

We're Going on a Book  
Hunt: Choosing, Using,  
and Creating Children's  
Books for Intervention

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Language



# TODAY'S AGENDA

- A. Hellos and Outcomes
- B. Key Concepts
- C. Interactive Reading Strategies
- D. BOOKS! BOOKS! BOOKS!
  - Phonemic Awareness
  - Vocabulary
  - Language Form (Syntax and Morphology)
- E. Authoring Books
- F. Wrap Up and Action Plan

**START  
HERE!**

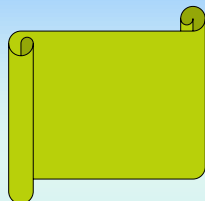
**Language/Literacy Hierarchy**



**You're  
on the  
Right  
Track!**

Steven Bialstock, Raising Readers

1. Learning to love books
2. Enjoying the meaning of books
3. Learning how books work
4. Discovering that print has meaning
5. Memorizing books
6. Rehearsing books
7. Recognizing the words
8. Developing fluency
9. Reading independently



**This Way  
to Better  
Readers!**

**BIG IDEA!**

Children need strong oral language skills to have strong reading skills!

Children learn to talk by talking, they learn to read by talking AND reading.

### Interactive Reading Strategies

- Are an excellent way to build the foundation language skills critical to reading success.
- Encourage children to participate actively in the reading process rather than merely being a passive listener.
- Build strong oral language skills
- Are easily incorporated into classroom lessons as well as small group instruction.
- Goal is **PARTICIPATION**, not **PERFECTION**!
- Accept and encourage all language attempts.



READING WITH YOUNG CHILDREN SHOULD BE....





# How to Engage Children with Echo and Paired Reading

- Choose books that have a simple story sequence, engaging pictures, and one main idea on a page.
- You may need to read a book 5 times or more (especially for paired reading) before your child feels confident enough to take his or her turn.
- Don't correct. The goal is participation, not perfection!

## For Echo Reading

- Cue your child by saying "Copy me" or "Say what I say" to help him or her know what to do.
- Don't force your child to echo. If he or she is not able or not willing to join in, just go on to the next page.
- Echo reading fosters vocabulary development, reading fluency, and many other important skills.
- Accept all attempts!

## For Paired Reading

- Choose books that are predictable and contain strong rhyming components and/or fun, repetitive phrases.
- Pause and use voice inflection and facial expressions to signal to the child that it is his or her time to "read."
- Vary the amount of material that the child "reads" according to his or her level. Some children may be ready to recite an entire page and some only a single word.
- If your child is not willing or able to join in, just read the phrase yourself and keep going. Don't force your child to participate.
- Pair reading gives children a chance to be an active member of the reading process. This fosters confidence and important early language and literacy skills.
- Accept all attempts!

**Remember!**  
**Make reading together**  
**FUN! and STRESS-FREE!**





# How to Engage Children with Friendly Questions and Prediction

## Asking Friendly Questions

- Avoid scary questions that have only one specific “right” answer.
- Ask questions that develop the child’s ability to think beyond the facts.
- Use phrases and words such as:
  - ✧ *What do you think....?*
  - ✧ *How would you feel....?*
  - ✧ *I wonder who might be...?*
- Effective questioning techniques encourage critical thinking and more complex language.
- Accept all answers. Give praise for the child’s attempts and responses.

## Helping Children Make Predictions

- Look for books that give the child an opportunity to make a prediction such as what might happen next, what might be hidden under a flap, or a set of clues to guess the answer to a riddle.
- Encourage children to create an alternate story line or to tell what might happen after the last page of the story.
- Do not demand that children’s predictions be exact. Children enjoy making silly predictions.
- Remember that books can contain both visual and auditory clues.
- Don’t force the child to participate.
- Accept all answers. Give lots of praise for attempts:
  - ✧ *That’s a great idea!*
  - ✧ *What a good guess!*
  - ✧ *I wish I had thought of that!*

Remember!  
Make reading together  
**FUN! and STRESS-FREE!**



# How to Engage Children with Wordless Books and Readers Theatre



## Using Wordless Books

- Choose books that have a simple, sequential format. (Older children can benefit from books with more sophisticated themes.)
- Look through each book together, talking through the actions and how the characters might feel.
- Invite your child to tell you about at least one thing on each page.
- Allow your child to take the lead if he/she wishes.
- Ask friendly questions and encourage your child to make predictions.
- Try sticky notes to help your child become an “author.” (This helps children discover that what they say can be written and read again).
- Accept all attempts.

## Engaging in Reader’s Theatre

- Use the child’s natural interest in dramatic play to re-enact familiar literature.
- Choose books that have sequential events, a familiar story line, or activities that can easily be acted out.
- Gather simple props or provide paper and craft sticks for making puppets and other props for dramatization.
- Remember that reader’s theatre can range from moving parts of the body, such as clapping or stomping, to full-scale dramatic productions with costumes and sets. (But most fall somewhere in between.)
- Be prepared to watch and listen to the child’s production over and over.
- Enjoy without a critical eye to perfection.

**Remember!**  
**Make reading together**  
**FUN! and STRESS-FREE!**





# RWM Book Characteristics

## Here's What to Look for When Selecting Books to Use with Read With Me Strategies

STRATEGY	LOOK FOR:
Echo Reading	<ul style="list-style-type: none"><li>• only a few words on a page</li><li>• vocabulary that is reinforced by the illustrations</li><li>• bright, engaging pictures</li></ul>
Paired Reading	<ul style="list-style-type: none"><li>• predictable text</li><li>• engaging storylines</li><li>• strong rhythm and rhyme AND/OR</li><li>• a phrase that repeats throughout the story</li></ul>
Friendly Questions	<ul style="list-style-type: none"><li>• details that invite friendly questions</li><li>• storylines that encourage critical thinking</li></ul>
Predicting	<ul style="list-style-type: none"><li>• stories that provide opportunities to predict what might happen next</li><li>• visual details that give clues to what might be on the next page</li></ul>
Wordless Books	<ul style="list-style-type: none"><li>• books in which the story is told through the pictures rather than through the words (some wordless books have a few words in them)</li></ul>
Reader's Theatre	<ul style="list-style-type: none"><li>• stories that encourage movement and action</li><li>• stories that can be acted out or work well with props (such as puppets, simple costumes, or manipulatives)</li></ul>





# Read with Me! Family Book List

## ECHO READING

Bears in Pairs	Niki Yekai
Brown Bear, Brown Bear	Bill Martin, Jr
Capering Cows (also paired reading) <sup>DR</sup>	Shari Robertson
Dinosaur Roar!	Paul & Henrietta Langdon
Down By The Bay	Raffi
Goodnight, Moon	Margaret Wise Brown
I Went Walking	Sue Williams
In the Small, Small Pond	Denise Fleming
Quick as a Cricket	Audrey Wood
Where is the Green Sheep?	Mem Fox

## PAIRED READING

But Not the Hippopotamus	Sandra Boynton
Ralphie Needs Helps DR	Rachel Adomschick
I Love My White Shoes	Eric Litwin and James Dean
Jump, Frog, Jump! (also predicting)	Robert Kaplan
My Cow Can Bow <sup>DR</sup>	Shari Robertson
One Duck Stuck	Phyllis Root
Pants on Ants, Go By Goat, The Bark Park, Sail by a Tail <sup>DR</sup>	Elizabeth Redhead Kriston
Silly Sally	Audrey Wood
Time for Bed	Mem Fox

## FRIENDLY QUESTIONS AND PREDICTING

Who is Driving?	Leo
Grandpas Woods	Gail Groth
*A Peanut Sat on a Railroad Track DR	Elizabeth Redhead Kriston
Is Your Mama a Llama? (also Reader' Theatre)	Deborah Guarino
Little Mouse, Red, Ripe Strawberry...Bear	Don Wood
Look! Look! Look!	Tana Hoban



**FRIENDLY QUESTIONS AND PREDICTING (CONT)**

Mary Wore Her Red Dress	Merle Peek
R <sup>DR</sup>	Elizabeth Kriston
Rosie's Walk	Pat Hutchins
Shivering Sheep <sup>DR</sup>	Shari Robertson
Who is Driving?	Leo Timmers

**WORDLESS BOOKS**

A Boy, A Dog, and a Frog	Mercer Mayer
Changes, Changes	Pat Hutchins
Good Dog, Carl	Alexandra Day
Goodnight, Gorilla	Emily Arnold McCully
Hug	Jez Alborough
The Red Book (and others by this author)	Barbara Lehman
Spotless Spot <sup>DR</sup> Firefly Fox, Thunderstorm	Alexandra Crouse Bowser
Tuesday	David Weisner

**READER'S THEATRE**

Ralphie Needs Help!	Rachel Adomshick
Nonnie's Trunk DR	Peggy Agee
From Head to Toe	Eric Carle
I Can Do That! <sup>DR</sup> , I Can Say That! <sup>DR</sup>	Suzie Lederer
I Love My White Shoes (Pete the Cat series)	Eric Litwin
The Napping House	Audrey Wood
Run, Turkey, Run! (also Paired Reading) <sup>DR</sup>	Peggy Agee
Shake My Sillies Out	Raffi
The Seals on the Bus	Lenny Hort
We're Going on a Bear Hunt	Helen Oxbury
The Very Busy Spider & The Very Hungry Caterpillar	Eric Carle
The Wide Mouthed Frog	Kevin Faulkner
You're Just What I Need	Ruth Kraus

<sup>DR</sup> AVAILABLE FROM DYNAMIC RESOURCES[www.dynamic-resources.org](http://www.dynamic-resources.org)

# PHONEMIC AWARENESS

- Can typically be addressed easily in conjunction with other goals –especially during intervention for phonology/articulation

## Sample Skills related to Phonemic Awareness

- Phoneme isolation
  - *What sound does cookie start with?*
- Phoneme identity
  - *What sound begins me, might, and many?*
- Phoneme categorization
  - *Which word doesn't belong? Bus, Buns, Rug*
- Phoneme blending
  - *What word is /b/ /l/ /g/?*
- Phoneme segmentation
  - *How many sounds in dark?*
- Phoneme deletion
  - *What is sled without the /s/?*
- Phoneme substitution
  - *The word is "hat." What word do you get when you change the /t/ to /m/?*

## SONGS!

- Songs, fingerplays, and nursery rhymes provide multiple opportunities to play with sounds – they may just need a little tweaking!

Try these:

Old Macdonald  
Farmer in the Dell

## BOOKS!

- Books can also be mined for practice with sound play and alliteration (phoneme identify) See Book Lists for ideas!

## OTHER ACTIVITIES

Head or Toe  
Head, Shoulders, Knees, and Toes  
Throw it out the Window!  
Box it Up!

## **Summary of Research Principles Building Better Vocabulary**

☐

Reading aloud/using books in thearpy is an effective and efficient was to build vocabulary.

☐

Effective direct vocabulary instruction does not rely on definitions. (Avoid at all costs)

☐

Active engagement improves learning.

☐

Focus on tier 2 (descriptive) vocabulary.

☐

Teaching word parts enhances learning (morphology)

☐

Students must represent their knowledge of words in both linguisitc and non-linguistic ways.

☐

Playing with words and gamification are effective ways to help students become more word conscious (and enhances motivation to learn)

# CCSS Vocabulary Standards

## Understand and Use a Variety of Words from Different Semantic Categories.

- ☐ Nouns
- ☐ Verbs
- ☐ Adjectives
- ☐ Adverbs
- ☐ Prepositions
- ☐ Conjunctions

## Grade-Level Vocabulary and Content

- ☐ Unknown Words
- ☐ Multiple Meaning Words
- ☐ Using Context as a Clue to Meaning
- ☐ Represent Words Using Visual Displays

## Word Relationships

- ☐ Categorization
- ☐ Shades of Meaning
- ☐ Synonyms, Antonyms
- ☐ Real-Life Connections Between Words and Use
- ☐ Literal/Non-Literal Language
- ☐ Figurative Language
- ☐ Homographs/Homophones

## Morphological Skills

- ☐ Affixes/Roots
- ☐ Greek/Latin Influences
- ☐ Compound Words

**SUGGESTED VOCABULARY WORDS FOR FIREFLY FOX  
STICKY NOTE ACTIVITY**  
(See video on our You Tube Channel for Instruction)

curious	midnight	surprised	miserable
peaceful	glowing	fluorescent*	enormous
grumpy	however	suddenly	surprised
sleepy	brightly	scrub	trotted
celebration	quickly	firefly	disturbed

Notes:

Encourage students to use all the words

Students can also create their own words

At least one word per page

Modify as necessary

\*optional

We are building a materials library for  
our books - check back later this  
summer (free resources tab)

Subscribe to our You Tube channel for  
ongoing ideas, lessons, activities, and  
free resources.

## **Summary of Information/Language Form Syntax and Morphology**

- Typically developing children begin using complex syntax early in development.
- Children need to be able to use and understand complex syntax for social and academic success.
- Complex syntax can be taught through implicit and explicit strategies
- SLPs often “wait” to target complex syntax thinking it is “too hard. (It’s not)
- Complex syntax can be targeted at the same time as other morphosyntactic forms.
- Morphology links the orthographic and meaning aspects of vocabulary.
- Morphological knowledge helps children figure out meanings of unknown words.

## **Summary of Information Comprehension/Motivation**

- How well a child reads is strongly correlated with how much they read.
- Children read by reading!
- Comprehension and Motivation have a circular relationship.
- Explicit motivation (stickers, etc) is NOT appropriate to increase a child’s motivation to read.
- Implicit motivation involves Autonomy, Mastery, and Purpose
- ALL READING COUNTS AS READING

## Dynamic Resources Books for Complex Sentence Intervention

### Jennifer Schultz, M.A., CCC-SLP

Title	Author	Target
Capering Cows	Shari Brand Robertson	Construct relative clauses (e.g., The cow who has one horn is in front of the bales.)
My Cow Can Bow	Shari Brand Robertson	Adverbial clauses (e.g., Though it was a bit off key, he sounded pretty good to me.) Object Complement clauses (e.g., We didn't know that King could sing.) Relative clauses (Create your own. e.g., The dog, who could sing, was named "King".)
Firefly Fox	Alexandra Crouse Bowser	Wordless book. Construct sentences with adverbial clauses. (e.g., Fox looked in the pail because he was curious.)
Pants on Ants	Elizabeth Readhead Kriston	Adverbial clauses (e.g., It started just the other day when I went out so I could play.) Relative clauses (e.g., I saw some ants who were wearing pants.)
Raincoats and Rainbows	Elizabeth Redhead Kriston	Object complement clauses (e.g., That's what I like.)
Run Turkey Run!	Peggy C Agee	Adverbial clauses (e.g., The turkey is hiding on under the wagon <u>where the cook cannot see him.</u> )
Sail by Tail	Elizabeth Redhead Kriston	Adverbial and relative clauses (e.g., When that tail blew gently in the breeze, she knew [that] they could use it to cross the seas.)
Shivering Sheep	Shari Brand Robertson	Relative clauses (e.g., The sheep who is a sailor is on the boat.)
Spotless Spot	Alexandra Crouse	Wordless book. Construct adverbial clause sentences (e.g., Buster snuck up on Spot while he played with the ball.)
Thunderstorm!	Shelley Davis	Wordless book. Construct object complement sentences that describe what the characters think, wonder, and fear.

#### Raincoats and Rainbows Object Complement Clauses

Read the pages about each type of weather to the student. After the student tells what they like about the weather, prompt them to find out what you like by saying, "That's what I like. How about you?"

#### Run Turkey Run! Adverbial Clauses

- Describe each picture of the turkey hiding with the sentence, "The turkey is hiding (prepositional phrase), where the cook cannot find him." OR "The cook cannot find the turkey, because he is hiding (prepositional phrase)."

#### My Cow Can Bow Relative Clauses

- Kay, who wanted to have fun, decided to have an animal talent show. RC
- We didn't know that King could sing! OC
- Though it was a bit off key, he sounded pretty good to me. AC
- Next was Tommy's billy goat, who didn't try to sing a note. RC
- Up hopped David's big green toad, who read a poem in green-toad code. RC
- Caroline's rabbit wore a cape [that was] held together with pins and tape. RC
- Then came Katie's pretty pet deer, who jumped on her bike and hit high gear. RC
- After the show, we watched them go.

#### Firefly Fox Adverbial Clauses

- Fox looked in the pail because he was curious.
- When he leaned too far, he fell in.
- After he fell in the pail, he glowed.
- As he walked down the road, he left glowing footprints.
- When fox arrived at the log, he was tired.
- The other animals couldn't sleep, because fox was too bright.
- The log was crowded, so fox went away.
- Fox hid in the bushes, while the owls slept in the trees.
- When the owls hooted at him, Fox ran away.
- Fox cried, because he felt lonely.
- When Fox tried to hide in the cave, a bear growled at him and scared him away.
- As Fox was crying on the road, a firefly buzzed by.
- Firefly was friendly to fox, because they were both glowing.
- Firefly took Fox to a party, because he could light up the dance floor.
- The animals had a wonderful time, because the fireflies and Fox lit up the room.
- After the party, Fox took a bath.
- When he was all clean, he didn't glow anymore.



Dynamic Resources Books for Complex Sentence Intervention  
Jennifer Schultz, M.A., CCC-SLP



### Capering Cows Relative Clauses

- When it's late and I can't sleep, I count cows instead of sheep. AC
- The cow that has one horn is in front of the bale. The cow that has two horns is on the bale.
- I count cows that come in every hue.
- The cow that wears polka-dotted pants has a radio on her back.
- The cow that has a pie is a house cow. The cow that has a mouse on its head is a barn cow.
- The cow who is wearing sunglasses is a city cow. The cow who has a pitchfork is a farm cow.
- I count cows that are happy and cows that are glum. I count cows that blow bubbles with pink bubble gum.
- The cow who is wearing a bow tie is the groom cow. The cow who is wearing a veil is the bride cow.
- I count cows that are cowardly and cows that are brave. I count cows with ears that wiggle and wave.
- The cow that is friendly is holding flowers. The cow that is scary has fangs and a cape.
- I count cows that slurp and cows that lick. I count cows that pirouette and kick.
- The cow that is white is the plain cow. The cow that wears a fur coat is a glamorous cow.
- The cows that are drowsy are all over the lawn.
- When all the cows have fallen asleep, I go back to counting sheep. AC

### Spotless Spot Adverbial Clauses

- Buster snuck up on Spot while he played with his ball.
- Spot's spots flew off when Buster startled him.
- Buster felt terrible because Spot was very sad.
- Spot cheered up when Buster thought of a solution to his problem.
- Buster decided that they should become detectives to find Spot's spots. OC
- Spot collected his spots as he searched throughout the house.
- Once Buster and Spot collected all of the spots, they had to come up with a plan to get them back on his body.
- Spot's fur got too sticky when Buster tried to glue the spots on his body.
- Spot couldn't move his legs after Buster taped his spots on his body.
- Spot was in pain as Buster tried to sew his spots on his body.
- When Buster ran out of ideas, Spot was depressed.
- Buster thought that Spot needed a hug. OC
- When Buster hugged Spot, his spots popped out on his body.
- After their busy day, Buster and Spot decided to take a nap.
- When Buster dozed off, Spot got two lids.
- When Spot crashed the lids together, Buster's spots flew off his body.
- Now Buster will be sad until Spot helps him get his spots back.

### Shivering Sheep Relative Clauses

- The sheep that has pigtails is beside the sheep that has curls.
- The sheep that is a boy wears overalls.
- The sheep that is a girl has a bow in her hair.
- The sheep that is a sailor is in the boat.
- The sheep that is a teacher is holding an apple.
- The sheep that is a doctor has a bag.
- The sheep that is a preacher yells.
- The sheep who is wearing goggles is a mountain sheep.
- The sheep who has a necklace is a cave sheep.
- The sheep who is surfing is a wave sheep.
- The sheep who is hang gliding is a wind sheep.
- The sheep that is on the beach wears sunglasses.
- The sheep that is in the water wears arm floaties.
- The sheep that shiver and shudder and shake are scared.
- The sheep who is smelly is sitting in mud.
- The sheep who is sweet is giving him a flower.
- The sheep who are messy and neat are sitting at their desks.
- The sheep who has buttons is wearing a floppy hat.
- The sheep who has a zipper doesn't look like a sheep!
- The sheep that wear sandals and big, floppy slippers are smiling.
- The sheep who is wise is floating.
- The sheep who is silly is playing.
- The sheep that is warm has a lot of wool.
- The pig sheared sheep that is chilly.
- The sheep who are wearing sombreros and pink wigs are playing with costumes.
- Pigs that shimmy and wiggle make me giggle.
- The sheep who are in this book are pigs in disguise!



# the INFORMED SLP

## MORPHOLOGY/SYNTAX • BIRTH THROUGH HIGH SCHOOL

“The grammar guide you never knew you always wanted”

*Grammatical concepts of English: Suggested order of intervention*

### Grammatical Concepts of English: Suggested Order of Intervention

Edwards & Owen Van Horn (2020)

For important information about this sheet, see the “tip” tab below. The suggested order within columns represents a suggested teaching order for these structures. The foundational concepts are listed in the first column, and the more complex concepts are listed in the subsequent columns. The column headings are linked to the individual sheets for that category (see also the tabs at the bottom). These sheets include additional examples, explanations, prerequisite structures, and relevant examples using the SHAPE CDOMS system.

	Main Clause Structure	Noun Phrases	Negation	Questions
Foundational	MC1 main verb	NP1 plural +s	NG1 not, no/ refusal	Q1 who/ person
	MC2 not + verb			Q2 what/ thing
	MC3 subject + verb			Q3 where/ location
	MC4 subject + adj			Q4 what doing/ actions
	MC5 subject + verb + object			Q5 how fast/ emotion
	MC6 subject + infinitive			Q6 what like/ description
Basic	MC7 subject + verb + infinitive	NP2 singular pronouns / subject + object	NG2 auxiliary/capable + not	Q7 when/ time
	MC8 subject + verb + object	NP3 demonstratives (singular)	NG3 modal + not	Q8 how/ manner
	MC9 adverbial of time/manner	NP4 plural pronouns		Q9 Move pres. cop. in VN %
	MC10 subject + verb + object	NP5 plural pronouns / subject vs. object		Q10 Move pres. aux. in VN %
		NP6 demonstratives (plural)		Q11 Move can, will in VN %
		NP7 determiner + noun		Q12 where? questions
		NP8 possessive pronoun + noun		Q13 why/what? object questions
		NP9 determiner/pronoun + adj + noun		Q14 questions from Where PP
		NP10 coordination (and)		Q15 what? object question from Where PP
		NP11 coordination (or, but not)		Q16 present/past progressive
		NP12 possessive noun + noun		Q17 what like? questions for adjectives (move capital)
				Q18 which/whose? subject questions
Intermediate	MC11 subject + verb + adj	NP13 coordination (neither/nor, not only/but also)	NG4 do not + verb	Q21 does-support for questions (present, not 3s)
	MC12 subject + verb + indirect object + direct object	NP14 reflexive pronouns	NG5 did not + verb	Q22 does-support for questions (past)
			NG6 does not + verb	Q23 does-support for questions (present, 3s)
				Q24 What doing? questions, simple present/ past tense
				Q25 Questions with how fast?
				Q26 Questions with what sound/look/feel like?
Advanced				

(scroll down)

Past/Pres

#### Relative Clauses

RC1 unembedded subject relative	PS1 get passives
RC2 unembedded object relative (active)	PS2 I (short) passives from actions (animate object)
RC3 prepositional relative	PS3 I (short) passives from actions (animate object)
RC4 subject relative, modifies object of main clause	PS4 I (short) passives from actions (animate subject)
RC5 subject relative, modifies subject of main clause	PS5 present/past progressive
RC6 object relative, modifies object of main clause	PS6 short passives with progressive vs. adverbial
RC7 object relative, modifies subject of main clause	
RC8 possessive object relative (passive)	
RC9 possessive object relative, modifies object of main clause	
RC10 possessive object relative, center embedded	

PA12 modal + present progressive	PA17 simple present tense for status
PA13 modal + perfect	PA18 simple present tense for repeated actions
PA14 present perfect progressive	PA19 3rd person singular -s
PA15 past perfect progressive	PA20 other modals
PA16 modal + perfect progressive	PA21 perfect tense

AD4 advanced adverbial clauses	C10 advanced conjunctions
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# SLP AS AUTHORS: ACTION PLAN

## Engage Imagination!

What skill/s do I want to target? (Why does this book need to be written)	
How do these targets/skills related to language/ literacy development?	
How will I incorporate opportunities for children to participate actively in reading?	
What kinds of extension activities could be developed?	
WRITE! (hint: Create a writing schedule)	
Self Publish? Seek out Illustrator, graphic artist, publishing options, marketing strategy	
Publish? Inquire, complete/provide product proposal	

SHARE !!!

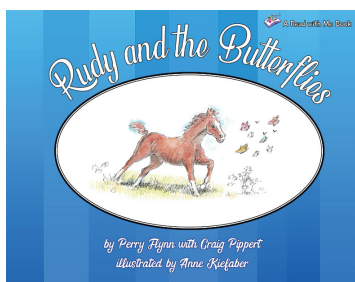
BECAUSE WE KNOW HOW BUSY YOU ARE:

NEW!

Our Children's Books now include unlimited access to our learning library: research-supported materials centered around our books to address multiple clinical targets.

Here are a few samples!

UNDER CONTINUOUS DEVELOPMENT!



**Adjectives Describe Things!**

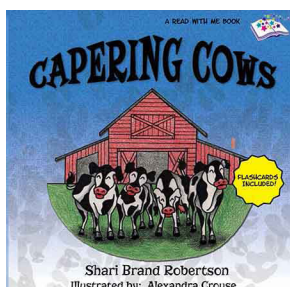
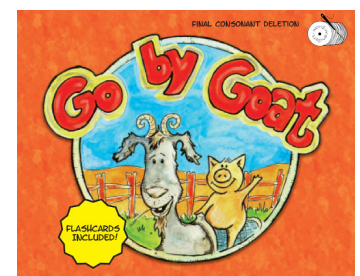
Can you find adjectives in Rudy's story to describe these things?

Forest	Butterflies
People	Flowers
Other things in the story	

Rudy says: Now, try to think of more adjectives to describe these things!

**Map Rudy's Story!**

Characters	Setting	Problem
Plan	Resolution	



**LET'S DESCRIBE COWS!**

SIGHT	SPELL	TOUCH	SOUND	MOVEMENT

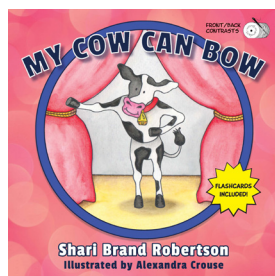
**Cowabunga Categories**

THINGS THAT ARE NARROW	THINGS THAT ARE WIDE

**DOUBLE UP!**

CAN YOU FIND THE WORDS THAT SOUND THE SAME - EVEN WHEN THEY MEAN DIFFERENT THINGS?


How do you decide which meaning is right?  
Can you make a sentence for each word?  
Can you make a sentence that uses BOTH words?



**ZIG ZAG #1**

1. Touch the GOAT and say the word.  
2. Slide your finger along the dotted line and say the first word in the right column.  
3. Slide your finger along the dotted line to the GOAT and say 1 again.  
4. Continue to follow the zig-zagging line and say each word as you come to it.  
5. CONGRATULATE YOURSELF when you get to the end of the zig-zag.  
6. Can you try it a little faster next time? Follow the purple dot back to the beginning!

START HERE!	GOAT	Note
		Vote
		Wrote
		Boat
END HERE! HURRAH!	GOAT	Tote



Choose the sheep in each row that doesn't belong.  
Tell why you chose that one!


Visit [www.dynamic-resources.org](http://www.dynamic-resources.org) (click on the "Learning Library" tab) to access these free materials.  
(We will be adding new materials and books continuously)



Download as many as you like as often as you like!

# BOOKS USED IN THIS PRESENTATION

Titles in bold from Dynamic Resources

[www.dynamic-resources.org](http://www.dynamic-resources.org)

TITLE	AUTHOR
Dinosaur Roar	Paul and Henrietta Strickland
<b>I Can Say That, I can Do that, Hey, Hey let's all Say. I Can Play That</b>	<b>Suzy Lederer</b>
One Duck Stuck	Phyllis Root
<b>My Cow Can Bow</b>	<b>Shari Robertson</b>
The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear	Don and Audrey Wood
<b>Grandpa's Woods</b>	<b>Gail Groth</b>
Is your Mama a Llama?	Deborah Guarino
Look Look Look!	Tana Hoban
<b>A Peanut Sat on a Railroad Track</b>	<b>Elizabeth Redhead Kriston</b>
<b>Spotless Spot</b>	<b>Alexandra bowser</b>
<b>Ralphie Needs Help</b>	<b>Rachel Adomshick</b>
The Seals on the Bus	Lenny Hort
The Wide Mouthed Frog	Keith Falkner
Falling for Rapunzel	Leah Wilcox
<b>Run, Turkey, Run!</b>	<b>Peggy Agee</b>
<b>Capering Cows</b>	<b>Shari Robertson</b>
<b>A Peanut Sat on a Railroad Track</b>	<b>Elizabeth Redhead Kriston</b>
Some Smug Slug	Pamela Duncan Edwards
<b>Sparky and Spike</b>	<b>Margot Kelman</b>
<b>Go By Goats, Pants on Ants, Sail by Tail, The Bark Park, Miles of Smiles</b>	<b>Elizabeth Redhead Kriston</b>

Monsters can Mosey	Gina Owen
Shivering Sheep	Shari Robertson
Cat Queen	Alexandra Crouse Bowser
Firefly Fox	Alexandra Crouse Bowser
Bernice is Hungry	Rachel Adomshick
Now, You're Peaceful and You Know It	Suzy Lederer
Rudy and the Butterflies	Perry Flynn

## SUGGESTED RESOURCES

The Grammar Guide you Never Knew you Always Wanted (Free Digital Download)	The Informed SLP <a href="https://www.theinformedslp.com/review/the-grammar-guide-you-never-knew-you-always-wanted">https://www.theinformedslp.com/review/the-grammar-guide-you-never-knew-you-always-wanted</a>
Building Better Readers	Shari Robertson
Read with Me (Interactive Reading Manual)	Shari Robertson
Skills Based Assessment of Core Communication Skills (SACCS) K2	Jennifer Schultz
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## FREE ONLINE LEARNING LIBRARY (evidence-supported clinical materials)



<https://dynamic-resources.org/pages/dr-learning-library>

