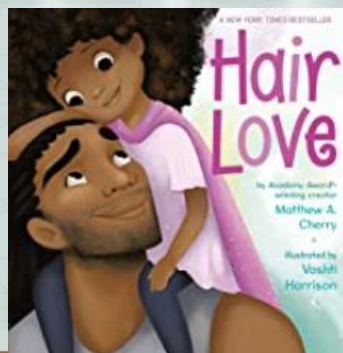
Date published: 2019

Working with the Adult

Name of Activity:	Preparing to Reunite
Preparation/Materials:	NCPMI Feeling Face Cards NCPMI Backpack Series (<i>How to Help Your Child Understand and Label Emotions, How to Help Your Child Recognize & Understand Anger</i>) Resources for Serve and Return Strategy (developingchild.harvard.edu)
Ideas of what to say or do.	<p>The goal of working with the adult is to prepare him or her to reunite with the child. Through the different resources and reading the book, the adult will begin to understand the different emotions the child may have been feeling during the separation. Emphasize the importance of acknowledging validating the child's feelings.</p> <p>Introduce the concept of "serve and return". Role play the possible conversations between the adult and child. Encourage the adult to share his/her feelings about the separation as well.</p>



New York State
**BOOK
NOOKS**



Hair Love

This delightful & award-winning book shows how Zuri loves her hair and her daddy. It portrays a loving and nurturing relationship between a daddy and his daughter as he helps her with her hair.

Title: Hair Love

Author: Matthew A. Cherry

Illustrator: Vashti Harrison

Publisher: Penguin Random House

Date published: 2019

Pyramid Model Skill or concept(s)	Supports developing sense of self, interacts with children to develop their self-esteem, explores feelings and their expression, develops self-control skills
Goal/Objective:	Children will explore their sense of self, emotional vocabulary, and develop self-control skills
Emotional Vocabulary:	Proud, excited, loved, overwhelmed

Story Time: (Show and Tell It)

Name of Activity:	Emotional Vocabulary Building & Story Debrief
Supplies needed:	Paper, drawing materials, shatterproof mirrors
Ideas of what to say or do.	<p>In small groups of 2-4 children, read the book and discuss it right away, including asking the children why Zuri was excited. Talk with them about how they knew she was excited; what facial expressions or actions did Zuri do. Ask them what gets them excited, such as an event or a favorite person or toy. Talk with children about ways to self-regulate while excited. Zuri was excited to see her mommy, so she did her hair with her daddy and got dressed up to greet her. She was able to control her body and have fun with her daddy, even though she was excited.</p> <p>Talk about how Zuri felt overwhelmed and cried when she could not find exactly how she wanted to have her hair done. Discuss how feelings can be strong and how we can express them. It is okay to cry, ask for a hug, say how you feel, take some deep breaths etc. Practice using these skills with the children.</p> <p>Look at the last picture in the book. Talk about the characters' facial expressions and what they might be feeling. Make sure to use the word "loved." What does it mean to feel loved? Does Zuri look like she feels loved in this picture? How does it show? Are there other pictures in the book demonstrating this feeling?</p> <p>Ask children about things they do with their families and how they feel during them. Maybe different relatives do their hair with them, help them cook meals or play with them. Talk about this and ask them if they want to draw pictures doing those things. Take dictation of what they are doing in the pictures and how they feel while doing it. Display the pictures in the care space and talk about them with the children.</p>

New York State
**BOOK
NOOKS**



Hair Love

Title: Hair Love

Author: Matthew A. Cherry

Illustrator: Vashti Harrison

Publisher: Penguin Random House

Date published: 2019

Small Group: (Practice Makes Perfect)

Name of Activity:	Feelings Picture Match
Supplies needed:	Hair Love, cut out the pictures of children on this page
Ideas of what to say or do.	<p>After you have read and debriefed the book, reinforce the emotional vocabulary and ways to use self-control to manage your feelings.</p> <p>In groups of 2-4 children, provide the cut-out pictures and the book. Talk about what the children in the pictures are feeling and ask children why they think they are feeling that way. Ask them when they feel that way. Again, talk about what you can do when you feel that way such as stating your feelings, asking an adult for help, reading a book, etc.</p> <p>Look at the illustrations in the book and try to match the children's pictures (from the activity previously) with the feelings of the children in the book. Make sure to focus on the feelings the different facial expressions and the people's facial attributes.</p>

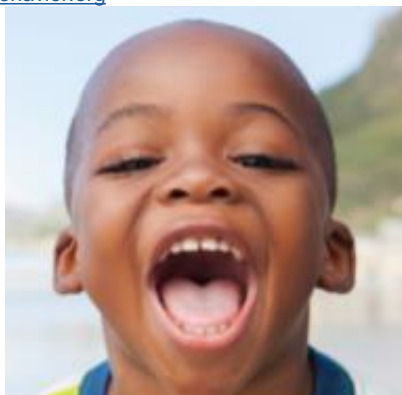
Book Nook by: Sarah Gould-Houde

Pictures are from: www.challengingbehavior.org

Page 2 of 2



Proud



Excited

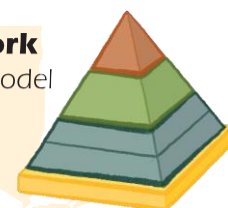


Overwhelmed



Loved

New York
Pyramid Model
State



New York State

BOOK
NOOKS

It's Okay To Be Different

This colorful, visually engaging book highlights many ways that we are all different and serves as reminder that they are all okay! We are reminded that no one is the same and we should all be proud to be ourselves.

Title: It's Okay To Be Different

Author: Todd Parr

Illustrator: Todd Parr

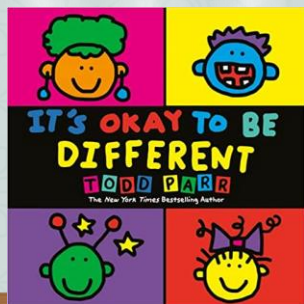
Publisher: Little, Brown Books for Young Readers

Date published: 2009

Pyramid Model Skill or concept(s)	Recognize commonalities and differences, problem solving
Goal/Objective:	<p>Children will learn problem solving strategies.</p> <p>Children will learn about how they are like their peers and how they are different while finding ways to celebrate those differences.</p> <p>Children will review classroom expectations and rules.</p>
Emotional Vocabulary:	Okay, embarrassed, proud, special, mad, important
Small Group: (Practice It!)	
Name of Activity:	It's Okay to Need Some Help!
Supplies needed:	Solutions Kit cards
Ideas of what to say or do.	<p>After reading the book, go back to the page that shares "It's okay to need some help". You can discuss with the students about the illustration and how the girl pictured needed the help of the support dog, possibly because she is visually impaired. Ask the children if they ever had a time when they needed help. Have the students work in small groups and share out that time with their group. If the "ask for help" and "get a teacher" solution cards haven't been included in your kit yet, this would be a great time to add them. If they are a part of your kit, have students share a time they used the card in the classroom. Students can then role play different examples of how they can use the cards to help with a problem.</p>

New York State

BOOK NOOKS



It's Okay To Be Different

Title: It's Okay To Be Different

Author: Todd Parr

Illustrator: Todd Parr

Publisher: Little, Brown Books for Young Readers

Date published: 2009

What Pyramid Model skill or concept is covered?

Problem solving

Small Group: (Practice It!)

Name of Activity:

Making New Friends

Supplies needed:

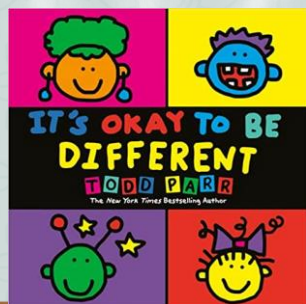
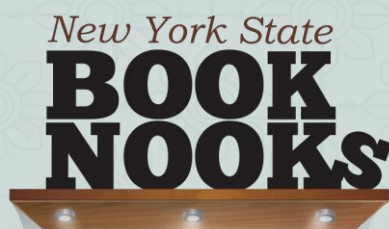
Paper, crayons, markers, colored pencils, bell, timer

Ideas of what to say or do.

Share with the class that they are going to work on an art activity that will have them working with different friends in the classroom. The bell will ring, and each child will find someone in the class they have something in common with (same hair, eyes, or skin color, same likes or dislikes, etc.) and then they will draw together while talking with their partner, set a timer for 5 minutes. When the timer rings, the children will now find someone that is different than them in some aspect! Then have them spend 5 minutes with that friend; coloring and talking together. You may want to use a "5 Minutes Glove" to provide supports for the transitions and you can continue to switch partners, back to those that are similar and to those that are different. After the activity, the children can come together and share out the new things they learned about each other!

What Pyramid Model skill or concept is covered?

Transitioning, friendship skills



It's Okay To Be Different

Title: It's Okay To Be Different

Author: Todd Parr

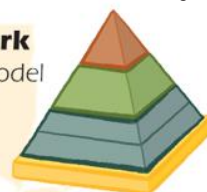
Illustrator: Todd Parr

Publisher: Little, Brown Books for Young Readers

Date published: 2009

Whole Group: (Review It!)

Name of Activity:	It's Okay!
Supplies needed:	Chart paper, Program Wide Expectations, Classroom Rules, camera, printer, laminator, book binder
Ideas of what to say or do.	This book examples about how it's okay to be different and what is okay to do. This is a great time to review with students your classroom expectations and brainstorm rules and ideas that demonstrate and support those expectations. For example, if one of your program or classroom expectations is to be respectful; ask children what does being respectful look like? As they explain the different situations, such as using listening ears, have some students model for a picture of what that looks like. Print these visual examples and laminate the pages to create a classroom book of all the things that are OKAY to do in the classroom!
What Pyramid Model skill or concept is covered?	Expectations and rules, positive behaviors



New York State
**BOOK
NOOKS**



Think Big, Little One

An introduction to the many and varied roles that women around the world have held throughout history. The simple descriptions and beautiful illustrations invite open-ended exploration of all the different roles that any child can dream of becoming.

Title: Think Big, Little One

Author: Vashti Harrison

Illustrator: Vashti Harrison

Publisher: Little, Brown and Company

Date published: 2018

Pyramid Model Skill or concept(s)	Diversity, communicating, positive self-concept, problem solving, turn taking, relationship building
Goal/Objective:	Children will explore diverse roles and the tools needed to perform those roles. Children will identify roles they dream of being.
Emotional Vocabulary:	Dream, happy, content, excited

Small Group

Name of Activity:	Match the Tools
Supplies needed:	Laminated photos of diverse people performing roles represented in the book, laminated photos of tools specific to those roles (example: an architect and rulers, compass, calculator, etc.), laminated backgrounds that match each role (example: famous buildings and landmarks)
Ideas of what to say or do.	<p>Spread the photos and backgrounds out on a table with the book. Explain to children that they can match the tools that each job may use.</p> <p>Ask children open-ended questions as they work such as, "What do you think this tool is used for? Can it be used for other things? Are there other tools that can be used? Who else might use these tools? How does they work?" Encourage children to work as a team by sharing items and taking turns talking and answering the questions.</p> <p>If children are unfamiliar with certain items, be prepared to help them research what the item could be. Having a computer, other books or pictures nearby will be helpful.</p> <p>As children are making the matches, ask them to explain their choices. Be mindful that some items may fit more than one category. Accept creative and practical answers, inviting children to explain their answers further. Invite children to discuss their ideas and questions with each other.</p>
What Pyramid Model skill or concept is covered?	Promoting communication skills, relationship building, teamwork, sharing and turn-taking, problem solving.

New York State

BOOK NOOKS



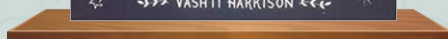
Think Big, Little One

Title: Think Big, Little One**Author:** Vashti Harrison**Illustrator:** Vashti Harrison**Publisher:** Little, Brown and Company**Date published:** 2018

Language Arts

Name of Activity:	My Dream Story
Supplies needed:	Notebook and pen for recording children's story, drawing paper, pencils, crayons, etc. for children's self portrait
Ideas of what to say or do.	<p>Working with each child individually, ask what they dream of being. Allow children to be as creative as they wish.</p> <p>Record each child's answer while allowing the child to lead their story as much as possible. Use open-ended questions as prompts. "What will you do? What tools will you use? How will you do it? Will anyone else help you? What will happen when you do it? How will you feel when you are doing it?"</p> <p>Provide the child with drawing tools and ask them to draw a portrait of themselves in their dream role. Encourage them to include details, including the ones they gave for their story.</p> <p>Compile the story and drawing into an attractive format for sharing and displaying in classroom, such into a classroom book, or around the room at the children's level.</p> <p>Invite children to share their stories with family, friends, and other adults.</p>
What Pyramid Model skill or concept is covered?	Positive self-concept, diversity, gender and racial equity, promoting communication skills

New York State
BOOK NOOKS



Think Big, Little One

Title: Think Big, Little One

Author: Vashti Harrison

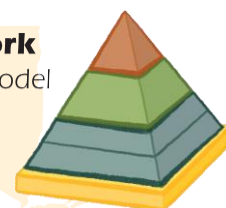
Illustrator: Vashti Harrison

Publisher: Little, Brown and Company

Date published: 2018

At-home activities for families

Name of Activity:	Think and Dream Book
Supplies needed:	<u>Think Big, Little One</u> book and <u>Dream Big Little One</u> book, heavy paper, markers or crayons, glue sticks, hole punch, yarn, photos or drawings of leaders/people in the community
Ideas of what to say or do.	<p>Read both books with your child or search the internet for videos of the books being read aloud. Be sure to review the videos in advance to make sure they are appropriate.</p> <p>Ask your child about any of the leaders in the books that they found interesting. Ask what they liked about each one. Open a discussion about people your child knows, or people in the community that do interesting things. Make a list of these leaders/people.</p> <p>If a computer and printer are available, print photos of the leaders in the books and other people included on your child's list. Or have your child draw the pictures. Help your child create a cover page and title for their book.</p> <p>Assist your child in cutting and gluing pictures onto heavy paper. Be sure to label the pictures with their names, roles, and other interesting facts about them. Punch holes in paper and assemble with yarn.</p> <p>Read the book together and talk about the people which your child included. Use the internet or library to find out more information about the leaders from the book or other leaders of interest.</p>
What Pyramid Model skill or concept is covered?	Promoting communication skills, developing positive self-concept



New York State BOOK NOOKS



Dress Like a Girl

This book explores many wonderful roles of girls. With their different outfits and role playing, the girls encourage readers to make their own rules about what they wear and how they want to look. *“What YOU think determines which outfit’s okay. Don’t judge your appearance by what others say.”*

Title: Dress Like a Girl

Author: Patricia Toht

Illustrator: Lorian Tu-Dean

Publisher: Harper- Collins

Date published: 2019

Pyramid Model Skill or concept(s)	Supports developing Sense of Self, interacts with children to develop their self-esteem, encourages autonomy, creates an atmosphere of friendship, teaching children to express emotions and recognize identity.
Goal/Objective:	Children will explore roles all people can have and their impact on their community. Children will explore their impact on their classroom community. Children will be able to express themselves through dress up clothes/props.
Emotional Vocabulary:	Happy, fun, excited, choice, curious, helpful, just, inspire, identity, acceptance, self-expression
Story Time: (Show and Tell It)	
Name of Activity:	Story debrief
Supplies needed:	A copy of page 2 of this Book Nook, markers and blank paper
Ideas of what to say or do.	<p>After reading the book, debrief it in small groups of 2-4 children. Talk with them about what the girls in the book were doing. Discuss how they were playing cooperatively and having fun together as friends. Talk about how they were also acting out different roles people in the world have. Make sure that if any children say comments like, “Women cannot be fire people, it has to be a man”, that you explore that notion with them. Make sure to discuss how all people can perform all jobs and engage in all tasks and that gender does not play a role in that.</p> <p>Show them the pictures of the women from page 2. Ask them what they think the women are doing. Discuss what they are doing and what the impact of their work can have on others. Make sure to point out how these women are helping to make their communities safe, just, healthy, beautiful, inspired, healthy, etc.</p> <p>Ask the children what they do to help others feel safe, healthy, beautiful, inspired, etc. in their care space. Write their answers down, make a classroom poster display with pictures and hang it in the classroom. Refer to it and discuss how the children impact their space through their actions.</p>
What Pyramid skill or concept is covered?	Friendship skills, supporting development of autonomy, creating an atmosphere of support

New York State
**BOOK
NOOKs**

Title: Dress Like a Girl
Author: Patricia Toht
Illustrator: Lorian Tu-Dean
Publisher: Harper- Collins
Date published: 2019



Dress Like a Girl



Pictures from: [freepik.com](https://www.freepik.com)

New York State
**BOOK
NOOKS**



Dress Like a Girl

Title: Dress Like a Girl

Author: Patricia Toht

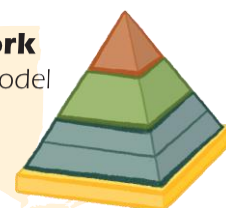
Illustrator: Lorian Tu-Dean

Publisher: Harper- Collins

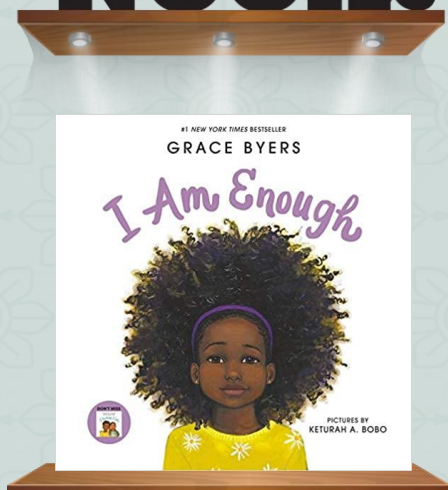
Date published: 2019

Small Group: (Practice Makes Perfect)

Name of Activity:	Dress Up, Speak Out
Preparation/Materials:	<p>Gather a WIDE variety of dress-up clothing and accessories, representative of many roles and also open-ended pieces</p> <p>Camera, paper</p>
Ideas of what to say or do.	<p>Individually or in small groups, invite children to explore the dress- up clothing and accessories. Encourage them to create an outfit that shows who they are or a role they would like to play.</p> <p>When dressed, take a picture of the child in his/her outfit. Ask him/her to describe the outfit, why they chose it, how it makes them feel to wear it.</p> <p>Keep the dress-up options available throughout the day. Continue to encourage creativity and self expression. Over time, document their outfits and feelings about what they chose. Occasionally, with the children, go back to look at their different outfits and discuss their creativity and self-expression.</p>



New York State BOOK NOOKs



I Am Enough

I Am Enough is a book that flows lyrically and spotlights characters of multicultural and diverse ability backgrounds. This book reinforces the uniqueness of individuals and inspires children to be their best in every way. The beautiful illustrations compliment the feelings and emotions demonstrated throughout the text.

Title: I Am Enough

Author: Grace Byers

Illustrator: Keturah Bobo

Publisher: Balzer + Bray

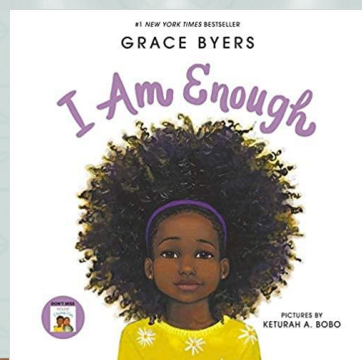
Date published: 2018

Pyramid Model Skill or concept(s)	Self esteem, respecting others, kindness, and self acceptance
Goal/Objective:	Children will recognize and name the emotions of the characters. Children will identify goals for personal behavior progress; achievement or success
Emotional Vocabulary:	Love, cry, try, get along, disagree, tough, worth, fear

Story Time: (Show and Tell It)

Name of Activity:	Feelings Walk
Supplies needed:	Book, feelings chart
Ideas of what to say or do.	Before reading the story, take some time to “walk” through each picture and have students share how they think the characters are feeling. Direct them to the feelings faces chart in your classroom for more support. After reading, you can also re-read the lines on each page, ask the students to close their eyes and see if your intonation brings up any other emotions that could be represented. Again, use your Pyramid Model feelings chart to support the range of emotions described in the story.
What Pyramid Model skill or concept is covered?	Increasing emotional literacy, recognizing feelings in others, listening skills

New York State
BOOK NOOKS



I Am Enough

Title: I Am Enough

Author: Grace Byers

Illustrator: Keturah Bobo

Publisher: Balzer + Bray

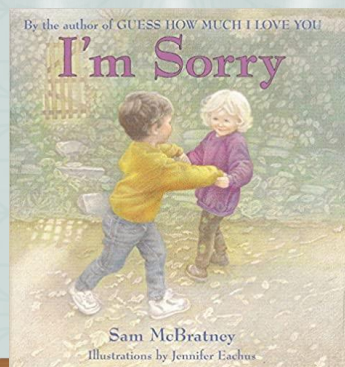
Date published: 2018

Small Group: (Practice It)

Name of Activity:	Mirror Image
Supplies needed:	Handheld mirrors, book, paper, skin tone crayons
Ideas of what to say or do.	<p>Reread out loud the line, "I know that we don't look the same: our skin, our eyes, our hair, our frame."</p> <p>In small groups, provide students with handheld mirrors, a sheet of blank paper, and a variety of skin tone crayons to use. Have children look carefully at themselves in the mirror and then make a self-portrait by first sketching their face and then adding color.</p> <p>After drawing, encourage children to share their picture with the group, and prompt them to share one thing they like about their peer's drawing. They can also add comments about what they notice that is the same and different about their pictures/</p> <p>As an extension activity to these drawings, teachers can support students in creating their own line for the story following the book format, "Like the _____, I'm here to _____." Write the created line on their drawing.</p> <p>The drawing can be laminated and made into a classroom book to share library area.</p>
What Pyramid Model skill or concept is covered?	Following directions, compliments, embracing similarities and differences, recognizing individual strengths



New York State BOOK NOOKs



I'm Sorry

Saying "I'm sorry" is difficult for adults, so how do we teach it to children? This beautifully written and illustrated book shows how best friends can enjoy many activities together, hurt each other's feelings, and come to resolution.

Title: I'm Sorry

Author: Sam McBratney

Illustrator: Jennifer Eachus

Publisher: HarperCollins Publishing Ltd.

Date published: 2000

Pyramid Model Skill or concept(s)	Empathy, friendship
Goal/Objective:	Children will learn that sorry is a strong word to indicate one feels bad about a situation with another person.
Emotional Vocabulary:	Sorry, hurt, sad, lonely, care, friendship

Before & During Reading

Supplies needed:	The book Chart paper
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Before Reading:

Ask children if they have ever done something and realized someone was hurt or upset and that made them feel bad. For example, you could say "Like something in your heart was sad or your belly didn't feel good, or you wanted to hide from that friend." Provide an example that they might relate to, such as "... when a friend wanted to play, and you hollered at them to not touch the toys & they cried. Then you saw them crying & felt bad. Or your mom told you not to eat the cookies and then you did anyways. Then realized you disobeyed, and your mom was going to be upset with you. That feeling you get when someone else's body, feelings or heart is hurt from what we did, means we should say that we are sorry. We have a book today about friends who learn how to say sorry."

During Reading:

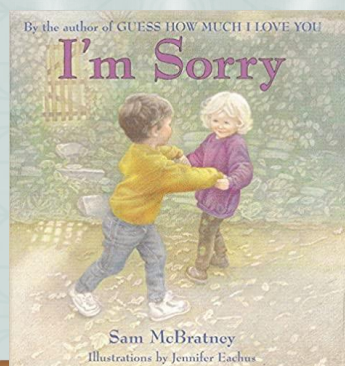
Display the title page, read the title, author & illustrator. Ask children what they think will happen in the book. Ask them to look at the picture on the cover, ask the question of "How do the children feel & why?" On chart paper, record their answers in 2 columns- "They felt...." "When they...."

Every few pages, have the children identify how the children in the story are feeling and what they are doing that make them feel that way. Some responses may be: Loved when my friend is near me, curious when we explore the tadpoles, strong when we climb the fence, happy when we laugh together, important when I can be the teacher/doctor, excited when we splash in puddles, hurt when I get yelled at, lonely when I can't play with him/her, angry when she/he won't talk to me, sad when we are apart, happy when sharing talking apologizing.

After Reading:

Discuss how the characters changed their feelings, and what may be causing those changes. Invite children to share what they like to do with their friend and how they feel during those times. Ask how they feel when friends don't play with them, don't share, say mean words, take all the toys etc.

New York State BOOK NOOKs



I'm Sorry

Title: I'm Sorry

Author: Sam McBratney

Illustrator: Jennifer Eachus

Publisher: HarperCollins Publishing Ltd

Date published: 2000

After Reading (continued):

Explain that everyone have a lot of feelings and that is okay. Share how we can choose how we act but not how other people act. Discuss what we can do when our feelings are hurt. Share the video "My Wallaby Won't Use His Words" <https://www.youtube.com/watch?v=CDUcyLtKC3M>

Remind children to say sorry when they feel sad after something went wrong whether by accident or in anger. And when you feel someone hurt your body or feelings, tell them or tell an adult.

What Pyramid Model skill or concept is covered?

Emotional Literacy: Recognize feelings in oneself & others
Empathy: understanding apology
Emotional Regulation: Handling big emotions productively

Writing Connection

Name of Activity: Apology Cards

Supplies needed: Writing utensils, scissors
glue, collage materials, emotion pictures,
Variety of colored and durable paper

Ideas of what to say or do.

Explain that sometimes it is easier to say "I'm Sorry" when we have a tool, such as a card or something to give, to help us approach the other person.

- Encourage children to draw a picture about what they are feeling, what they want to do with their friend, why they like the other person or other suitable friendship building prompts.
- Guide the child to dictate an apology that comes from the child. You can use open ended questions/prompts such as:
 - What happened?
 - How did you feel when he/she did that?
 - What did you do when you felt that way?
 - How did the other person look/feel?
 - How did you feel when you saw they ...?
 - What do you want to say in your card to that person?
- After the card is made, give the child a choice to go with him/her to help with the apology or do it alone.
- As needed, provide quick role play/practice by the child's skill level.

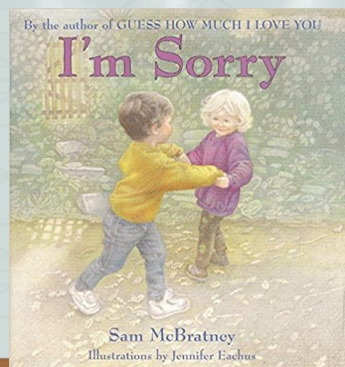
What Pyramid Model skill or concept is covered?

Friendship: building empathy
Emotional Literacy: recognizing & expressing one's feelings.

Video song about apologizing:

Saying I'm Sorry by Little Mandy Manners
<https://www.youtube.com/watch?v=P44jq-EgpdQ>.

New York State BOOK NOOKs



I'm Sorry

Title: I'm Sorry

Author: Sam McBratney

Illustrator: Jennifer Eachus

Publisher: HarperCollins Publishing Ltd

Date published: 2000

Expanding the lesson

Name of Activity:	Forgive like the Angry Bee
Supplies needed:	The Angry Bee: A Story about Forgiveness video https://www.youtube.com/watch?v=-aEUjxOK-Y . Pomp poms, stickers or other tangible giveaway items

Ideas of what to say or do.

After reading the book, discuss how the friends felt while playing together. How did they feel after they yelled at each other? What did they do when their feelings were hurt? How did they make it better? (Apologize/saying sorry will probably be the answer) Discuss when one person apologizes/says sorry, the other person may still be hurt and not ready to forgive. When we don't forgive right away, we are holding onto our anger/hurt feelings, and this may not feel good.

Gather the children in a circle. Give everyone a pompom, sticker or other small tangible item. Ask everyone to wave "Hi" to each other, scratch their ear, and then pass the item to the person on their left. After they complete these tasks, give each child another item, ask them to put it in their hand & close their fist around it as tight as possible. Then repeat waving "Hi", scratching their ear and going through the motions to pass the item but keeping their fists tight around the object.

Explain: "This is what our hearts feel like when we are angry (squeezing tight with our fists). It takes a lot of work, and it makes us so tired! And when we are angry, it's really hard to do anything except be angry! But when we forgive (instruct children to release their hands), we feel calm, and we are free again. We can do the things we would like to do (wiggle your fingers around to demonstrate the freedom of movement), and we can do the things that we enjoy. Now try to give the items to another person."

Watch "The Angry Bee: A Story about Forgiveness" video (note at 4:50- a Bible scripture is visually displayed. Depending upon your setting, you may stop the video at this point)

Discuss the following questions after watching the video: (you can repeat the questions referring to the friends in "I'm Sorry")

Why was the bee angry?

What did the bee do when he was angry?

Was the bee happy while he was angry?

What do you think the bee did after he decided to forgive?

How did the bee feel when he decided to forgive?

Lesson idea from Latter Day Kids at <https://www.latterdaykids.com/post/forgiveness-come-follow-me-sep-9th-15th-2-corinthians-2-5-11>

What Pyramid Model skill or concept is covered?

Emotional Literacy: being able to recognize feelings in oneself & others
Empathy: understanding apology & forgiveness
Friendship: Playing together, compassion,
Emotional Regulation: Handling big emotions productively



New York State
BOOK NOOKS



Hello Goodbye Dog

Zara is a young girl who has a dog named Moose. Moose loves Zara so much and wants to spend all of her time with her. This book follows Moose's separation anxiety and how Zara supports her through it.

Title: Hello Goodbye Dog

Author: Maria Gianferrari

Illustrator: Patrice Barton

Publisher: Roaring Brook Press

Date published: 2017

Pyramid Model Skill or concept(s)	Promotes identification and labeling of emotions in self and others. Explores the nature of feelings and the appropriate ways they can be expressed. Supports the development of social skills and empathy.
Goal/Objective:	Children will explore how to read and respond to facial cues to support an atmosphere of friendship. Children will explore how they feel when they are sad and ways to regulate their emotions.
Emotional Vocabulary:	Anxious, sad, happy, excited
Story Time: (Show and Tell It)	
Name of Activity:	Book Introduction and Discussion Points
Supplies needed:	The book
Ideas of what to say or do.	<p>In small groups of 3-6 children, introduce the book. Use the cover of the book to introduce Zara, the little girl, and Moose, the dog. Talk about how Zara is in a wheelchair. Ask them if they know anyone in a wheelchair and talk about children and families in the classroom who may use wheelchairs or adaptive equipment, such as a walking stick, hearing aids and leg braces.</p> <p>Use this conversation as an opportunity to teach children that everyone is unique and has differing abilities. Be matter of fact with the conversation, acknowledge differences and be clear about how differences do not make people "bad" or that something is "wrong" with them. People use adaptive equipment to assist them in their daily lives. Make sure to discuss how the children are like Zara. Provide this time for children to be able to ask questions about people who use wheelchairs or other adaptive equipment. While leading the discussion, make sure to use people-first language, be open, respectful and factual. For example, "Zara is a little girl who cannot walk and uses a wheelchair to get around."</p> <p>Read the book. While reading the book, make note of how Moose and Zara are feeling. Point out the similarities of the children in the classroom and Zara. Take a count of who has dogs or other pets at home. Highlight the ways that Zara is a good friend to Moose and how they can be good friends to each other within the classroom setting.</p>
What Pyramid Model skill or concept is covered?	Promotes identification of emotions in others, creates an atmosphere of friendship

New York State
**BOOK
NOOKs**



Hello Goodbye Dog

Title: Hello Goodbye Dog

Author: Maria Gianferrari

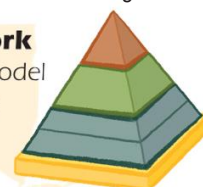
Illustrator: Patrice Barton

Publisher: Roaring Brook Press

Date published: 2017

Small Group: (Practice It)

Name of Activity:	Emotion Regulation, Alone & Together
Supplies needed:	Copy of <u>Hello Goodbye Dog</u> , paper, drawing materials, camera
Ideas of what to say or do.	<p>In small groups of 2-4 children, sit at a table with the supplies needed. Talk with children about how Moose was sad when Zara went to school. Ask them if they ever feel sad when they get to the classroom or if they see any of their friends being sad when they say goodbye to their families. Talk about how to tell when people are sad. Discuss how people's eyes look, what crying is, and tears are, how turned down lips are a frown that usually happens when people are sad. Look at the characters in the book and read their facial expressions.</p> <p>Talk about what you do to regulate your emotions when you are sad. Brainstorm together things they can do to regulate their feelings when they are sad. Write the ideas down on paper with the children. Make sure to discuss things they can do at school, such as: ask for a hug, tell the teacher or a friend that they are sad, read a book, draw a picture, cuddle a stuffed animal, etc.</p> <p>Talk about how you can tell if your friends are sad and what you can do to help them. For example: you can offer to give a hug or a fist-bump, ask them if they want to play with you or read a book, draw and give them a picture, etc.</p> <p>Have the children act out their ideas with support as needed. Take pictures of them acting the ideas out. Later, print the pictures and make classroom books and displays as visual reminders of how to regulate the sad emotions.</p>
What Pyramid Model skill or concept is covered?	Promotes identification of emotions in self and others, creates an atmosphere of friendship



New York State
**BOOK
NOOKS**



Sulwe

This story exhibits a deep portrayal of young Sulwe's emotions as she is shunned by peers because of the shade of her skin. This book brilliantly illustrates her journey to discovering her inner and outer beauty with the guidance and love of her family.

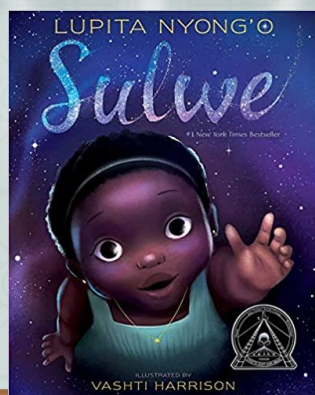
Title: Sulwe
Author: Lupita Nyong'o
Illustrator: Vashti Harrison
Publisher: Simon & Schuster Books for Young Readers
Date published: 2019

Pyramid Model Skill or concept(s)	Interacts with children to develop their self-esteem, promotes instruction to aid in the development of social skills, promotes identification and labeling of emotions in others, explores the nature of feelings
Goal/Objective:	Children will practice using positive self-talk. Children will practice using friendship skills.
Emotional Vocabulary:	Sad, hurtful, friend, lonely

Story Time: (Show and Tell It)

Name of Activity:	Reading & Discussing the Book
Supplies needed:	A copy of the book
Ideas of what to say or do.	<p>Take your time to discuss what is happening in the book as you read it to smaller groups of 3-6 children. Sulwe is experiencing racism and is struggling with her emotions to feel good about herself. Have an open and honest conversation with the children about how and why Sulwe is feeling sad and lonely. Draw attention to how Sulwe plays by herself, the look on her face as she cries etc.</p> <p>Discuss how people all have different shades and colors of their skin and that is part of being a person. Ask the children to put their hands into the center of the circle and put your hand in too. Look at and celebrate all of the colors of skin that are represented. All skin tones are beautiful!</p> <p>Ask them what they think the other children in the book could have done to help Sulwe feel happy and part of the community. Make sure to point out what acceptance of people is and what friends do to be a friend.</p>
What Pyramid Model skill or concept is covered?	Friendship skills, positive self-talk, identification of emotions in others

New York State
BOOK NOOKS



Sulwe

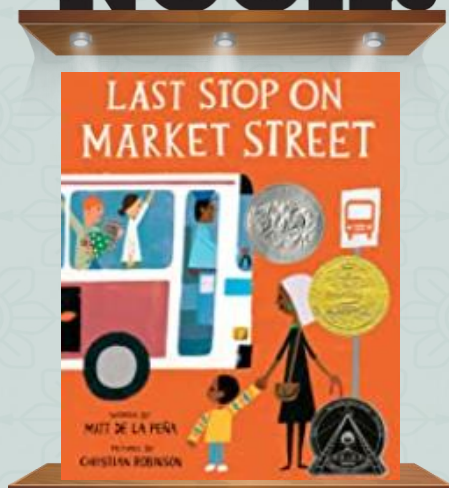
Title: Sulwe
Author: Lupita Nyong'o
Illustrator: Vashti Harrison
Publisher: Simon & Schuster Books for Young Readers
Date published: 2019

Small Group: (Practice It)

Name of Activity:	We Are Bright and Strong
Supplies needed:	The book, paper, drawing materials, camera
Ideas of what to say or do.	<p>In small groups of 2-3 children, sit at a table. Talk with them about how sad Sulwe was when the children in the book were excluding her because of the color of her skin; use the book to help with the conversation as needed.</p> <p>After talking with her mom and having a vivid dream, Sulwe started to feel bright, strong and beautiful inside and out. Model what it means to feel strong inside. For example, "I feel really happy and powerful when I teach all of you." Ask and talk with the children about when they feel powerful and strong.</p> <p>Then, give the children a compliment about when you see them being bright, powerful or strong; try to relate it to being a good friend. (You may want to have these ready before you begin the small group. Try to have pictures of them doing what you are complimenting them on.) For example, "Mya, you are so strong when you offer to help your friends cleanup toys that you did not play with. You are a strong and helpful friend!" Discuss how the compliment made the child feel. Next, encourage children to give each other compliments on when they are being a strong friend. Ask them how they felt when giving and receiving the compliments. Take dictation of their discussion on giving and receiving compliments. Encourage them to act out the strong friend actions, take pictures of them doing them and create display boards and classroom books.</p> <p>After this small group, make sure to verbally highlight when you see children being strong friends. Take their pictures and add them to the classroom display.</p>
What Pyramid Model skill or concept is covered?	Positive self-talk, friendship skills & giving compliments



New York State
**BOOK
NOOKs**



The Last Stop on Market Street

This beautifully written and illustrated story shows a Sunday morning in the life of CJ and his grandmother. Throughout the morning, CJ sees differences between himself and the people in his community and expresses his disappointment in not being able to do what others do or have what others have. Through his Grandmother's thoughtful questions and support, CJ discovers beauty and satisfaction in his own world.

Title: Last Stop on Market Street

Author: Matt de la Peña

Illustrator: Christian Robinson

Publisher: G.P. Putnam's Son

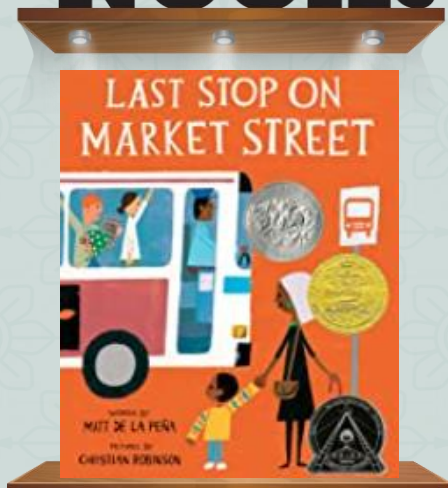
Date published: 2015

Pyramid Model Skill or concept(s)	Recognizing feelings, handling disappointment, recognizing and appreciating differences in self and others.
Goal/Objective:	Children will be able to identify how people can feel differently about the same thing. Children will use emotional vocabulary to describe how characters in the story are feeling and describe how they themselves feel.
Emotional Vocabulary:	Disappointed, frustrated, confused, angry, curious, proud, content, relaxed, curious, calm

Story Time: (Show and Tell It)

Preparation/Materials:	Find a few pictures or photos to show the children which can be interpreted in different ways (could be optical illusions or abstract art-choose based on the developmental level of the group) Prep picture description cards of the events in the book (i.e., walking in the rain, Colby and his dad in the car, getting on the bus and seeing Mr. Dennis...etc.)
Ideas of what to say or do.	<p>Either with small groups before story time or with the large group right before reading the story, show the children the pictures/photos you gathered and ask what they see. Record and chart their responses.</p> <p>With the large group, discuss the photos and the different things the children saw. Explain this can also happen with feelings. People can see the same situation in different ways and have different feelings about the same thing. Give some examples. Also explain how we can work to change how we feel about things if we can "look" at them in a different way.</p> <p>Explain to the children you are going to read a book about CJ and his grandmother. Ask them to think about how CJ and his grandmother see things differently. As you read, ask the children about how CJ feels about different events that happen in the story (point them out if necessary). Use feeling vocabulary.</p> <p>Upon completion, use the picture description cards to have the children retell the story (sequencing). Post on large chart paper or felt board.</p>

New York State
BOOK NOOKS



The Last Stop on Market Street

Title: Last Stop on Market Street

Author: Matt de la Peña

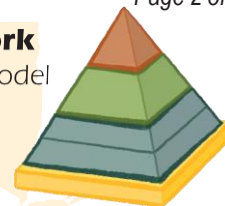
Illustrator: Christian Robinson

Publisher: G.P. Putnam's Son

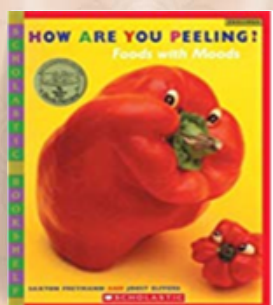
Date published: 2015

Small Group: (Practice It)

Name of Activity:	Music Makes Me Feel...
Supplies needed:	Music, <u>Last Stop on Mango Street</u> , paper and drawing materials, space to dance, camera
Ideas of what to say or do.	<p>In small groups of 2-4 children, talk about how CJ listens to the person playing the guitar on the bus. Look at that page in the book. Talk about how CJ looks- his eyes are closed, and he is smiling- he looks very calm and relaxed. Ask the children if they like music and what type. Also talk with them about how they feel while listening to it.</p> <p>Have some "relaxing" music, like classical guitar ready to play. Listen to it with the children. Ask them how they felt while listening to it. Ask them if they felt calm, relaxed or excited etc.. Play it again and ask them if they would like to dance or draw while listening. Talk about what they did while the music was playing. Try this again with more energetic music. Discuss how they felt while it was playing. Talk about how music can bring up many emotions for people and it can be a good way to relax or reenergize. Take pictures of them dancing and drawing and make a classroom display.</p> <p>Write a letter home to the children's families asking them to share some of the music they like to listen to as a family. Play the music in the classroom and talk about it. Invite families in to play music, dance, sing and share their culture in the care space.</p>
What Pyramid Model skill or concept is covered?	Recognizing, regulating and expressing emotions



New York State
**BOOK
NOOKs**



Title: How Are You Peeling?

Author: Saxton Freymann and Joost Elffers

Illustrator: Saxton Freymann and Joost Elffers

Publisher: Scholastic Paperbacks

Date published: June 1, 2004

How Are You Peeling?

How Are You Peeling?

is a whimsical display of a variety of emotions. The artist's rendition of vegetable expressively displaying a variety of emotions will capture the attention of a wide audience.

Social and emotional skills infants and toddlers can learn through this book:

There are many emotions. Our expressions change depending upon our moods. Awareness of expression and body language. We react in response to our emotions.

Social and emotional words this book can emphasize:

Amused, Angry, Ashamed, Bad, Belong, Blamed, Blue, Bold, Cheer up, Comfort, Confused, Cry, Disappointed, Embarrassed, Friend, Frustrated, Gentle, Happy, Hurt, Jealous, Late, Love, Mean, Not Sure, Patience, Pout, Pride, Sad, Safe, Scream, Secure, Shout, Shy, Smile, Sorry, Surprised, Timid, Tired, Understood, Wait, Whine, Wired

Activities to do while reading the book that will help promote social and emotional development:

Before reading the book:

- provide child(ren) with vegetables & fruits (real or props) that they will see in the book. While reading ask, "Who is feeling -- identify an emotion on the page displayed?" Help child find the matching food. If in a group setting give each child an equal number of food props (plastic, felt, pictures, real), help the child with the matching food show it to the group and encourage them to say, "the -- is feeling --."

Upon introduction of the book:

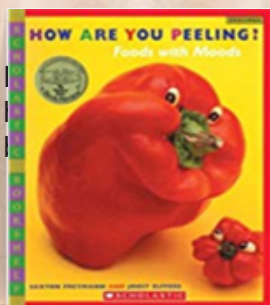
- show them the cover and identify the picture as silly because vegetables/peppers don't have faces or feelings.

- Discuss what is silly and invite children to share something silly or ask them to share a different feeling.
- Share that we can pretend many things. The authors/illustrators are pretending that fruits and vegetables have feelings just like us.

While reading the book:

- Point out the details of the expressions as they relate to the identified emotion.
- Imitate the emotion expressed in the pictures.
- Discuss what we do when we experience the emotion depicted in the picture (when I am sad I cry or hide; when I am frustrated I want to scream and throw something but I count to three instead...).
- Record what the children express on a displayed paper or white board. To show them what they have to say is important. Refer to this later in the day or the next time you read the book.
- Identify the food in the picture, describe its properties such as taste, texture, color, shape and share if you enjoy it or how you like it cooked. Invite child to share their like or dislike of the food.
- Discuss that we may like or dislike the same foods, or we can have different feelings about the same event. For example, when I see a dog I am happy but my friend is scared.

New York State
**BOOK
NOOKs**



How Are You Peeling?

Title: How Are You Peeling?

Author: Saxton Freymann and Joost Elffers

Illustrator: Saxton Freymann and Joost Elffers

Publisher: Scholastic Paperbacks

Date published: June 1, 2004

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Display a picture chart or cards of various feelings. Match the pictures with the same emotion in the book.
- Provide mirrors, costumes and props. Encourage children to pretend to have an emotion and act out a scenario that would elicit the emotion.
- Throughout the day share your emotions with the children. Talk through how you are coping with the emotion. Share possible reactions you may have. Tell them why you chose the course of action you picked.
- Coach children to identify their emotions and guide them through the strong emotions to socially acceptable outlets for their emotions.

Art

- Create a food art station. Provide toothpicks, child safe pumpkin carving tools, pre-cut vegetables, variety whole vegetables, beans & lentils and supervision. Encourage children to make their own food art.
- Extend this activity into a writing experience by guiding the child to tell a story of how the final product feels and write the child's story down. Guiding questions may be: *How does the tomato feel? Why does it feel this way? What happened? What will the tomato do next? Does it need help?*

- Display food art carvings, photos of art carvings or display a looping slide show of food carvings.

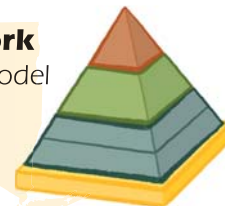
Cooking/Food Experience

- Set out a variety of tools to prepare vegetables at a supervised station.
- Invite children to cut up vegetables with you for a garden salad.
- As the child picks up the vegetable, discuss the size, texture and smell.
- While cutting describe how you are cutting: slicing, chopping, scooping.
- As the child cuts the vegetable discuss how it looks on the inside. Investigate the vegetable inside and out. Help the child state the similarities and differences on the inside/outside of the vegetable.

Science

- Save the seed from the vegetables you prepare with the child(ren). Set them on paper towels to dry. Plant dried seeds in an opaque or clear container next to the side. As the seed germinates, photograph the process.
- Measure the growth of the seed with older children. Chart the growth by day or week.
- Research the vegetables, discover the climate where they naturally grow, look at pictures of the plants the vegetables come from.
- Bring a field guide of local plants on a walk outdoors. Notice the plants growing. Help children locate the plant in the field guide.

Enjoy each moment with the child by focusing on the child. Be in the moment to show the child how important they are to you.



New York State BOOK NOOKs



All Are Welcome

In a school, diverse families are celebrated where all families are welcome. A community of children play joyfully on the playground, work together in the classroom, and return each day refreshed from their unique and loving families.

Title: All Are Welcome

Author: Alexandra Penfold

Illustrator: Susanne Kaufman

Publisher: Alfred A. Knopf

Date published: 2018

Social and emotional Pyramid Model skills that can learned through this book:

This book promotes acceptance of diversity and feelings of belonging.

Social and emotional words this book can emphasize:

Safe, welcome, together, share, fun, kindness, joy, happy, belonging, love, friendship

Pyramid Model Activities to do while reading the book that will help promote social and emotional development:

- While reading the book, point out the diversity among the adults and children represented in the book. Be sure to point to attributes that the children share, as well as the differences (gender, age, hair, skin tone, clothing, cultural practices). Draw attention to assistive equipment (wheelchair, cane, glasses) as well as other items such as hijab, turban, yarmulke. Talk about these things in a positive and affirming way.
- Draw attention to the faces of the people in the book and talk about emotions. Describe what the eyes and mouth look like. Mimic the face and say the emotion. For example, point out your raised eyebrows, wide open eyes, and smiling mouth and say, "I feel excited!" Encourage children to copy the faces and say the emotion.
- Encourage children to join in repeating the phrase "All Are Welcome Here" while reading.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Greet every child and adult warmly and by name as they enter the classroom. Encourage children to greet each other in the same manner.
- Create an "All Are Welcome Here" sign near the main entrance with photos of families attached. Display at child's level and use to talk about how all families are welcome.
- Take photographs of children while interacting and playing and create a poster. Display at children's eye level and refer to the photographs as examples of how everyone belongs.
- Display "Feeling Faces" poster and cards throughout classroom. Help children to use them to describe their own emotions during arrival and throughout the day, particularly if they are having strong emotional reactions or exhibiting challenging behavior.
- Point out feelings you see as they are happening in real time (discreetly if the feelings are difficult). For example, "I see Juan and Eve playing together with the dolls. Their smiles tell me that they feel happy to be playing together."
- Have children fingerpaint on similarly sized pieces of paper and display in a way that resembles a quilt. Talk to children about the beautiful new piece of art made up of all the unique and individual pieces of art. Discuss how it is the same with people. We are all unique and special and together, we are even more beautiful.

New York State BOOK NOOKs



All Are Welcome

Title: All Are Welcome

Author: Alexandra Penfold

Illustrator: Susanne Kaufman

Publisher: Alfred A. Knopf

Date published: 2018

- Encourage families to share family or cultural traditions throughout the year. Foster an inclusive environment by consistently using positive and respectful language and tone.
- Make familiar cultural items available to children, as appropriate. For example, keep traditional dress in the dramatic play center, and a variety of musical instruments in the music center. Ask families for input when choosing these items.
- Create a clothing study that incorporates dress from around the world, especially as represented in the classroom community.
- Create classroom books that include photos of each family. Ask families for photos that represent the ways they have fun together, celebrate holidays, cook, etc. Keep the books as part of the classroom library and use them to spark discussion of all the ways we are diverse. Include a wide variety of other books that represent a diverse population.
- Use and display a family's language as much as possible. Ask families to help label the room with their home language. Celebrate the opportunities for everyone to learn each other's language.

More books that celebrate diversity

- *It's Okay to Be Different* by Todd Parr
- *The Big Umbrella* by Amy June Bates
- *Alma and How She Got Her Name* by Juana Martinez-Neal
- *One Family* by George Shannon
- *Thank you, Omu!* by Oge Mora

For more tips on promoting equity

- Tip Sheet: Talking to Very Young Children about Race
<https://challengingbehavior.cbcs.usf.edu/docs/Talking-to-children-race.pdf>
- How to Teach Children About Cultural Awareness and Diversity
<https://www.pbs.org/parents/thrive/how-to-teach-children-about-cultural-awareness-and-diversity>
- Creating Safe and Welcoming Schools
<https://www.welcomingschools.org/>

Music Video;
Sesame Street; Anyone Can Be
Friends Song with Elmo
<https://youtu.be/XFExA7ytucY>



New York State BOOK NOOKs



All Are Welcome

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Author: Alexandra Penfold

Illustrator: Susanne Kaufman

Publisher: Alfred A. Knopf

Date published: 2018

Resources for families

To view a video read-aloud of the book *All Are Welcome*, visit:

<https://youtu.be/mwS3FOn4-Ow>

- Talk with your children about acceptance of people from all backgrounds, including race, gender, culture, orientation, etc.
- Reinforce the idea that all people and families should be welcome everywhere they go.
- Encourage your child to warmly greet others at school. Set the example by doing the same!
- Offer to share your own unique family culture with your child's classroom.
- Be mindful about the media your family consumes. Are the images and dialog inclusive and respectful to all? Use it to start conversations about acceptance.
- Visit your local library to check out books that represent a diverse population. Here are a few other NYSECAC recommendations:

Fry Bread: A Native American Family Story by Kevin Noble Mallard

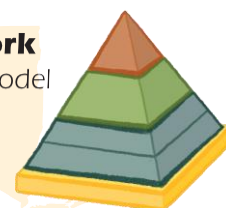
The Many Colors of Harpreet Singh by Supriya Kelkar

Under My Hijab by Hena Khan

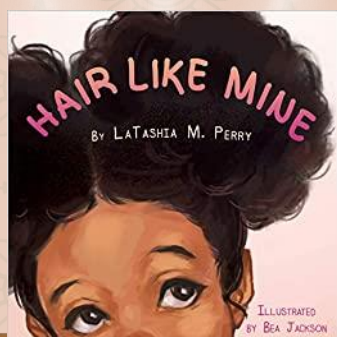
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- How to Teach Children About Cultural Awareness and Diversity
<https://www.pbs.org/parents/thrive/how-to-teach-children-about-cultural-awareness-and-diversity>

Music Video;
Sesame Street; Anyone Can Be
Friends Song with Elmo
<https://youtu.be/XFExA7ytucY>



New York State
**BOOK
NOOKs**



Title: Hair Like Mine

Author: Latashia M. Perry

Illustrator: Bea Jackson

Publisher: G Publishing LLC

Date published: 2015

Hair Like Mine

A young girl complains to her mother that nobody else has hair like hers. She does not like that her hair is curly and frizzy, but her mother assures her of her beauty and explains that no two people are the same. She soon realizes that her mother is right and comes to appreciate her unique features.

Social and emotional Pyramid Model skills that children can learn through this book:

Love, positive self-image, equity

Social and emotional words this book can emphasize:

Defeated, love, acceptance, unique, different, same

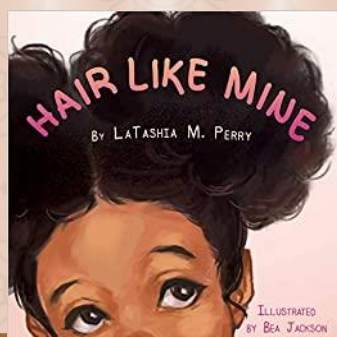
Pyramid Model Activities to do while reading the book that will help promote social and emotional development:

- Before reading the book, ask children to define the terms “same” and “different”. Ask for examples of things that are the same and different. Ask them if they feel that people can be the same. Introduce the book and tell them that you are going to read about a girl who is wondering the same thing.
- Ask children to notice the girl's changing facial expressions throughout the book as you read. Ask them to describe how she's feeling and explain why she might feel that way.
- While reading the book, point out the features of the children that the girl is describing and ask children if she is correct.
- Draw attention to your own features and use neutral vocabulary to describe them (such as curly, brown hair, long, pointed nose, etc.) Convey an acceptance of your own features. Ask children if they look the same as you, their friends, or their family. Allow them a few minutes to notice and respond. Gently correct any disrespectful or disparaging language.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Foster an environment that is warm and welcoming to all. Use positive and affirming language when talking to and about children.
- Create posters with photos of features of each child in the classroom, such as “hair, nose, eyes, and toes.” Portray all the different features as beautiful and unique. Talk with children how they are different and the same. Display the posters in the classroom.
- Mix paint colors, or purchase paint colors that represent a variety of skin tones. Allow children to choose the color that best matches their skin and paint a self portrait. Encourage them to add in their unique features such as their hair color and texture, shape and color of their eyes, size and shape of their nose, etc. Put children's name on finished art and display in classroom. Show positivity and enthusiasm when describing and discussing art with children.
- Provide mirrors for children to study their features. Ask them to describe what they see. Record descriptive words on chart paper and point out all the unique and beautiful characteristics.
- Work with individual children to write a descriptive story about what makes them unique and what they love about themselves. Take a photo of the child to accompany the story. Make a book of all the children's stories to keep in the classroom library.
- Use the variety of skin color paints to make a wreath of children's handprints with the paint that matches their skin. Hang within children's reach and allow them to compare their own skin with others.

New York State
**BOOK
NOOKs**



Title: Hair Like Mine

Author: Latashia M. Perry

Illustrator: Bea Jackson

Publisher: G Publishing LLC

Date published: 2015

Hair Like Mine

More books that promote a positive self image:

I Am Enough by Grace Byers

Hair Love by Matthew A. Cherry

The Day You Begin by Jacqueline Woodson

All Are Welcome by Alexandra Penfold

The Many Colors of Harpreet Singh by Supriya Kelkar

Whoever You Are by Mem Fox

I Like Myself by Karen Beaumont

Skin Like Mine by Latashia M. Perry

All Because You Matter by Tami Charles

Crown: An Ode to the Fresh Cut by Derrick Barnes

Music for promoting positive self image:

Beautiful Light by The Laurie Berkner Band

Smile Smile Smile by Dan Zanes and Friends

Tall by Milkshake

Other resources:

<https://www.naeyc.org/resources/pubs/yc/mar2016/moving-beyond-anti-bias-activities>

<https://www.naeyc.org/resources/pubs/yc/may2016/culturally-responsive-classroom>

<https://www.naeyc.org/resources/pubs/tyc/oct2020/conversations-that-matter>

Video resources:

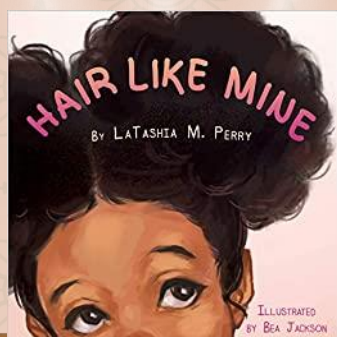
<https://youtu.be/vujbTOuzg2Q>



<https://youtu.be/enpFde5rgmw>



New York State
**BOOK
NOOKs**



Hair Like Mine

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Author: Latashia M. Perry

Illustrator: Bea Jackson

Publisher: G Publishing LLC

Date published: 2015

Resources for families

For a video read-aloud of this book, click the link below or visit:

<https://youtu.be/1xgCUiIPvg4>



Tips for promoting a positive self image:

- Speak in a positive way about your child's features, as well as your own. Be careful not to show preference to a certain type of feature, such as size or color.
- Let your child know they are valued just as they are. Praise them for their developing skills to help them build confidence in themselves.
- Teach your child to be accepting of others as well as themselves. All people are unique and worthy of love.

More books that promote a positive self image:

Sulwe by Lupita Nyong'o

All Are Welcome by Alexandra Penfold

The Many Colors of Harpreet Singh

by Supriya Kelkar

Whoever You Are by Mem Fox

I Like Myself by Karen Beaumont

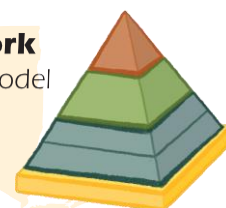
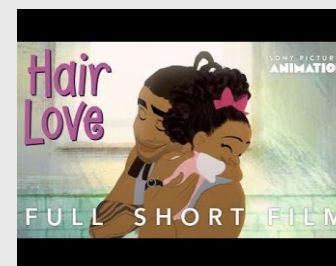
Crown: An Ode to the Fresh Cut by Derrick Barnes

More video resources:

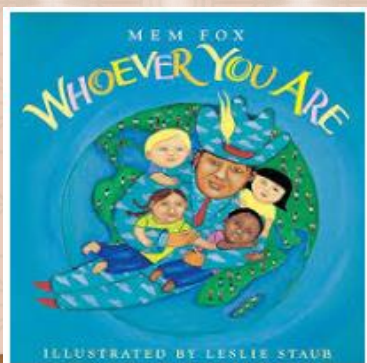
<https://youtu.be/yW1Fku7MRNU>



https://youtu.be/kNw8V_Fkw28



New York State
BOOK NOOKS



Whoever You Are

Children all over the world dress differently, live differently, and look differently, but they all feel love, joy, pain, and hurt the same way. This book illustrates the beautiful commonality among all people throughout the entire world; wherever they are and whoever they are.

Title: Whoever You Are

Author: Mem Fox

Illustrator: Leslie Staub

Publisher: Harcourt, Inc.

Date published: 1997

Social and emotional Pyramid Model skills infants and toddlers can learn through this book:

Sense of belonging, emotions awareness

Social and emotional words this book can emphasize:

Smile, frown, laugh, hurt, cry, joy, love, pain, heart, play

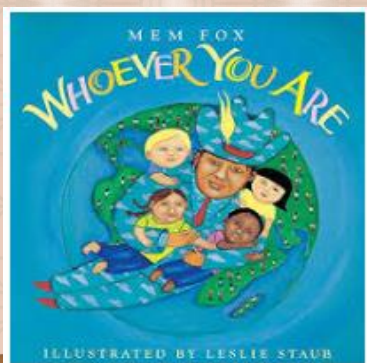
Pyramid Model Activities to do while reading the book that will help promote social and emotional development:

- Have children point to the people in the book. Encourage them to point to the happy girl or crying boy. Discuss why the child may be feeling that way and what the child could do to feel better. With the children who are reading the book, discuss about what makes them feel better when they are crying
- Helping children recognize feelings in others is an integral step in their emerging sense of relating to others that will help them build and maintain relationships and develop empathy skills.
- Notice the differences among all the children from around the world. Point out all the different homes, landscape, clothing, pets, food, language, hair and skin color, etc.
- Emphasize the things that are the same among all people; hearts, smiles, laughter, tears, hurt, pain, love, etc.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- After reading, invite children to think about what makes them different from everyone else and what makes them the same. Divide a piece of chart paper into two sections labeled "different/same". Record children's answers. Be sensitive and affirming to children's answers. If children do not use vocabulary words from book, suggest and add them yourself.
- In the art area, provide paints and brushes to create pictures depicting what makes the children special. Record their answers and display with finished work. Point out the frames around the pictures in the books and explain that special pictures can be put into a frame. Provide frames for children's art or assist them in creating a frame, utilizing construction paper or other materials.
- During large group, do a picture walk through the book while looking for the man in the blue cloud suit. Make tally marks on a whiteboard or chart paper as the children find him. When finished, count each mark and write the numeral.
- Ask children to create hearts with their names to string together like the last page in the book. Allow children to add hearts to represent their friends and family. Discuss the idea that while we are all different, our hearts and the way we feel love are the same.

New York State
**BOOK
NOOKs**



Whoever You Are

Title: Whoever You Are

Author: Mem Fox

Illustrator: Leslie Staub

Publisher: Harcourt, Inc.

Date published: 1997

- Print and display pictures of different types of homes in the block area. Encourage children to recreate what they see. Talk about size, shape, color, similarities and differences etc.
- Ask children to draw or bring in pictures of their own homes to add to the display in the block area. Talk about the characteristics of each home and compare/contrast the characteristics.
- Talk with children about times that they have been hurt. Perhaps they remember skinning their knee like the child in the story. Ask them to share what it feels like and remind them everyone feels pain. Provide band-aids in the dramatic play center so children can practice applying them and providing comfort to dolls and stuffed animals.
- Talk with children about times they have felt happy or joyful and record them on chart paper. Find as many ways to describe joy as they can and record them as well. Make it a point to use the vocabulary from the book as often as you can during conversation. Do the same with the other emotion words.
- Create books or photo albums that focus on the children in the care setting. Have them point out themselves in the pictures. Talk about what they are doing in the pictures, how they may be feeling and how they look when they were feeling that way. Supporting children in their evolving sense of self will help them become aware of their own preferences and characteristics of others. This will assist them in emotional control and social interactions.

We're Different, We're the Same
<https://youtu.be/hUrb4SZnxxg>



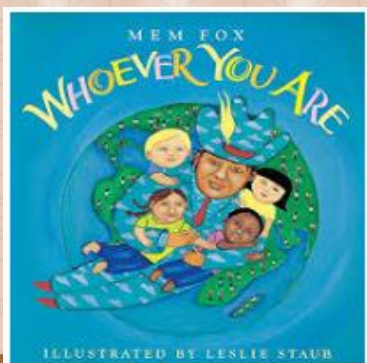
I Am Somebody
<https://youtu.be/gS9xOczDEZY>



Involving Families

- Set up a world map that is visible. Invite families to post their photos where their ancestors are from on the "Ancestry Map". Families can post photos of the region where they descended from and post photos or memorabilia from their homes, food, apparel; whatever they want to share to represent their heritage.
- Invite families to come talk about their heritage, traditions, way of life for their ancestors and their family today.
- Share videos of people engage in everyday activities around the world. The children may express curiosities to explore around the world such as playgrounds, schools, supermarkets, medical offices, or public transportation.

New York State
**BOOK
NOOKS**



Whoever You Are

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Author: Mem Fox

Illustrator: Leslie Staub

Publisher: Harcourt, Inc.

Date published: 1997

Resources for Families

For a read-aloud of *Whoever You Are* by Mem Fox, click the video below or use this link:
<https://youtu.be/W8BtVuY02VU>



*PBS KIDS Talk About:
Differences and Similarities*
<https://youtu.be/cn06KZeQ43k>



Talk with your child about similarities and differences from everyone else. Explain that all people feel emotions like hurt, love, joy, and pain.

Use [the Feelings Faces Cards](#) found at the link below to help your child understand emotions.

https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-SP.pdf

Related books

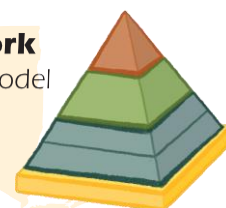
We're Different, We're the Same
by Sesame Street

Same, Same But Different
by Jenny Sue Kostecki-Shaw

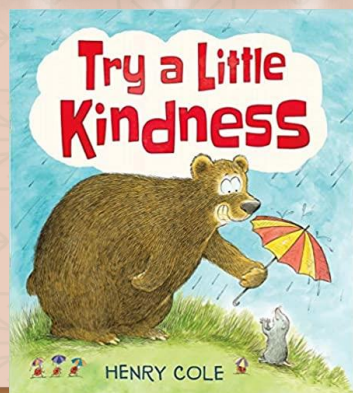
I'm Like You, You're Like Me,
by Cindy Gainer

Love Makes a Family
by Sophie Beer

Home by Carson Ellis



New York State
BOOK NOOKS



Try a Little Kindness

Kindness can be fun and the silly animals in this story show you how it can be done! From telling someone they are special, to holding the door for a friend; this story encourages children to try a little kindness every day.

Title: Try a Little Kindness

Author: Henry Cole

Illustrator: Henry Cole

Publisher: Scholastic Press

Date published: 2018

Social and emotional Pyramid Model skills children can learn through this book:

Friendship skills

Social and emotional words this book can emphasize:

Kindness, smile, hug, nice, please, thank you, share, special, praise, lonely, friends

Pyramid Model Activities to do while reading the book that will help promote social and emotional development:

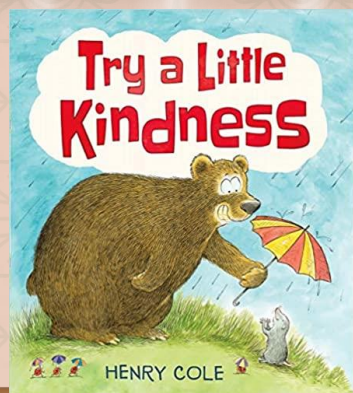
- Point out and discuss the actions of the animals on each page and the ways they exhibit kindness.
- Draw attention to the expressions on the animal's faces. Ask children to name the associated emotions and to describe and mimic the expressions.
- Talk about how it feels when someone shows you kindness and when you do kind things for others. Emphasize the good feelings.
- Relate the examples in the book to things children can do at school or home. Expand on the ideas and give specific examples. For example, greeting each friend as they arrive for the day or saying please and thank you during mealtime.

Fun for Everyone!

Activities to promote social and emotional development throughout the day:

- Create lists of "Acts of Kindness" children can perform at school and at home. Encourage children to carry them out and report back.
- When you notice children engaging in these acts, take pictures and display on a bulletin board in the classroom. Acknowledge the actions as you see them and talk about the pictures throughout the day as a reminder.
- Print copies of *I Can Be a Super Friend* <https://challengingbehavior.bcs.usf.edu/Implementation/Program/strategies.html> to read to children and keep in the reading center. Refer to children as super friends when exhibiting the characteristics previously discussed. When you catch children being super friends, share with whole class. Provide super friends with capes to wear for the day. Take pictures and display on classroom bulletin board.
- Every time you catch a child being kind, add a token to a jar. When the jar is full celebrate with a "kindness party." Give everyone a cape to wear, dance, and play special games.

New York State
**BOOK
NOOKs**



Try a Little Kindness

Title: Try a Little Kindness

Author: Henry Cole

Illustrator: Henry Cole

Publisher: Scholastic Press

Date published: 2018

- Provide capes in the dramatic play center for children to practice being super friends.
- Invite children to draw pictures of themselves doing something kind. Caption the pictures and compile into a book for the reading center. Include other books that demonstrate friendship and kindness.
- Send home certificates acknowledging each child's efforts to be kind. Ask families to share the child's efforts at home and acknowledge them during large group time. Super Friend Award template:
https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_super-friend-award.pdf
- Show children the video of the Sesame Street song *Try a Little Kindness*. Learn the words and sing and dance along to get them energized and excited to be kind!
<https://youtu.be/enaRNnEzwi4>



Superhero: Elmo the Musical
<https://youtu.be/txUDgpGpeV4>



Related books

A Sick Day for Amos McGee by Philip C. Stead

The Invisible Boy by Trudy Ludwig

The Bad Seed by Jory John

Be Kind by Pat Zietlow Miller

We're Better Together: A Book About Community by Eileen Spinelli

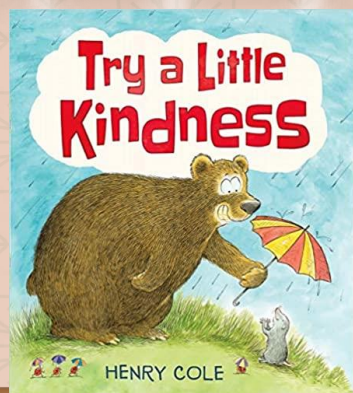
Kindness Counts by R.A. Strong

ABCs of Kindness by Samantha Berger

Adult Modeling Kindness

Create a poster for adults to write on acknowledging kind deeds amongst one another. Display where staff & families can all see.

New York State BOOK NOOKs



Try a Little Kindness

Title: Try a Little
Author: Kindness Henry Cole
Illustrator: Henry Cle
Publisher: Scholastic Press
Date published: 2018

Resources for families

Watch a video read-aloud of
Try a Little Kindness
<https://youtu.be/rdqfETbFtqE>



Using the book as inspiration, make a list of good deeds to do together. Check them off as you complete them and add more as you go!

Set a good example for your child and practice kindness when interacting with them and others. Point out kindness in others.

Gather materials and help your child make friendship bracelets to share with all their friends. Be sure not to leave anyone out!
<https://www.thesprucecrafts.com/easy-friendship-bracelets-4846523>

Share the video for *Kindness Is a Muscle*. Discuss ways to flex your kindness muscle in your home and community.
<https://youtu.be/tP4gLX8FBDA>



Related books

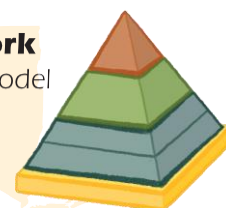
The Kindness Book by Todd Parr

The Big Umbrella by Amy June Bates

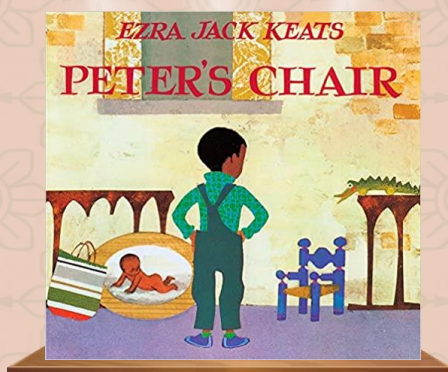
Kindness Makes Us Strong by Sophie Beer

Pete the Cat's Groovy Guide to Kindness by James Dean

Baby Be Kind by Jane-Cowen Fletcher



New York State BOOK NOOKs



Peter's Chair

The arrival of a new sibling can be overwhelming. As Peter watches his parents prepare "his" baby furniture for his sister, he protects his blue chair from the change of ownership. When realizes that he has outgrown the chair and his role is shifting, he wants to help welcome her into the family.

Title: Peter's Chair

Author: Ezra Jack Keats

Illustrator: Ezra Jack Keats

Publisher: Puffin Books

Date published: 1967

Social and emotional skills that can be learned through this book:

Developing Empathy
Sense of Belonging
Sense of Self

Social and emotional words this book can emphasize:

Sad, lonely, angry, happy, ignored, disheartened, proud, comforted, resentful, helpful, jealous

Pyramid Model Activities to do while reading the book that will help promote social and emotional development:

- Discuss Peter's experiences & emotions throughout the reading:
 - Building tall structure; stretching high, proud, accomplished.
 - Blocks fall; he has to be quiet. Angry, disheartened that he plays alone and had to adjust his behavior to the baby.
 - Parents changing his baby furniture & giving it away. Peter may be jealous that his items are being given away and possibly replacing him.
 - Protecting his chair from being altered & given away to the new baby.
 - Independent; taking care of his needs, setting up his space.
 - Silly; pranking his mother hiding & surprising her.
 - Important; fits in big chair & helps his father paint.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

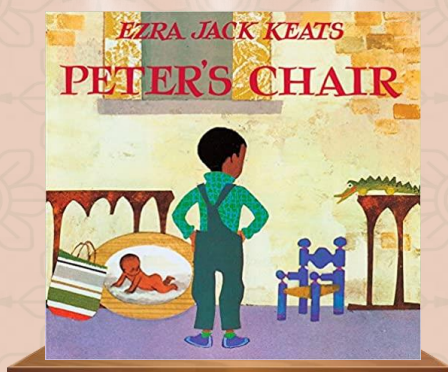
Develop a sense of belonging through family fun

- Invite families to create a family collage. Post in the classroom for discussion with children about the people in their families, the roles each member has, things they can do that younger siblings can't yet, and things older siblings do that they will be able to do some day soon. Families may share something special about the child in your care in their relationship such as fun games/activities or "love you" rituals. These can be used to validate how each is special to their parent, unique & loved.
- Guide children on creating ways that we can welcome a new sibling into our families and/or a new child into the setting. Stress that each member of the group has abilities; some unique & some shared. A new member does not diminish the value of the others but adds to the fun. Help children carry out the listed ways to be welcoming.

Develop Empathy:

- Throughout the day, guide children to include one another in play activities and in chores. State how you noticed a child welcoming, inviting, or including another in an activity.
- Acknowledge children as they help one another, identifying the specific action and how it benefits another person.

New York State
**BOOK
NOOKs**



Peter's Chair

Title: Peter's Chair

Author: Ezra Jack Keats

Illustrator: Ezra Jack Keats

Publisher: Puffin Books

Date published: 1967

Developing a sense of self:

- Help children accept that they change as they grow.
- With the children, create a list of things the children can do now that they couldn't do when they were younger.
- List new skills as they develop on an ongoing chart.
- Begin a growth chart.
- Read The Three Bears and inquire why there are different sized furniture and dishes. Photograph children in different sized chairs, talk about how we outgrow things and move into bigger sizes. This may lead into a large group project on repurposing past items.

Developing a sense of self:

- Have the children and their families bring in a series of pictures from infancy to now. With older toddlers and preschoolers, help children sequence the pictures, point out how they have developed and changed. Listen to them as they recall their past and reflect on their growth.

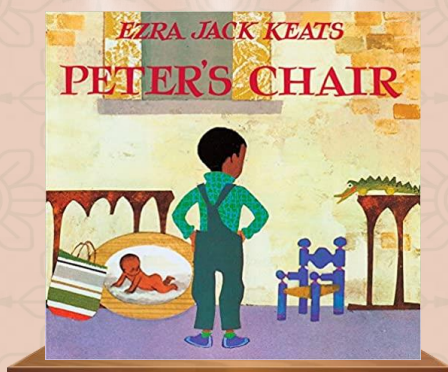
Art:

- Repurpose items with the children. Gather old paintable toys in good repair, donated furniture, or recyclable materials. Children may choose (with parent permission) to repurpose something they have outgrown.
- Guide children to decide how they would like to use the item, who they would give it to, and how they want to restyle their item (or new creation).
- As a class, you may decide to repurpose an item to donate to a family expecting a new member.
- Once completed, encourage the children to give their item to someone special.

Writing Connection

- Photograph the children giving their item to the special person (or have families send in photo), then create a class book of the children's recollection of the process & feelings of making something new & giving it to another person.

New York State BOOK NOOKs



Peter's Chair

Title: Peter's Chair

Author: Ezra Jack Keats

Illustrator: Ezra Jack Keats

Publisher: Puffin Books

Date published: 1967

Develop Emotional Literacy

- Review Peter's comfort items in the book (toy crocodile, dog, baby picture). Invite children to show their comfort items by bringing them in or sharing photos/videos of themselves with their items.
- Ask them why it is special to them and when they like to have the item. Also discuss the feelings they have when they need the item and how the feeling changes after they spend time with the comfort item.

Block area

- Display a structure similar to Peter's.
- Identify the shapes, letters, & items in the structure.
- Encourage children to build a structure with a variety of materials, including a special item. Then share out a story about their structure, the process of building it, or how they feel when they are building it (or upon completion).
- Scribe their story & post it with a picture of the structure.

More ideas can be found at the Ezra Jack Keats Foundation:

<https://www.ezra-jack-keats.org/activity/peters-chair/>

Children's books about a new sibling list from PBS:

<https://www.pbs.org/parents/thrive/childrens-books-about-a-new-baby-sibling>

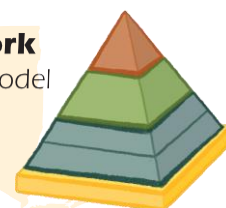
School Age lesson plan suggestions at Scholastic

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/peters-chair-teaching-plan/>

For a reading of Peter's Chair by former First Lady Barbara Bush, click the video icon or link below:



<https://youtu.be/N-ghvbw9I5c>



New York State
**BOOK
NOOKs**

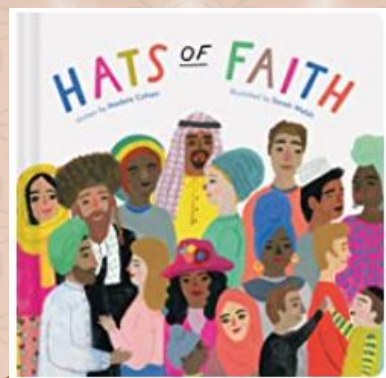
Title: Hats of Faith

Author: Medeia Cohan

Illustrator: Sarah Walsh

Publisher: Chronicle Books LLC

Date published: 2018



Hats of Faith

This book portrays people wearing their religious head coverings. Enjoy exploring and discussing the many ways that people dress, with the beautiful realistic illustrations.

Social and emotional Pyramid Model skills that children can learn through this book:

Identity of self, promote awareness of feelings and facial expressions, friendship skills

Social and emotional words this book can emphasize:

Happy, calm, content, friendly

Pyramid Model Activities to do while reading the book that will help promote social and emotional development:

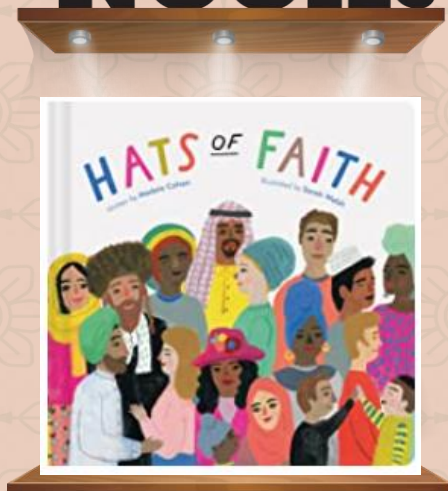
- Read the book slowly with individual or small groups of 2-4 children.
- Talk about the people's different head coverings. Children will have varied experiences with people wearing head coverings; explore them together. Make sure to respond to children's questions and comments respectfully. It is important that through reading this book, children are exploring the concepts that there are many people in the world, with an array of skin tones, religious beliefs and ways of expressing themselves and all of this is something that should be embraced.
- Discuss the facial expressions of the people in the book to help children learn to read facial attributes. For example, draw attention to people's lips curving up and making a smile.

- Talk about how the people may be feeling while making those facial expressions. For example, "It looks like his lips are curving up and his eyes looks soft, he is smiling. I think he is feeling happy." Try to incorporate words such as calm, content and friendly.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Talk with children and families about their unique cultures. Ask families to share songs and find culturally relevant materials such as musical instruments that can be brought into the care environment.
- Provide pictures, books, and play materials that represent various cultures, races, ages, genders and abilities while avoiding stereotypes. It is important for all young children to be exposed to all the people of the world as early as possible.
- Make sure children's families are represented and feel welcomed in the care space.
- Create an atmosphere of friendship in your care space. Promote social interactions between children. Activities that children have interest in, are novel and are culturally meaningful will support children's natural engagement. Set up activities that children have to do together. For example, have a box just heavy enough that two children will need to push together to get from one spot to another. Encourage children to find a partner and do the activity. Observe them while doing it and discuss how they worked together after.

New York State
**BOOK
NOOKS**



Hats of Faith

Title: Hats of Faith

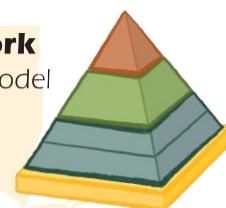
Author: Medeia Cohan

Illustrator: Sarah Walsh

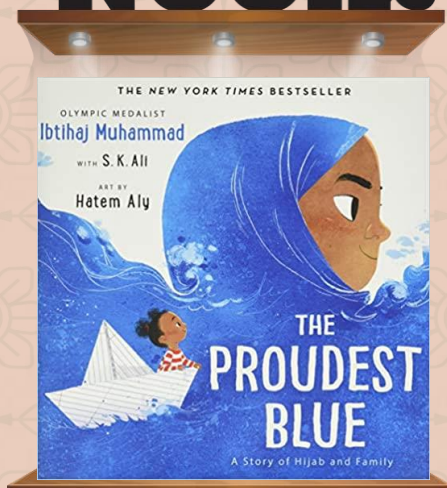
Publisher: Chronicle Books LLC

Date published: 2018

- With older toddlers and preschool aged children, play cooperative gross motor games with children to help them build their social skills. Games with parachutes and relays are fun and children will have to work together. Try playing the outside game, Fill the Bucket. Have an empty bucket in one spot on the ground, about 15 feet from it have a bucket with water and two small cups in it. Have two children work together to get the water from one bucket to the other. Again, observe closely for safety and for points of cooperation and friendship skills to talk about with them after they have completed the game.
- Take pictures of children playing together and exhibiting positive social skills. Create posters and books to use in the classroom. Talk with children about them to identify the specific things they do that are ways of being a good friend. Look for times they are simply playing together, helping each other, cleaning up together and etc.
- For children who are at least two years of age, observe for opportunities to encourage them to play with each other. If you notice children playing in the kitchen play area, and near each other, without interrupting, sit by them and say, "Oh Michael, I see you are making pancakes. Cheyanne, you are making eggs. Could you both make me breakfast?"
- Model social play skills with children during play times. Without interrupting children's play, find opportunities to sit with them and join. Say, "Can I play blocks with you? (If they say yes, proceed.) "I want to build a garage for this car, what do you think I should do?"
- Individually, in small or large groups, debrief children's days with them. Ask them about what made them happy. Ask them when they thought they were being a good friend. Try asking all children at least one of these types of social and emotional questions on a daily basis across settings.



New York State BOOK NOOKs



The Proudest Blue: A Story of Hijab and Family

A beautiful story about embracing one's identity. Amongst misunderstandings and hurtful words, Asiya stands strong and proud of her religion. Asiya's younger sister, Faizah, is excited for her but is soon hurt and confused by the mean words that others speak about Asiya's beautiful Hijab.

Title: The Proudest Blue: A Story of Hijab and Family

Author: Ibtihaj Muhammad with S.K. Ali

Illustrator: Hatem Aly

Publisher: Little, Brown, and Company

Date published: 2019

Social and emotional Pyramid Model skills children can learn through this book:

Pride in one's identity is the key theme intended by the author.

Other skills include:

Ignoring mean words, walking away from people who say mean things, expressing one's culture/identity

Social and emotional words this book can emphasize:

Love, anger, excitement, acceptance, pride, defensive, identity, curious, hurtful, nervous, reassured, family, faith, religion, discrimination, bullying

Pyramid Model Activities to do while reading the book that will help promote social and emotional development:

- Before reading the book, ask children if they have ever seen another person wearing clothing or accessories that were different; that made them curious. Create a list of these items for future research/investigation.
- Explain that people express their culture or faith by what they wear. This is a book about sisters who show their identity by wearing their hijab. Hijab means "to cover".
- The Hijab is a covering that Muslim women & men choose to wear in observance of their religious beliefs. Each person chooses if, how, and when they wear hijab. Women typically cover their head and upper body. Men usually cover from their waist to below their knees.
- Display several scarves of varying fabrics and colors for children to explore the beauty of the hijab and reenact the joy of Asiya in her religion.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

Teach acceptance by educating children on religions they are not familiar with.

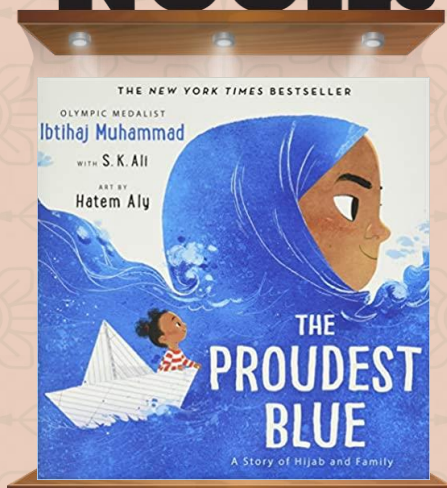
Dispel misconceptions.

- Invite families to share their religious beliefs and traditions. Families can choose to share pictures or videos of their cultures and explain the significance. Family members can visit in person or virtually.
- Children can create a display of their family culture/tradition. Children can share their understanding of their culture with the class in short presentations.
- From the pre-reading list, teacher can help children research the answers to understand the distinct clothing they have seen.
- Adults can celebrate the beauty and values of each family and child's presentations. Children will learn from the teacher's example that differences are to be embraced and each person is to be respected.

Promote Self-Love through Literacy

- Share other books depicting minorities in roles that are generally dominated by white people such as [Dream Big Little One](#) by Vashti Harrison and books about self assurance such as [Stand Tall Molly Lou Melon](#) by Patty Lovell (both have accompanying Book Nooks).

New York State BOOK NOOKs



The Proudest Blue: A Story of Hijab and Family

Title: The Proudest Blue: A Story of Hijab and Family

Author: Ibtihaj Muhammad with S.K. Ali

Illustrator: Hatem Aly

Publisher: Little, Brown, and Company

Date published: 2019

Build upon children's curiosities:

- From the list made of "curious clothing", adults can help children research the history of the distinct clothing.
- As they learn about the aspects of the clothing, provide a variety of resources such as books, videos, the article of clothing and guest speakers to elaborate on the cultural/religious norms.
- Include a variety of artifacts & clothing from each culture/religion as they complete the research.

AUTHOR STUDY

Ibtihaj Muhammad is a fencer and the first Muslim American woman in hijab to compete for the US in Olympic Games. Visit her site at ibtihajmuhammad.com.

Share her interview with Sports Illustrated Kids:

<https://www.sikids.com/kid-reporter/ibtihaj-muhammad-the-proudest-blue-q-a>

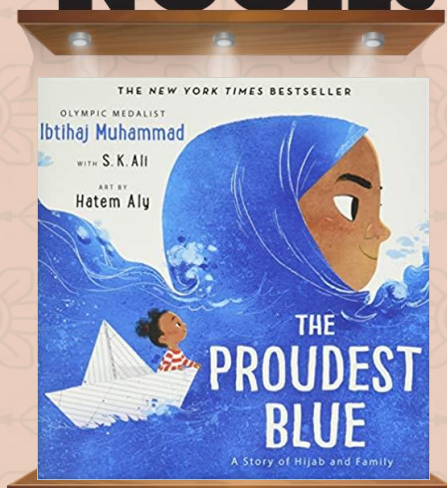
S.K. Ali has written books for middle grades, young adults, and picture books of realistic stories. Visit her site at <https://skalibooks.com/>

Discovering Self-Identity

- Show & Tell: children are invited to bring an object (from home or around the classroom) that they really like. They talk about why they like it or what makes that special. Make it clear that everyone has the right to speak their own opinion.
- When children create (with art materials, blocks, nature, build forts...), inquire what the story is about their creation, ask if there is a story. Listen and scribe their answers. Ask children why and how questions to discover their inner thoughts. Invite the children to share their stories with their classmates with reassurance it is okay to keep the story private.
- Create books with each child that goes beyond describing their physical attributes. For example: what they want to be and why; places they enjoy and why; who they like to spend time with and why; what they want other people to know about themselves and why they want others to know it; what they are good at; things they believe are right and wrong.
- Children's identity goes beyond what they look like, their identity is deep within.

From the book, place the mother's quoted advice around the classroom. Read them with the children often. As you read one, ask the child(ren) what the quote means. Let the child(ren) freely answer without correction, but with affirmation.

New York State BOOK NOOKs



The Proudest Blue: A Story of Hijab and Family

Title: The Proudest Blue: A Story of Hijab and Family
Author: Ibtihaj Muhammad with S.K. Ali
Illustrator: Hatem Aly
Publisher: Little, Brown, and Company
Date published: 2019

Videos about Hijab

Majede Najar: Why I wear a hijab
https://www.youtube.com/watch?v=SYvYBxt_Dg&feature=emb_logo



My Hijab – Inspirational True Story
https://www.youtube.com/watch?v=a1O7HEs7ER4&feature=emb_lo



Hijab & Me
https://www.youtube.com/watch?v=7B0kcat32kU&feature=emb_logo



Songs celebrating “Me”

Sesame Street: A Song About Celebrating You!
<https://youtu.be/dw1ABCsuxoY>

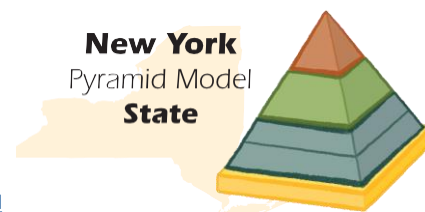


Songs that relate to the book:

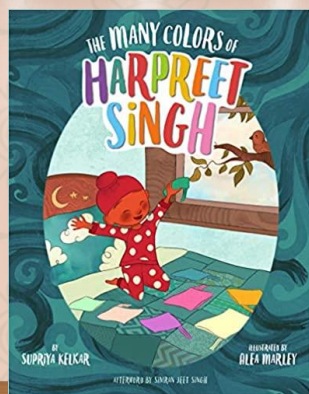
Just a Little Seed (I've Got Potential)
 by Liz Buchanan

When I'm Strong by David and Jenny Heitler-Klevans

“Wipe it Away” on Dandelion: Songs for Developing Toddlers and Early Preschoolers [this song would be a good follow up to the Quote Mama said in the book “Don’t carry around the hurtful words that others say. Drop them. They are not yours to keep.”]



New York State BOOK NOOKs



The Many Colors of Harpreet Singh

Harpreet loves his turbans and every day, he matches them to his emotions, but when his family moves, everything changes. Harpreet wears only white as he wishes to be invisible, until he meets a friend who helps him feel all the colors again.

Title: The Many Colors of Harpreet Singh

Author: Supriya Kelkar

Illustrator: Alea Marley

Publisher: Sterling Children's Books

Date published: 2019

Social and emotional Pyramid Model skills that children can learn through this book:

Labeling emotions, friendship skills

Social and emotional words this book can emphasize:

love, cheer, celebrate, courage, happy, nervous, sad, shy, brave, gloomy, frown, smile

Pyramid Model Activities to do while reading the book that will help promote social and emotional development:

- Before reading, introduce children to the words: *turban* and *patka*. Explain that these are items worn on the head by some Sikh (*pronounced seek*) people (see book's afterword for more detailed explanation). Remind children that many cultures have special clothing and refer to any that they have been exposed to already. Use and encourage language that is respectful and accepting.
- During reading, pause to point out all of Harpreet's emotions and have children mimic the facial expressions associated with each. Ask children to share a time they have felt each of these emotions.
- Pause to talk about Harpreet's feelings about moving. Identify times of change that the children might have experienced such as going to school, moving, a new sibling, etc. Invite them to share their feelings during these changes. Reassure children that change can be hard on everyone and that it's okay to have big feelings about it.
- Ask children to notice the difference in Harpreet's feelings after meeting Abby. Ask if they have people who help them feel happy after being sad.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Create a "Feeling Face Sign-in Chart" using the feeling faces from NCPMI (see page 2 for link) or pictures of the child. As children arrive for the day, invite them to sign in with the emotion they are feeling that morning. Allow children to change their emotion picture throughout the day. Use this to be responsive to their needs (if a child expresses sadness, provide comfort in a manner the child needs, etc.).
- Show the video of Bhangra dancing. Ask children to identify the emotions the dancers seem to be feeling (happy, joyful, cheerful). Ask children how they feel when they dance and allow children to dance along to music in whatever way they want to. Encourage children to share any of their own traditional/cultural dance.
- Gather scarves of different colors and patterns. Allow children to choose their own color scarves and ask them to share how that color makes them feel. Put on some joyful music and invite children to dance along with their colored scarves.
- Provide a variety of paint colors at the easel and ask children to paint how they are feeling at the time. Discuss the feelings while they paint and what makes them feel this way. Record children's answers to accompany the artwork. Display them around classroom and encourage discussion about the art. How do children feel when looking at a piece created by a classmate? Is it the same feeling the classmate was feeling when they created it?
- Ask children to share things that can help comfort them when they are sad. Record on chart paper and display. Refer to it for ideas when children are experiencing sadness.

New York State
**BOOK
NOOKs**



The Many Colors of Harpreet Singh

Title: The Many Colors of Harpreet Singh

Author: Supriya Kelkar

Illustrator: Alea Marley

Publisher: Sterling Children's Books

Date published: 2019

- Display photos of children in traditional clothing of different cultures, especially of those in the classroom or community. Invite families to send in photos of family members wearing traditional clothing.
- Use the photos to engage children in respectful conversations about the beauty and diversity of the clothing.
- Provide a variety of music representing different cultures and countries available for children to listen to. Families are a great resource of traditional music sources.
- Provide colorful ribbons and scarves, as well as a diverse variety of instruments.
- Create a cozy area in the classroom that children can utilize when they need a break. Include books, posters, and other items such as sensory bottles, headphones, stuffed toys, and other soft items that promote calm.
- Maintain open communication with families and encourage them to share any life changes that could affect their child's emotional health.



Bhangra Dancing



Akwesasne Powwow Dancing

More books that teach emotions:

The Berenstain Bears Go to School by Stan and Jan Berenstain

How Are You Peeling? By Saxton Freymann

Julius, the Baby of the World by Kevin Henkes

Sheila Rae, the Brave by Kevin Henkes

A Kiss Goodbye by Audrey Penn

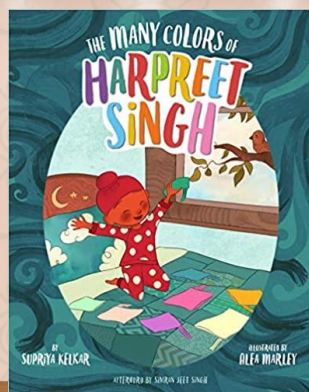
Pyramid Model resources for teaching emotions:

https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_signin.pdf

https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_Wheel_EN-Blank.pdf

https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_chart_EN-Blank.pdf

New York State BOOK NOOKs



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Resources for Families

To view a video read-aloud of the book, click the link below or visit:
<https://youtu.be/kg8Nh2ENWBw>



More books about emotions:

On Monday When It Rained by Sara Milweski

How I Feel by Janan Cain

When Sophie Gets Angry by Molly Bang

The Feelings Book by Todd Parr

Grumpy Monkey by Suzanne Lang

- Encourage your child to name their emotions and help find ways to manage the big ones. Make a poster of ideas for calming down, or download and print this one:
https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down_Poster_EN.pdf
- Talk through your own emotions in front of your child. Acknowledge when you are sad, happy, excited, frustrated, etc. Model ways that you calm yourself down, such as deep breathing or going for a walk.
- Teach your child the song "If You're Happy and You Know It." Add your own emotions and change up the action parts.
- Be prepared for strong emotions when your child experiences any changes such as moving, gaining a new sibling, starting childcare/school, etc. Give extra love and encouragement during these times and be patient as they process the changes.
- Check out this video and then create your own emotions dances with your child. Try taking turns making an expression while the other makes up a dance to go with it. Click the link below or visit:
<https://youtu.be/ZwcFltsOfz4>

For more resources, visit:
<https://challengingbehavior.org>

