

Green Bibliotherapy Manual: Collection of Bibliotherapy Interventions

A collaboration between Dr. Susan Elswick, LCSW, and School Social Work Students from the University of Memphis and the University of Tennessee.

Edited By: Dr. Susan Elswick, LCSW

Formatted By: Anna Sanderlin

2022

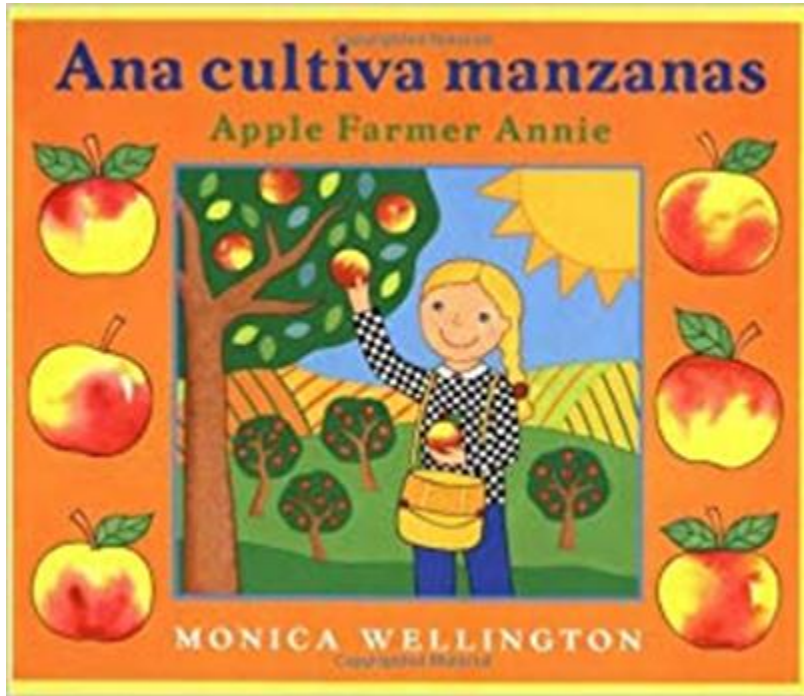
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Ana Cultiva Manzanas: Apple Farmer Annie

By Monica Wellington

<https://youtu.be/bEapMxMQQCE>



A delicious treat about America's favorite fruit is now available in a Spanish bilingual format. Ana grows and sells apples, and she makes cider and applesauce and muffins. A glossary helps kids learn the names of Ana's delicious ingredients in both languages. With tie-

ins to math and science curricula and units in autumn, this book will be especially welcomed by teachers. Truly the pick of the crop!

Important Talking Points to Cover Before Reading the Book:

1. This will help to enhance the children's knowledge of the book, increase their comprehension skills, and tie school activities to home activities.
2. As you introduce the book and title, ask the children what they know about how food is made. You may have to explain what it means to grow food. Talk about how food is grown on farms (tie in gardens) and sold or purchased in markets or grocery stores.
3. Take a field trip to a local farmer's market. The Memphis International Agricenter is a great resource. They have a farmer's market onsite as well as

other crops and educational opportunities available. Or, to visit an orchard, Jones Orchard in Millington, TN.

4. Ask the children to identify a time when they ate an apple: how did it taste (sweet or sour)?
5. Ask the child how an apple feels? Soft? Hard? Crunchy?
6. Explain that the farmer in the story has an apple farm where she grows apples to provide for her living. Ask the child if they have ever grown their own food or even been on a farm. Ask them what lives and grows on farms and in gardens. This type of conversation starter will assist you in opening up the lines of communication with the child on concepts of transportation or how food is delivered to children and families; where food is purchased - grocery stores, markets, and farms; and, how food is produced. The younger you start this type of communication the more likely the communication will continue into young adulthood.
7. Discuss ways in which farmers can make a living. i.e. selling things grown on a farm: apples, beef (cows); pork (pigs); vegetables and fruits. Do not forget to talk about cotton which is grown as a crop but used in many ways to make clothes, paper, fabric, etc. Agricenter has resources for this discussion as well.
8. Always remember to recap the book and talk about real world applications including jobs in agriculture, farming, and environmental health. Ask comprehension questions as well as questions about next steps and how the lesson applies to our daily lives.

Activity 1

Watch the attached video about this book with the children.

Activity 2

As you read the book, discuss what kinds of things are made from apples. Some examples include:

1. Applesauce
2. Apple Juice
3. Apple Pies and other apple desserts.

Activity 3

Have the children color their apples using their favorite color or to resemble their favorite apples. Make sure to have several red, yellow, and shades of green crayons available.

Activity 4

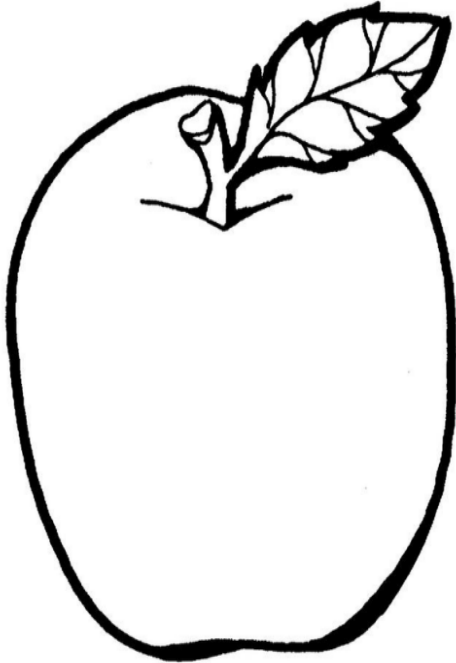
Use the included guide to talk about the different kinds of apples that people eat. Notice the colors and shading variations. A second way this can be accomplished is by purchasing several different apples and allowing the children to feel the different textures and to see the many different colors that apples come in.

Activity 5

Use the vocabulary words at the end of the story to teach children common words in Spanish. Make flash cards and play games. These games could be a few different things:

- Match picture cards to word cards-use index cards to create pictures that match to the correct word name of each item using the word list from the book. I.e. a picture of an apple with both the English word and the Spanish word.
- Match physical items to matching word cards. (label items).

Apple



twistynoodle.com



Autumn Glory



Braeburn



Cameo



Cripps Pink



Fuji



Gala



Golden Delicious



Granny Smith



Honeycrisp

Gobble Gobble Crash!

By Julie Stiegemeyer

Illustrated By Valerie Gorbachev

<https://www.youtube.com/watch?v=yA0M2pztLBQ>



What happens when four noisy turkeys try to fly through the barnyard in the middle of the night? Gobble-Gobble-Crash! Those naughty turkeys bang into the house, smash into the coop, and slope into the pigpen. Before you know it, the whole barnyard is awake! But did the turkeys really want to wake the farmer, too? Count up to ten and back down again with this clever rhyming read-aloud.

Important Talking Points to Cover Before Reading the Book:

1. This will help to enhance a child's knowledge of the book, increase their comprehension skills, and tie activities to the child's life.
2. As you introduce the book and title, ask the child what they know about farms and the many animals that live on a farm. This book will help the child to learn counting in a fun manner.
3. With the child, talk about sounds that a crash might make. Ask the child: "What do you think might make the crash sound?" Come up with a sound that the crash might make. Instruct the child to make the sound every time

that he or she hears the word “crash”. This helps engage the child and ensure that the child is listening carefully.

4. Talk about responsibility and what it means. Be sure to have concrete examples that are age appropriate. For example, talk to younger children about how running in the house can lead to hurting oneself.
5. Explain that the crash caused harm to the animals in the farm as they were awakened and their schedules interrupted. Ask the child if they have ever had an accident and what that looks like. Ask how the accident could have been avoided. This type of conversation starter will assist you in opening up the lines of communication with the child on concepts of responsibility and the impact their actions have on others. For example, if you run inside the building, you could run into another student and knock them down where they can get hurt. The younger you start this type of communication the more likely the communication will continue into young adulthood.
6. Always remember to recap the book and talk about lessons learned throughout the book and how the lessons can be applied to real life. Ask comprehension questions as well as questions about next steps and how they will use lessons moving forward.

Activity 1

Watch the attached video about this book.

Activity 2

As you read this book, discuss what kinds of things the children see or notice. Some examples include:

- Colors
- The number of animals on pages and/or in the story
- The different types of animals on different pages throughout the story (try naming some of them)

- Have the children recap what is happening in the story page by page and have the child try to guess what will happen next.
- Explain new word and what they mean
- Have the children use their fingers to count out each animal. Point out the word for each number and have them do that too. It is also possible to use props to facilitate counting.
- As you encounter animals sleeping, talk about where they're sleeping. Ask the children where they sleep and if it is different than where the animals sleep.
- What do you think might make the crash sound? Come up with a sound that the crash might make. Instruct the child to make the sound every time they hear the word "crash". This helps engage the child and ensure that the child is listening carefully.

Activity 3

Have the children color their favorite farm animals using their favorite colors. Make sure to have a variety of crayons available.

Activity 4

Practice making animal sounds. Animal sounds are some of the first sounds that kids learn to make. Even young toddlers can often tell you that a cow says "moo" and a lion says "roar". However, that doesn't mean that older kids don't enjoy making animal sounds too. Before reading through the story, talk about the different sounds that animals make. Focus on farm animals, such as sheep, cows, ducks, chickens, donkeys, pigs, horses, and roosters. As you read the story with the children, they'll recognize many of these sounds. Have them make the sounds.

Activity 5

Matching games. Use index cards to create pictures that match the correct word name of each animal in the story. I.e. a picture of a pig with the word pig underneath it.

Alternately, create multiple matching cards of each animal and turn over the have children play games matching the cards.

Activity 6

Talk about animal jobs. Farmers do not just have animals because they like them. Animals also play important roles on the farm. For example, cows produce milk, sheep provide wool, and horses and donkeys help with plowing the fields and carrying things around the farm. Talk to students about the different roles animals play on the farm.

Activity 7

Discuss why it is important not to horseplay inside—you could have a crash, could wake up napping babies/people, could break something, or could get hurt.

Resource Websites

<https://www.kidzone.ws/math/kindergarten.htm>

<https://www.k5learning.com/free-preschool-kindergarten-worksheets/counting/count-and-color>

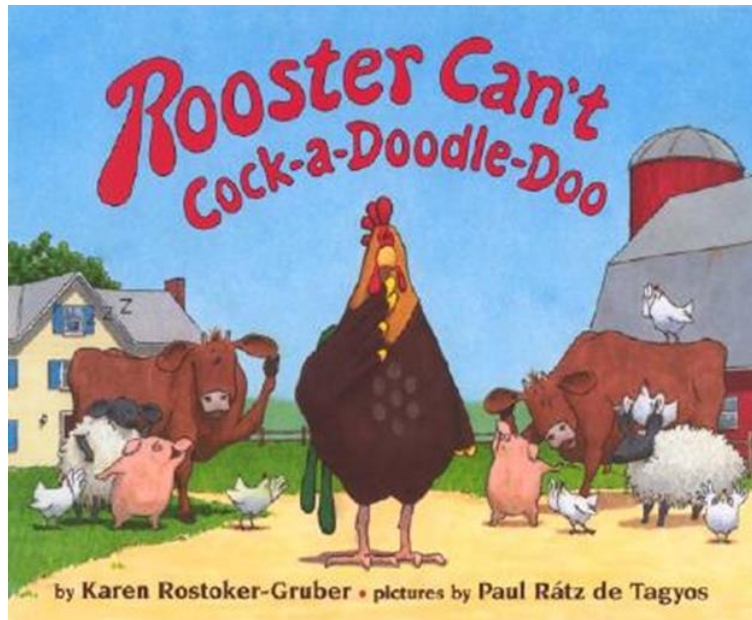
<http://coloring-4kids.com/en/counting/>

<https://mrprintables.com/number-coloring-pages.html>

Rooster Can't Cock-a-Doodle-Do

By Karen Rostoker-Gruber and Paul Ratz de Tagyos

<https://youtu.be/f5DXsZ1a0kw>



Rooster has a sore throat and can't cock-a-doodle-doo.

Farmer Ted is sleeping, and there's no one to gather the eggs, milk the cows, shear the sheep, and feed the pigs.

Rooster needs help--and fast.

Working together, Rooster and the other animals come up with some madcap but effective ways

to wake Farmer Ted and complete the day's chores. But can they do it all before sunset? A barnful of laughs is guaranteed in this fun-filled book about friendship and cooperation.

Important Talking Points to Cover Before Reading the Book:

1. This will help to enhance a child's knowledge of the book, increase their comprehension skills, and tie activities to the child's life.
2. As you introduce the book and title, ask the child what they know about farms and the many animals that live on a farm. This book will discuss how the animals work together to complete a task. Explain how people work together to help each other complete tasks. Ask the child if they have ever worked in a group or as a team to complete a task. Some ideas might be tug

of war or other team sports and games where children had to work together to achieve a goal.

3. Ask the child to identify a time when they were sick and how they feel. Help them to understand how their feeling bad affects others.
4. Talk about responsibility and what it means. Be sure to have concrete examples that are age appropriate. For example, talk to younger children about chores such as taking out the garbage and how if it is not taken out, it can cause the home to have a bad smell.
5. Explain that the rooster in the story has a job to do and if the rooster is unable to perform his duty and responsibilities how that affects others. Ask the child if they have ever had responsibility and what that looks like. This type of conversation starter will assist you in opening the lines of communication with the child on concepts of responsibility, chores, consequences, being sick, and helping others. The younger you start this type of communication the more likely the communication will continue into young adulthood.
6. Talk about what happens when someone depends on you to do a job or something that you said you would do but you cannot complete the task or assignment. This is a great way to start a conversation about consequences.
7. Always remember to recap the book and talk about lessons learned through the book and how the lessons can be applied to real life. Ask comprehension questions as well as questions about next steps and how they will use lessons moving forward.

Activity 1

Watch the attached video that goes along with this book.

Activity 2

As you read the book, discuss what kinds of things the children see or notice. Some examples include:

- Colors
- The number of animals on pages or in the story
- The names of the animals on different pages throughout the book
- Have the children recap what is happening in the story page by page and have them guess what could happen next

Activity 3

Have the children color their favorite farm animals using their favorite colors. Make sure to have a variety of crayons available.

Activity 4

Animal sounds are some of the first sounds kids learn to make. Even young toddlers can often tell you that a cow says “moo” and a lion says “roar.” However, that doesn’t mean older kids don’t like making animal sounds too. Before reading through the story, talk about the different sounds animals make. Focus on farm animals, such as sheep, cows, ducks, chickens, donkeys, pigs, horses, and roosters. As you read the story with kids, they’ll recognize many of these sounds. Have them make the same sounds. You can find animal sounds online, if needed.

1. Cluck
2. Moo
3. Baa
4. Oink

Activity 5

Use index cards to create pictures that match the correct word name of each animal in the story. i.e. a picture of a pig with the word pig.

Alternately, create multiple matching cards of each animal and turn over to have children play games matching the cards.

Activity 6

Farmers do not just have animals because they like them. Animals also play important roles on the farm. For example, cows produce milk, sheep provide wool, and horses and donkeys help with plowing the fields and carrying things around the farm. Talk to students about the different roles animals play on a farm and ask them to consider what would happen if animals switched roles. For example, what would happen if a pig decided to lay eggs? Not only will some of the scenarios get students to laugh, they'll help them understand why the animals on the farm are important.

Activity 7

Just like the little rooster has an important job on the farm (again, have a child to identify what that job is and why it is important), kids have jobs they must do around the home and in the classroom at school. This story is a great way to start talking to children about their roles and responsibilities in different settings.

Consider questions such as:

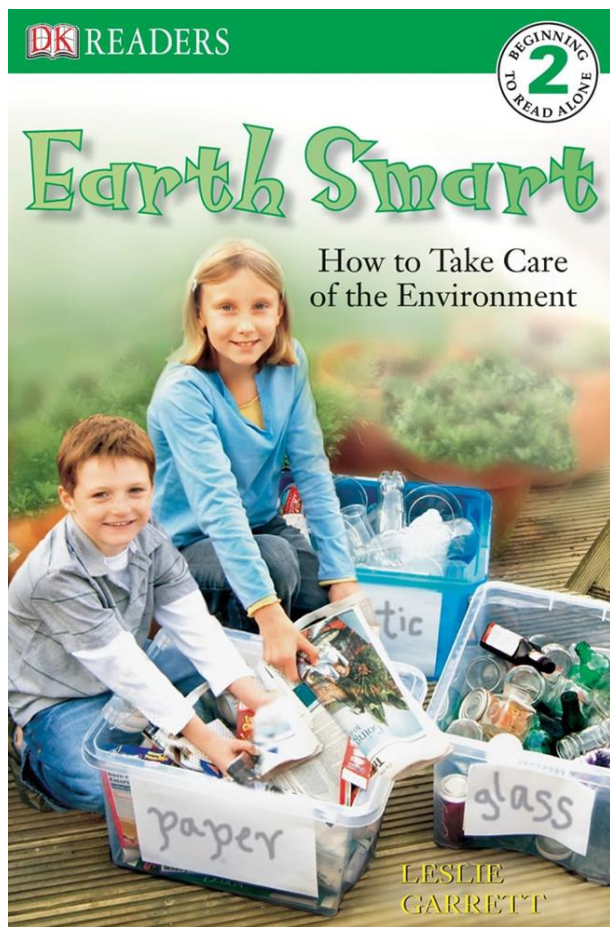
- What jobs do you have at home?
- What jobs do you have at school?
- What happens if you don't do your job?

Activity 8

1. Ask the child if he or she has even been sick? What happened when you were sick? Were you able to go to school? Did you miss lessons and classwork?
How did this affect your grades or understanding of the lesson?
2. Can you describe a time when you pitched in to help the team make a goal?
3. What are some ways that you can help someone when they are sick?

Earth Smart: How to Take care of the Environment

By Leslie Garrett



Each book in the DK Readers series is specially crafted to suit the interests and learning stage of beginning readers. The five levels progress from easy-to-follow stories with simple sentences and word repetition to more sophisticated storylines, sentence structure, and vocabulary as children enjoy full-color photographs, sidebars and definition boxes, and lots of exciting information about the topics they love.

- Part of a multistage reading program with five graduated levels
- Stunning photographs and engaging, age-appropriate stories

In this reader, children learn how to make our world a cleaner and healthier place to live.

Important Talking Points to Before Reading the Book:

1. Discussing the book prior to reading will help to enhance the child's knowledge of the book, increase their comprehension skills, and tie activities to the child's life.

2. As you introduce the book and title, ask the child what they know about pollution and recycling. This book will focus on how people can help take care of the environment. Be sure to talk about littering, pollution, and garbage as a beginning point for understanding the book. Other topics will also be discussed during the reading that relate to the subject matter that you can incorporate into the discussion.
3. Ask the child to identify a time when they saw someone throw something out of the car window or throw some trash from a fast food restaurant onto the ground. Ask what are some outcomes that could happen. How did this action harm the environment?
4. Talk about responsibility and what it means to be responsible for helping to ensure a clean and healthy environment. Be sure to have concrete examples that are age appropriate. For example, talk to younger children about picking up litter in their surroundings such as in their neighborhood and around their school.
5. Explain that the children in the story learn new ways to help in the environment by making small changes in their daily routines. Ask the child what changes they could make. This type of conversation starter will assist you in opening the lines of communication with the child on concepts of responsibility, chores, consequences, being sick, and helping others. The younger you start this type of communication the more likely the communication will continue into young adulthood.
6. Always remember to recap the book and talk about lessons learned through the book and how the lessons can be applied to real life. Ask comprehension questions as well as questions about next steps and how they will use lessons moving forward.

Activity 1

Watch videos about the topic-taking care of the environment

- <https://youtu.be/V0lQ3ljil40>
- <https://youtu.be/g0OwMlIrVwA>
- <https://youtu.be/cdRR9v6CzaY>
- https://youtu.be/OasbYWF4_S8
- <https://youtu.be/-jAAux3g17k>

Find more resources at <https://www.factmonster.com/earth-day-taking-care-earth-every-day>

Activity 2

As you read the book, discuss what kinds of things the child sees or notices. Ask what things he or she observes in their own environments like what is seen in the book.

Environmental quiz:

<https://www.factmonster.com/take-quiz/environment>

Activity 3

Have children color related coloring sheets using their favorite colors. Make sure to have a variety of crayons available.

Activity 4

Set up a recycling station in the home or classroom. Help children set up permanent recycling stations in the home and/or classroom to help students learn how to reduce and recycle.

Activity 5

Game: Gather different items and ask the child to sort them as to how they should be properly discarded in order to ensure that the items do not harm the earth.

<https://www.wikihow.com/Teach-Kids-to-Recycle>

Activity 6

Visit a local recycling center in your area. Or, ask a representative to visit the classroom. Also, might consider a local nonprofit to speak with the child(ren) about the work that they do to help ensure healthy and safe environments. A site visit may be beneficial and more impactful to allow the child(ren) to see with their own eyes how earth is affected when we do not take care of the limited nonrenewable resources.

Activity 7

Using the book and other resources, create a list of key terms and concepts to define and discuss. Pay attention to the info boxes in the book to use as a guide. Also, cues from your audience about their interest and/or questions. Use the following websites as a guide or resource.

<https://www.reusethisbag.com/articles/kids-guide-to-recycling/>

<https://www.factmonster.com/science/environment/earth-day-stats-facts>

<https://recycle.memphistn.gov/>

<https://bit.ly/2wJGw9D> (workbook for children)

<https://www.epa.gov/environmental-topics>