

HANDOUT FOR LIVE WEBINAR

March 23, 2020, At the time of the Corona Virus Outbreak

We are providing this live webinar for you as you continue to provide services through distance learning or are viewing it to assist you in the choice of books/media to use with the children in your care as we face these Uncertain Times.

As you know, MindWing Concepts, Inc. is a small family business located in Springfield, Massachusetts. We have served the world's speech/language pathologists, reading specialists, classroom teachers and parents for the past 28 years. Our multi-sensory tools are designed for the following purposes:

- **To explicitly develop oral language in the areas of vocabulary, sentence structure and particularly, *discourse*.** Discourse language helps students put their sentences together in an organized way, for a variety of academic and social purposes. Oral discourse language, particularly the narrative, is a precursor and a predictor of reading and writing success! It is the foundation for literacy. Oral language is not the same as literacy, but they are causally related. If a child does not have well-developed oral language with which to answer the "Who, What, When, Where" and particularly the "Why" questions, then listening and reading comprehension suffers. Similarly, if the child has difficulty formulating sentences and grouping those sentences to tell a story or present information, he or she will have great problems writing and/or discussing content to small groups in the classroom.
- **To develop a child's ability to communicate his/her personal narrative, or story.** This is vital for social communication within life in general: school, recess, play dates, etc. In particular, children who have experienced abuse (ACES) are in need of such services in order to be able to communicate with teachers and benefit from the efforts of counselors who are assisting them. Additionally, children who function along the autism continuum, need to understand and use story content socially.
- **To develop oral language for social problem solving by providing visuals for thinking through problems by ones' self and/or with others.** The SGM® and BRAIDY the StoryBraid® are multi-sensory tools for problem solving. The icons of the Complete Episode are the explicit sequence of steps one needs to talk about in order to problem solve in social situations.

Our President, elected officials, and Health Care leaders have been called upon to face and solve problems in these uncertain times. It should be noted that this health crisis involves a myriad of health, social and financial kick-offs leading to all kinds of attempts to carry out plans, usually by confronting embedded obstacles and many differing perspectives along the way!

- **To provide language intervention for students who are language impaired.** Students with language impairment are in need of discourse level language intervention. We used to have a slogan that our tools, in their entirety, because of the oral language intervention emphasis are the "MISSING LINK IN THE LITERACY CHAIN"...Without discourse level oral language development, many children will flounder on their journey to literacy.

Our tools are designed for children from pre-kindergarten to middle school, although depending upon the child's abilities, clinicians have used our magnets, stickers, stamps and graphic organizers well into high school. Students who are on IEPs, 504 plans, Tiers 2 and 3 instruction or simply in danger of slipping through the cracks in the classroom are in need of continued services, especially at this time.

Thanks for attending this live webinar...we are planning more!

Maryellen's Favorite Books to Use During Uncertain Times

An Annotated Bibliography

This annotated bibliography is a companion to our webinar and as such, it is designed to assist you in your continuing discussions/conversations with children of all ages as we cope in the present. The literature selections chosen here, may be read or viewed. It is very important to dialogue with children when you read-aloud and use the literature selection as a time of enjoyment as well as a teachable moment. It is vital to model advanced narrative language and thinking such as perspective taking and inference whenever possible.

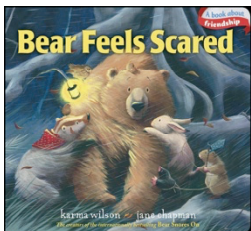
We need to assist students to take perspective of self and others during this time.

For more books/lesson ideas, please visit our website, mindwingconcepts.com. There, you will find FREE LESSONS due to the ongoing work of Sheila Zagula, M.Ed., who has written innumerable classroom tested lessons as well as many "Tech Tuesday" blog postings written by Sean Sweeney, MS, M.Ed., CCC-SLP, of Speechtechie.com.

Our resources and approach dove tail nicely with: Michelle Winner's *Social Thinking* approach, Sarah Ward's (Cognitive Connections) work regarding Executive Functioning, Leah Kuypers' *Zones of Regulation*, Anna Vagin's books, *Movie Time Social Learning* and *YouCue Feelings: Using Online Videos for Social Learning* and many programs such as *Second Step* which encourage talk and problem solving.

I have provided author/illustrator and title only and book cover only, knowing that you will easily find the references. If there is any problem, please email me at mrmoreau@mindwingconcepts.com.

All stories have characters and settings.



Wilson, K & Chapman, J., *Bear Feels Scared*

In this story, there are two settings. One is the den or lair where he is surrounded by animal friends. The other is, lost, in the woods or forest during a scary storm. Settings and Feelings within those settings can be contrasted. Use a five-point star and attach the words to each point making a Setting Map!

Lair: calm, dry, light, warm, quiet

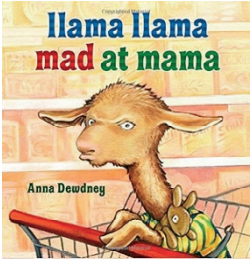
Woods: wet, windy, dark, rainy, cold

Bear has two different types of *Feelings*:

Lair: He feels safe, content, loved

Woods: He feels scared, alone, worried

Use two hearts and place the words on a piece of string or yarn, hanging from the bottom as a mobile.



Dewdney, A., *Llama Llama Mad at Mama*

Many times, these “settings” allow for lessons to be learned when kick-offs and feelings are involved.

This is an example of a personal experience narrative. LLAMA and MAMA are the characters participating in the experience or situation.

Website Lesson: The focus is on the Critical Thinking Triangle® in Action.

Macrostructure Extension:

SETTING ELABORATION

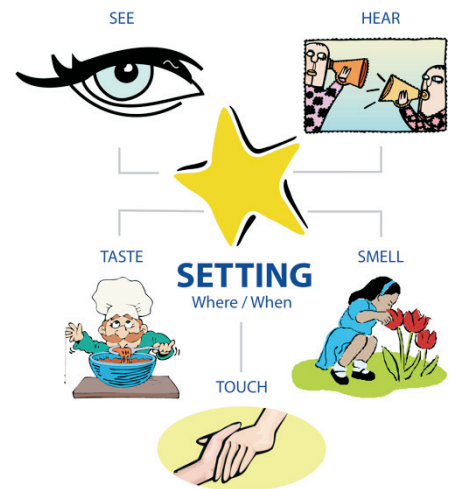
Mama and LLAMA are in Shop-a-Rama, a “big box” store which contains food and clothing: coupons, red tag specials, layaway. Is there one in your area?

Illustrations: shopping cart, lines, stocked aisles.

What do **you see there, taste there, smell there, touch there, hear there?** This focus on the five senses allows students to explore their memories.

As we look throughout the book:

- **See:** cart, knees and feet of people in long lines, Food (pasta, juice, paper towels, coffee, bread, chips, cheeze puff, oatie crunch, “Llama’s treat”
Clothing (shirts, jackets, pants, shoes, sweater, socks, underwear)
- **Taste:** cheese puffs, Llama’s treat
- **Smell:** perfume, flowers
- **Touch:** trying on clothes: “Try it on, Take it off”: “Pull, wiggle, itch, cough”
- **Hear:** “yucky music”



Ask students to use a star (Setting) sheet from the Braided the StoryBraid® manual to draw a picture of one part of the setting.

KICK-OFF ELABORATION

There are specific Kick-Offs in this story:

1. Interruption of the Ho-hum day: Llama is playing as expected. Mama wants to shop since it is Saturday! Actually, each has a different plan for the time/setting.
2. Entering the Shop-a-Rama: music, feet, smells, seeing only knees. These observations as a group are *Kick-Offs* resulting in “whine” as a reaction. The illustrator’s depiction of Llama’s facial expression is the “Feeling.”

3. The whining behavior turns into more intense reactions over the next few pages. The next few pages show the building up of emotion resulting in “mad”:

Trying on clothes: *indifference, boredom*

Listening about food choices but no treat yet: *mad*. Notice the facial expressions for these three pages.

4. Llama’s *Reaction* is to throw the food and clothing out of the shopping cart. This is a *reactive sequence*, on his part, at this point.
5. Mama notices the reaction and treats it as a *Kick-Off* for her. She tells Llama to stop the “Llama drama!” In this way, Mama is viewing this entire situation as a *Kick-Off*. Her face shows her emotions. She notes that shopping is *boring* for her too, thus expressing a feeling and taking on his perspective. She adds that they are together despite the setting! We see that he has a different expression on his face indicating *acceptance*. These few pages show the buildup of emotions as the situation gets out of control.

Note: For comparison, think about Knufflebunny and daddy’s reaction to Trixie.

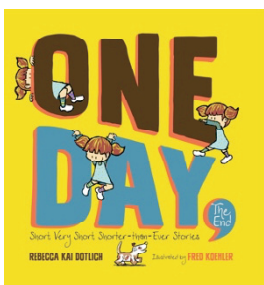
6. Thinking through emotions, Mama communicates a plan to be a team at Shop-a-Rama. He and she are **with** each other. They want to finish the shopping through the following *attempts*:

- Pick up the scattered goods.
- Push the cart to check-out
- Get into the car
- Leave Shop-a-Rama
- Have a treat (ice cream)

7. The *consequence* is that they have fun and get home.

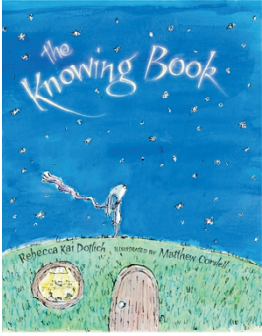
8. The *resolution* is a feeling of “love” ... “all is well that ends well”...I would say!

During Uncertain Times, children need tools to help them communicate. They often, without scaffolding by adults, provide few details, although many of the details may be problems, or kick-offs, that we, as adults, teachers, clinicians could discuss. This book is an illustration of this phenomena...we all know too well!



Kai Dotlich, R., *One Day...The End*

I love this book as a kick-off in itself! Notice all of the actions and new kick-offs that happened during each of these “episodes”. The children LOVE the pictures and even add to the scenarios from their memories about similar “times” or settings.



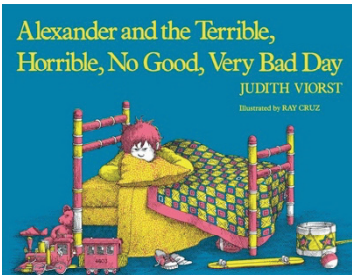
Kai Dotlich, R., *The Knowing Book*

This book is especially relevant to the pandemic. It is about life’s journey. The gist is to take in all that you can in the world: its good, its bad and its scary. The message is:

As you travel, remember, to:

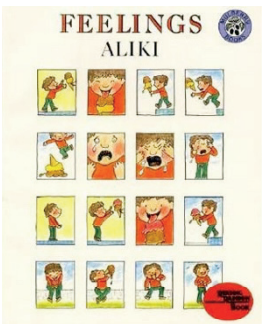
“Look Up. The stars have *always* been above you, are above you now, and will *always* be above you. You will come upon delicious things and dark things, but *all* the paths you take will join to lead you home.”

I think of this text as related to the usual Ho-Hum or expected “setting,” shown by the SGM® star icon. We KNOW that we will eventually all arrive “home” again...with gratitude and thanks to those who helped us.



Viorst, J., *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

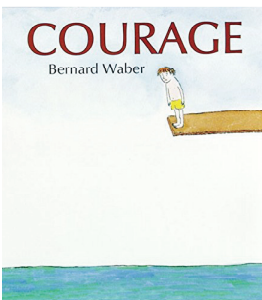
This classic is applicable to the day to day happenings in the current “Settings” when families are together for long periods of time. The lesson for this is one of those on our website. The message is that Alexander desires to go to Australia to get away from the kick-offs of the day. Brainstorm with your children about the feeling words that Alexander could have noted throughout the day. Maybe there were apologies to provide and forgiveness to be given! Invite the children to draw small hearts to write or draw facial expressions. Make a collage of faces from magazines you may have around. Make up stories you think may go with the picture!



Aliko, *Feelings*

This book is one having many examples of feelings. I begin with this book because, as I noted in my mini-lesson, it is a book that makes the reader think of memories of a personal experience or of other books that extend the feeling depicted, allowing listeners and readers to dig deeper into the plot and the oral discussion.

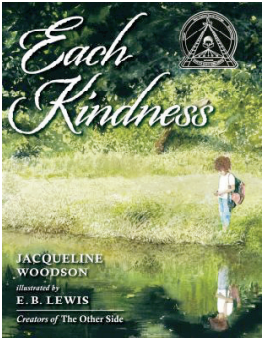
Setting: Diving Board



Waber, B., *Courage*:

This book provides many examples of settings or situations allowing for a courageous choice of action.

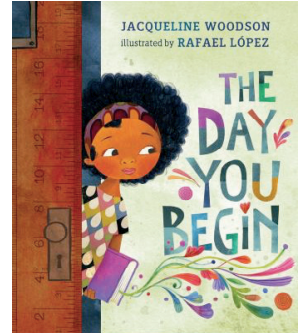
Setting: First Day of School



Woodson, J., *Each Kindness*

Woodson, J., *The Day You Begin*

Both of these Woodson books provide lessons, one on a missed opportunity and the second on an opportunity taken! Valuable life lessons are the focus of these.

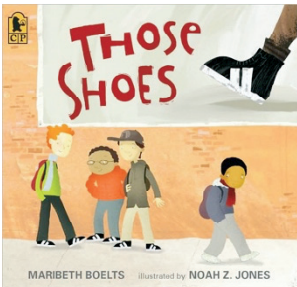


Palacio, R.J., *Wonder*

(a movie or read-aloud for older students)

Chapters: The Call; Carvel; Why I Changed My Mind.

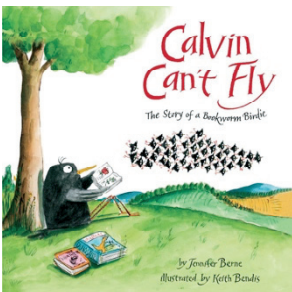
This book is about a school experience, well beyond the Three Rs. These chapters allow us to use higher level text to talk about a major kick-off, a memory that impacted an empathetic decision. create a thoughtful response amid inner turmoil.



Boelts, M., *Those Shoes*

At a younger child's level, the book *Those Shoes* by Boelts results in a hard-made empathetic decision. Jeremy gives his coveted shoes to a younger child in need. Jeremy's memories and resultant feelings serve to allow him to be generous and ultimately to create new memories.

Our memories about hard times provide "talking points" for us with our children.



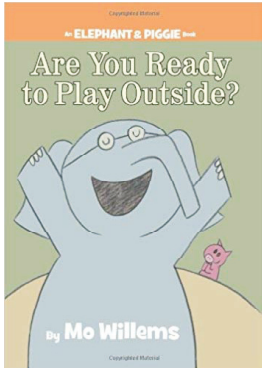
Berne, J., *Calvin Can't Fly*

At an even younger child's level, the book *Calvin Can't Fly* results in an empathetic decision made by a group for the greater good! Calvin, a starling, has not prepared for winter's flight south: migration! He has spent all his time in the library studying all kinds of information, or expository topics: science, history etc....

Calvin's sister is *concerned* but the rest of the flock, after all their own hard work preparing for migration, are out of patience with Calvin. All prepare to leave without him. He is devastated, knowing that he may not survive (we infer this). All of a sudden, the prepared flock uses its acquired skills (similar to our Medical Professionals and our President and Congress) to save him. They harness him and fly him through the air, south, with them.

It should be noted here that there was obviously a discussion among the members of the flock regarding the rescue: to rescue or not to rescue. This is not a part of the text but is vital for deep comprehension of the story. Problems often result in many opinions, pro and con.

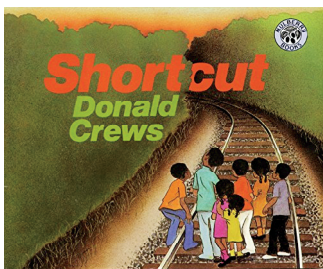
Calvin in turn rescues the flock from a hurricane, since he knows all the warning signs and procedures to be safe and survive! All the flock pays attention to his orders and do exactly what he says. They **remember** that Calvin has expertise and experience. Thus they all survive and are resilient!



Willems, M., *Are You Ready to Play Outside?*

Sometimes a kick-off is gradual, as was awareness of the gravity of this, the Corona Virus Pandemic. I like to use Willems, M. *Are You Ready to Play Outside?* to show how the *seriousness of a kick-off is not always evident at first*. In this book friends, Gerald, the elephant and Piggy have a plan to play outside. They even have specific things that they want to do! That playdate is destroyed by rain. I am including the book to show that the rain begins with one drop. It is noticed but not much attention is paid to it...as more and more raindrops come, Piggy's emotions ramp up! She responds emotionally using her voice and body language! Gerald, noticing Piggy's ongoing distress, makes plans to assist Piggy. Gerald uses his ear to temporarily shelter her from the rain. In the end, they do play since the sun comes out again. Alas, there is no rain... Could this be another kick-off? Contrary to visible rain, the virus is invisible, making the problem (kick-off) difficult to "see" and explain.

*Many times, there is a sudden initiating event or kick-off, such as a tornado.
Two picture books showcase this type of kick-off.*



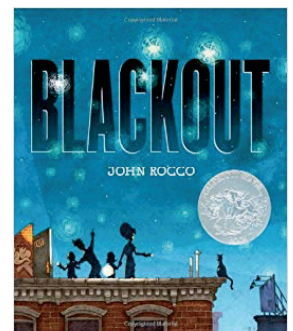
Crews, D., *Shortcut*

In **Shortcut**, a group's decision to take a shorter route home along railroad tracks resulted in a surprise freight train's appearance and quick thinking to avoid a tragedy.

The children's **knowledge** about the situation, that there was a schedule for passenger trains but not for freight trains caused them to fleetingly think that they should have taken the road. They, at the end, barely avoiding a train, realize the gravity of the situation. They are thankful that they survived.

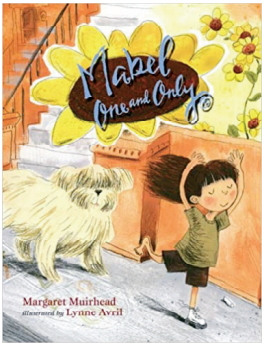
In **Blackout**, an entire city was in darkness. The book makes me remember the U.S. Northeast Blackout of the mid- 1960s. No tablets would have worked! The many cultures of people depicted in this book gradually respond to the new situation and help one another. Finally, they gather together to celebrate. This book

Rocco, J., *Blackout*



In both incidents, the "ho-hum" day or setting is upset by a sudden happening.

shows how people realize a kick-off is happening and gradually discover how to adjust. It is a fun book to *pore over*, using your popsicle stick frames, because each family unit's response is different.



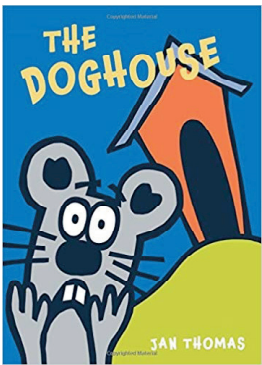
Muirhead, M. & Avril, L., *Mabel One and Only*

This is a book sent to me by a Massachusetts SLP who noted that *“One of the benefits of using MindWing’s methodology is that the many goals presented in a mixed group of students can all be targeted...”*

This picture book was written by her neighbor. The kick-off here is a situation of *boredom*. Mabel’s usual companions are busy, forcing (and allowing) Mabel to think creatively. A parallel could be made to the “busy-ness” of school classmates and routines and the current absence of those routines. There may be a feeling of “boredom” at times. Maybe, a discussion of this feeling is needed at this time.

FUN KICK-OFFS!

The following are two fun books with humorous kick-offs leading to feelings, thoughts and plans to infer and think about. My kindergarten granddaughter Casey LOVES these. In my opinion, so would most fifth graders.

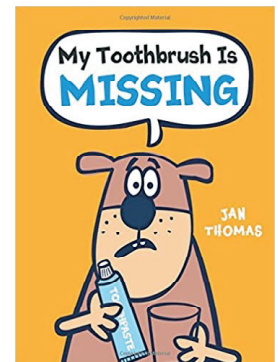


Thomas, J., *The Doghouse*

This book is one that involves the perspectives of several characters as they “deal with” a kick-off when a ball is mistakenly kicked into a doghouse! Who will go in? Then when whoever goes in, does not come out...there is concern, panic and dread... The problem is eventually solved and sparks much discussion on feelings, thoughts and perspective taking! There is a fun gathering of friends after the problem is solved!

Thomas, J., *My Toothbrush is Missing*

This involves a mystery to be solved. Clues are given and background knowledge is necessary and so is discussion. Descriptive Clues finally lead to a solution. The Resolution or reflection is hilarious!

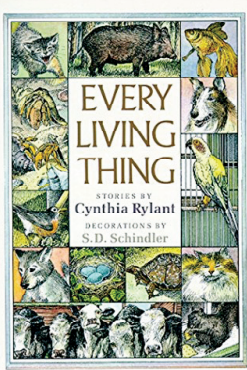


WHAT ABOUT OLDER STUDENTS?

One thing...they may enjoy the higher-level thoughts involved in the picture books I am presenting!

Many school systems are referring general education students in grades five and above to websites with stories to read and answer questions.

Often the task for “at home” is to respond in writing to the story. *How did the character deal with the problem he or she faced? Find the problem and note how the character responded.*



Rylant, C., *Every Living Thing*

For older students, Cynthia Rylant’s book of short stories entitled *Every Living Thing* is excellent to use. Each of the stories is a Stage 7 narrative. That means that they are complex in content, though they are short in length. There are at least two characters within each story. Some characters are animals. Each is short enough to read to a student in less than ten minutes for enjoyment. Perhaps one episode at a time could be taken and talked about. All the characters face unexpected situations, and all demonstrate resilience. On the back cover, it is noted by *School Library Journal* that each story “captures the moment when someone’s life changes—when an animal causes a human being to see things in a different way, and, perhaps, changes his life.”

Below is my fifth-grade grandson Gerry’s response to the short story entitled “Spaghetti.”

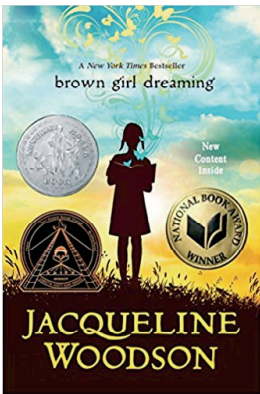
Gabriel was sitting on his stoop thinking about what had happened to him. He was feeling sad and lonely. But then he heard a squeak then he heard it again so he thought to go explore it. In the mean time it was getting very dark so it was hard to see. All of a sudden he saw a kitten when he picked up the kitten it began to meow louder and louder. Then Gabriel thinks to take the kitten back to his apartment to take care of. Finally Gabriel feels ecstatic to have a friend.

Author's purpose

The author's purpose was to inform us about a boy named Gabriel. And ^{how} finds a friend after feeling sad and lonely.

Gerry, age 10, Grade 5

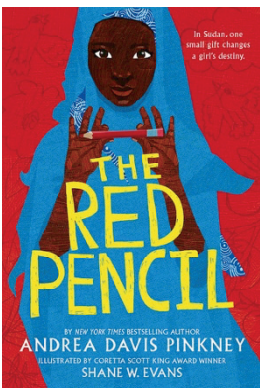
The following books are novels. All are about multiple kick-offs in the lives of the characters.



Woodson, J., *brown girl dreaming*

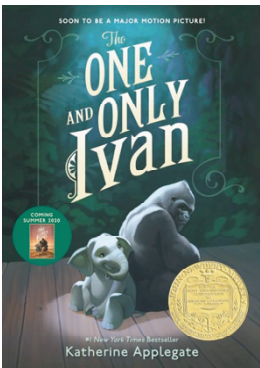
This is a collection of very short chapters of personal reflections and narratives about the author's life. Reading is very interesting and motivating. As I noted in one of my "live-mini-lessons" a quote from this book's chapter entitled "it'll be scary sometimes" was the inspiration for her picture book *The Day You Begin*.

Think about inspiring students with this spirit!



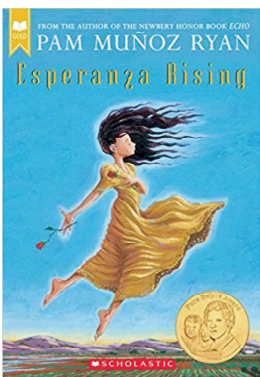
Pinkney & Evans, *The Red Pencil*

The setting is Darfur, Africa, during war-torn strife. Adversity and resilience are themes. The chapters are in verse, rather easy to comprehend, but the content is fabulous and rich. The main character receives a red pencil from a refugee camp worker after the Janjaweed militia "storms her village, shattering life as she knows it." Old Anwar, a villager, knows her plan to escape and go to school. He has empathy beyond measure. He plans to follow as a protector.



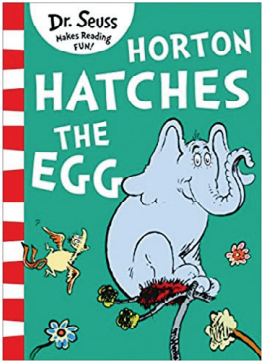
Applegate, K., *The One and Only Ivan*

This book has been a favorite for many years. Through the eyes of a gorilla named Ivan, the reader is shown empathy by Ivan's deeds. The chapters are so well written. Each one has a meaningful title which makes discussion easier. I have found that most chapters are an episode: one kick-off with many feelings and thoughts evident for discussion.



Ryan, P., *Esperanza Rising*

Esperanza means hope. Need I say more? Through many terrors and fears and many more day-to-day kick-offs we follow the journey of Esperanza and her family/friends from Mexico to the United States at a time in the past. Esperanza rises and is resilient having her abuela and mother, as well as others to guide her along her life's journey.



Seuss, Dr., *Horton Hatches the Egg*

Finally, since we are from Springfield Mass, the birthplace of Dr. Seuss, we should mention Horton Hatches the Egg. Our office is a few blocks from Mulberry Street and from the Seuss National Museum.

This book is a feature in our *East Meets West* manual, written by Dr. Judy Montgomery and me. Horton is dependable beyond measure. He does what he has to do despite many obstacles. The illustrations and poetry add to a great message for all of us in these uncertain times:

Be dependable,

Follow the rules and

Do what you said you would do!

linking language development to literacy

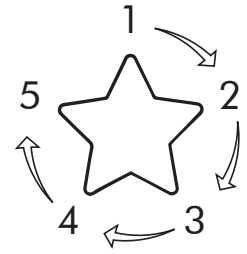


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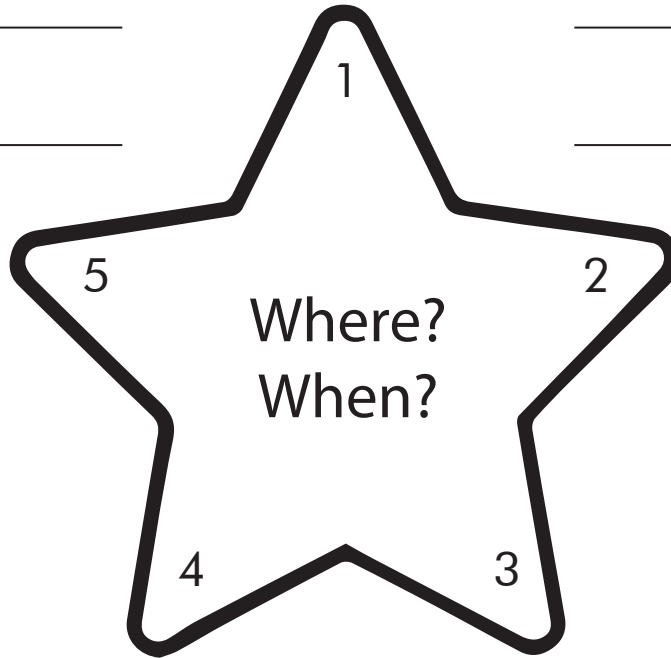
Name _____



1 _____

5 _____

2 _____



4 _____

3 _____

**HAPPY**

Cheerful, content upbeat, glad, joyful, delighted
blissful, thrilled, jubilant, ecstatic, elated
"on cloud 9, tickled pink"

**SAD**

Unhappy, gloomy, dissatisfied, glum, somber
discouraged, miserable, sorrowful, pessimistic
morose, "blue, down, out of sorts, down in
the dumps, down in the mouth, in the doldrums"

**MAD**

Angry, concerned, upset, agitated, grouchy
frightened, frantic, furious, enraged

**SCARED**

Afraid, fearful, anxious, shaken,
panic-stricken, terrified, petrified
"having the willies, weak-kneed"

**SURPRISED**

In a good way: Amazed, astonished, flabbergasted
astounded, "blown away, bowled over"
In a bad way: Startled, shaken-up, alarmed
dazed, shocked, stunned

**DISGUSTED**

Displeased, fed up, grossed out
repulsed, repelled, "sick and tired of,
turned off of, had it up to here with"

**HAPPY**

Cheerful, content upbeat, glad, joyful, delighted
blissful, thrilled, jubilant, ecstatic, elated
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"having the willies, weak-kneed"

**SURPRISED**

In a good way: Amazed, astonished, flabbergasted
astounded, "blown away, bowled over"
In a bad way: Startled, shaken-up, alarmed
dazed, shocked, stunned

**DISGUSTED**

Displeased, fed up, grossed out
repulsed, repelled, "sick and tired of,
turned off of, had it up to here with"

**HAPPY**

Cheerful, content upbeat, glad, joyful, delighted
blissful, thrilled, jubilant, ecstatic, elated
"on cloud 9, tickled pink"

**SAD**

Unhappy, gloomy, dissatisfied, glum, somber
discouraged, miserable, sorrowful, pessimistic
morose, "blue, down, out of sorts, down in
the dumps, down in the mouth, in the doldrums"

**MAD**

Angry, concerned, upset, agitated, grouchy
frightened, frantic, furious, enraged

**SCARED**

Afraid, fearful, anxious, shaken,
panic-stricken, terrified, petrified
"having the willies, weak-kneed"

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