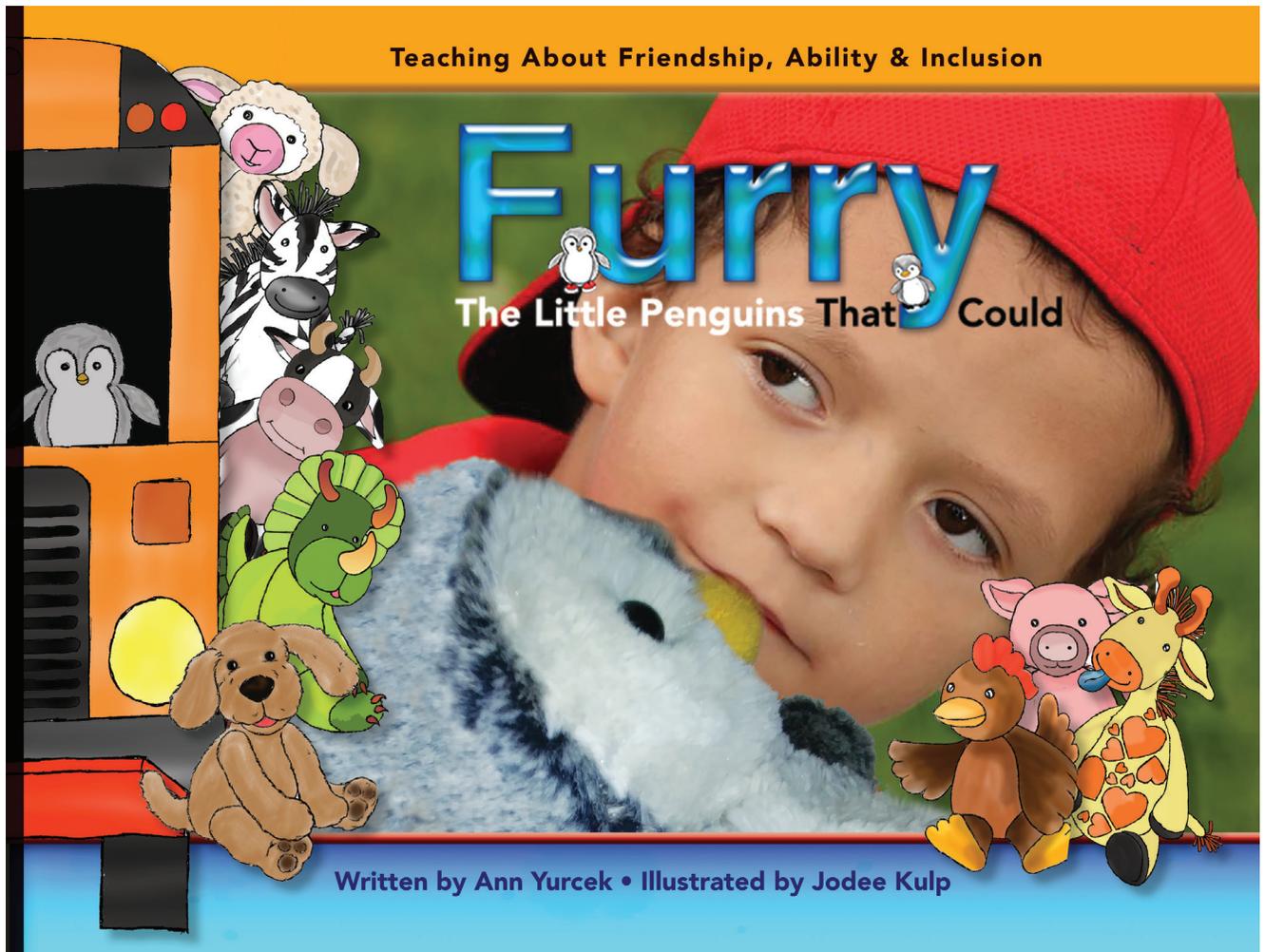


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# Furry

## The Little Penguins That Could



# Full STEAM Ahead

## Shared Reading Curriculum

### with TEAMS

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## MEET OUR TEAM

**Ann Yurcek** is a writer, mentor, speaker, and advocate for professionals, caregivers, and individuals in the exceptional needs communities. She is a strong advocate for children with special needs in the foster care and adoption system. Ann and Jim live in Lancaster, Wisconsin, and are the loving parents of twelve children, seven with special needs. Ann wrote the children’s book, “Furry and the Little Penguins that Could.”

**Marcia Chambers** is a retired teacher who taught young children for thirty-two years at Winskill Elementary School in Lancaster, Wisconsin. Mrs. C was Mac’s kindergarten teacher, and her loving classroom was the inspiration for the book, Furry, the Little Penguins that Could. Mrs. C was involved in the Friends of Winskill’s parent/teacher organization, wrote grants for field trips and needed technology, and is still known for her kindness as a Kindergarten teacher. Mac’s family continues to be a loving extension of her own.

**Jodee Kulp** is the illustrator, author, co-author, or contributor of fourteen books supporting understanding, healthy, and creative approaches to living with Fetal Alcohol Spectrum Disorders (FASD). She is an early childhood nature play Tinkergarten leader; international and national speaker, trainer, and advocate to help families and professionals balance the emotional, mental, physical, and spiritual needs of a person with this disability. She is the co-founder of the international Red Shoes Rock. Stop FASD campaign and developer of the Expanding Mindz with Canines Program with [www.betterendings.org](http://www.betterendings.org).

### Thankful for the attention to detail

Jeff Peterson and his service dog, Sophia, provided our initial editing.

### Grateful to our consultants who have walked tirelessly as pioneers in the field of inclusion and special needs education. Thank you.

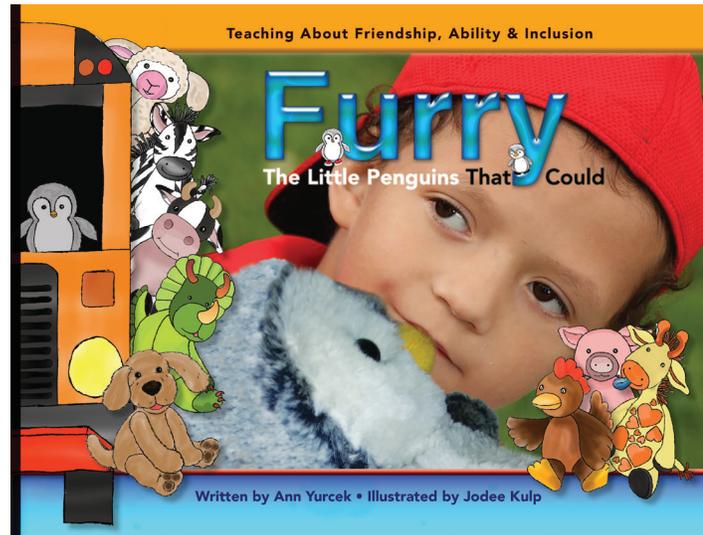
**Barbara Wollak** is a retired speech and language pathologist. She is also an assistive technology and literacy specialist. Besides working directly with students, Barb taught “Effective Literacy for Students with Moderate to Severe Developmental Disabilities” at the University of St. Thomas and coordinated the Literacy Camp at Camp Courage and Camp Friendship.

**Dr. Lyelle Palmer** is a Professor Emeritus Learning Disabilities & Accelerated Learning at Winona State University. Lyelle is the research scientist and co-program developer in the brain stimulation of young children Pre-K-3rd grade with the SMART program (Stimulating Maturity through Accelerated Readiness Training). The S.M.A.R.T. Boost Up program has trained over 7000 teachers, including Marcia Chambers. Data and research report consistent high levels of pre-academic readiness and neurodevelopment.

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# Furry

## The Little Penguins That Could



# Full STEAM Ahead

## Shared Reading Curriculum with TEAMS

Developed by  
Marcia Chambers, Kindergarten Teacher  
Ann Yurcek, Complex Parent Consultant  
Jodee Kulp, Tinkergarten Leader  
Mac, his friends  
and all the Kindergarten Stuffedies

Edited by  
Jeff Peterson



Change starts with a ripple. If we start in preschool and Kindergarten and teach friendship, inclusion, and that everybody matters; maybe, just maybe we can all learn kindly together and stop bullying. We teach to strengths and support working with challenges.



.....

**TRY**  
**ENRICH**  
**ACCESS**  
**MAKE IT HAPPEN**  
**SOLVE**

## **Full STEAM Ahead**

*with all power or  
resources being used*

**Merriam-Webster**

**TEAMS is what happens** when you blend an almost-to-retire Teacher (Mrs. C) with a medically and mentally complex little boy named Mac. Mac has hidden brilliance and became Mrs. C's ultimate challenge in her final years of teaching Kindergarten at the Little School that Could in the Little Town That Would.

Add a mother of 12 children experienced in complex medical, mental health and educational needs of children with differences, whose husband is a surgeon.

Then stir this up with a Tinkergarten leader who is also a book designer, curriculum developer and dog trainer!

**Together we believe in  
STEAM Powered Kids.**

**Furry is a true story about a real child.  
The story reaches out to all ages and  
stages of readers.**

*Furry - The Little Penguins That Could* is designed to be a Shared Reading opportunity for children in schools, day programs, and homes. Children learn through play. Furry is playful, can be silly, and meant to be enjoyed! Shared reading creates a sense of togetherness in the classroom or at home. It empowers children to become peers and support partners. Shared Reading is an interactive reading experience and it happens when students share a book while supported and guided by a teacher, friend, or caregiver.

The "Reader" models reading with expression and fluency. The child connects as he or she communicates with the story. As you will learn in Mac's life, he connected through a stuffed penguin. Shared reading supports and encourages emerging readers to participate while listening and understanding the story.

***The Furry -The Little Penguins That Could  
Shared Reading Curriculum  
is designed to enhance the love of  
reading through listening, playing, and  
participating with others.***

The thirty chapters in this 204-page book are one continuous story but can be read a chapter a week. Each chapter is between 4-15 minutes of reading. Written above the reading level of many 3 to 8-year-olds, shared reading of this 30 chaptered,

.....

fully illustrated book allows children to participate in a challenging reading experience regardless of ability. Children will get a sense of accomplishment. Main Readers will discover each curriculum chapter is filled with ideas to create a classroom that bridges friendships, promotes acceptance of differences, and includes everyone.

Furry provides chapter videos and links to help the main readers develop skills. We offer creative learning ideas for art projects, listening, talking, singing, movement, and playing games to build a love of reading.

**Furry curriculum is designed for children ages 3-8 in three developmental reading levels:**

1. Emergent readers
2. Beginning conventional readers
3. Conventional readers

**1. Emergent readers** are individuals beginning to grasp the basic concepts of book and print. Shared reading of this book with emergent readers is engaging and multi-sensory. If a child is showing interest, asking a question, or making an observation, take the time to engage the child. Emergent readers are encouraged to:

- Talk about the story
- Look and talk about the picture
- Enjoy the reading experience

**Emergent readers are learning the alphabet.** Research has shown that learning the UPPERCASE letters first,

which have more variation leads to better understanding and allows for the transition to learning lowercase letters while developing many phonological awareness skills. These skills include recognizing phonemes (sounds that each letter makes), syllables, and rhyme. As they progress they begin to learn sound/symbol relationships starting with consonants and short vowels. This is why many emergent reader books contain CVC (consonant-vowel-consonant) words, rhyming words and high-frequency words (Dolch/Fry words).

When searching for books for early emergent readers look for concepts of interest to the person, large print with wider spacing, natural language and picture support of the story. Often these books have carefully controlled text, repetitive patterns, and limited text on a page.

***Furry - The Little Penguins that Could is an introduction to a larger more robust reading experience*** to encourage children to develop the love of reading and listening to reading.

***Children move towards a more conventional understanding of literacy as they have the means to interact and communicate.***

Over time the student knows most of the letters much of the time and actively engages during shared reading.

We have also included empowerment sheets designed for lo-vision children.

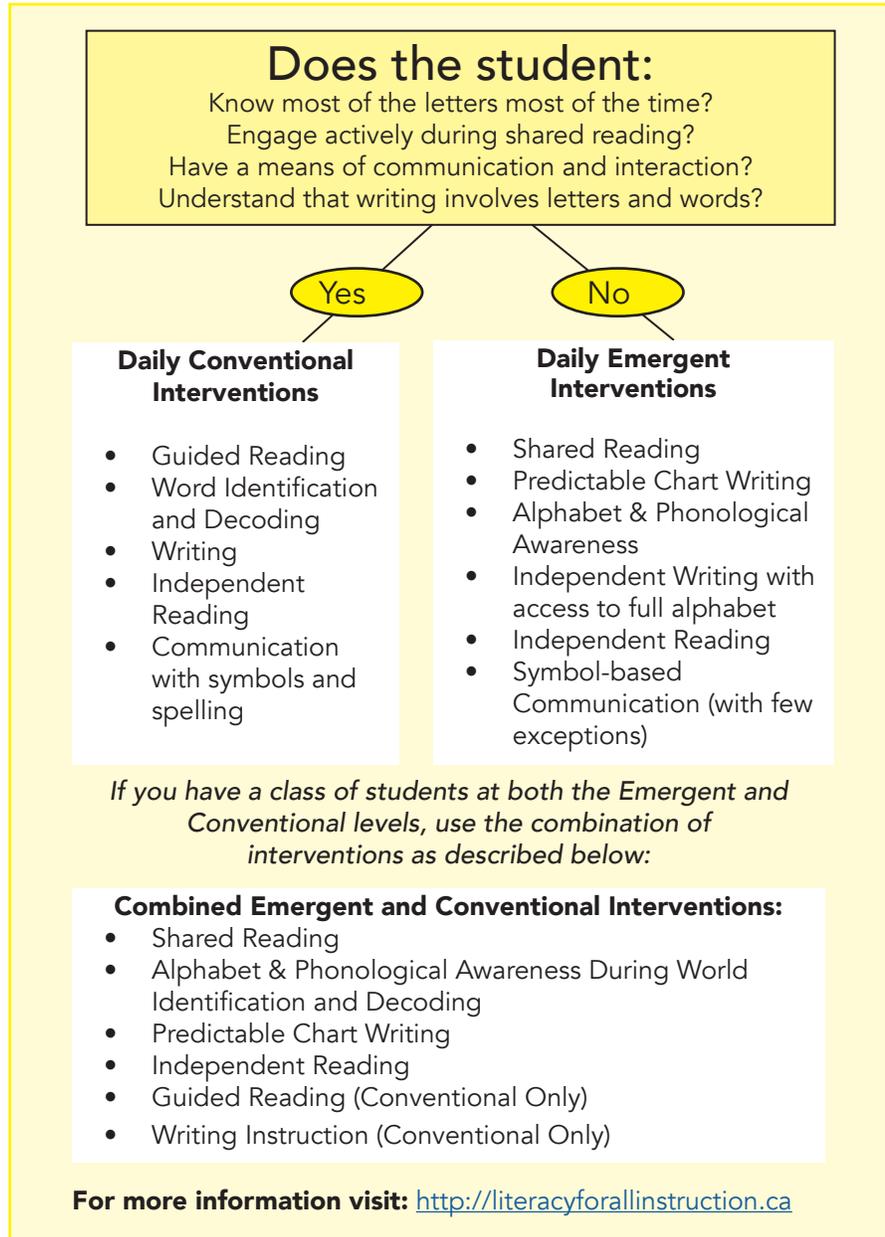
**2. Beginning conventional readers** have a grasp of the alphabet, phonemes, and early phonics. They also know many high frequency words. Books for emergent readers will have more lines per page, contain less repetition, patterns, and pictures. Again, focus on books that hold the child's interest to make deeper discoveries and create a love for reading.

Beginning conventional readers may share in some of the reading as they recognize a word, number, or symbol they already know. Recognizing and sharing is a time of celebration for accomplishments.

Furry has created games to play to encourage enjoyment for beginning conventional readers.

**3. Conventional readers** are able to read, decode, and write.

Furry's wish for you is that he and all his friends with their adventures and antics will bring you a joy-filled reading experience with **TEAMS**.



***Our team of educators, parents, adults challenged with disabilities, and a curriculum designer have worked tirelessly to bring you an exciting and fun curriculum to include all children.***



**We pooled our knowledge and encourage you to share our information FREELY!**

## Furry offers easy-to-find icons to help teachers choose and plan their day.

**We learn to work together while we learn to think.**



**PARTNER PRACTICE** Playing, learning, and working together supports inclusion and acceptance and creates friendships.



**WE LOVE PUZZLES** Life is filled with puzzles and we learn to see a puzzle and discover ways to solve it.



**TAKE IT SLOW** Slow can be faster in learning. We take time to build the foundations.



**LET'S SOLVE DETECTIVE** Learning to ask questions and look at a problem from all sides. We learn to think for ourselves.



**FURRY LOVES TEACHERS** The world is filled with incredible teachers with great ideas, Furry shares.



**LEARN MORE** We move beyond Furry's story and learn more about our world and the valuable animals and people who are part of our lives.

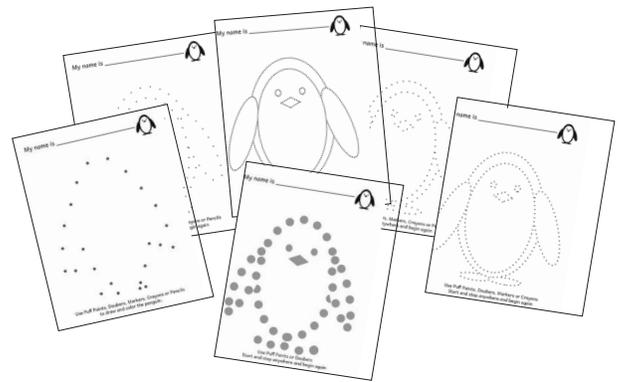


**NATURAL EXPLORERS.** Furry takes us outside into his Nature Study. Here you will find things children can do outside using imaginations and exploring.

## ACTIVITIES & SENSORY EXPLORATION

Art projects, crafts, recipes, sensory play, life skills tasks, and science experiments are included in this section. Furry also offers Developmental Progression Empowersheets (DPE) adaptable to a child's fine motor abilities. Furry creates with Bingo Daubers instead of crayons, wiki sticks instead of pencils, sponges instead of brushes or tears paper instead of cuts. Adaptation ideas are provided and we encourage you to share ideas with us.

### Not every child will use the same type of Empowerment sheet.



Furry offers flexibility in creativity. Children can connect the dots with stamps, puff paints, daubers, crayons, markers, pencils or use eye gaze. Here is an example of our **Start and Stop Furry Dot Sheet.**

**Before you choose to use our empowersheets think**—can this increase learning or am I just keeping my student busy? You may want to try another idea instead. Note: **There is a 0.0 correlation between completion of busy work worksheets and improvement in reading.**

# TEAMS Grow with Fun

## PARTNER PRACTICE

### What is Partner Practice and why is it important?

Partner practice is the name we give to face-to-face dialog practice:

- teacher to child
- child to child
- teacher to small group
- child to small group

This practice is an opportunity to experiment with learning to be socially appropriate and to build friendships.

### Dialog practice assists in expressing oneself without anxiety or fear.

When young children are able to express feelings with words to each other, we reduce the intensity of big feelings that may be controlling them instead of the explosive bursts because of lack of communication skills.

### Language skills are improved by the continued building of or experimenting with new words and phrases.

The importance of this experimentation is the addition of the child's collection of tools in which to communicate successfully. Not surprisingly, this is a direct connection to pre-readiness skills in reading and writing.



### Partner Practice:

"I felt left out when \_\_\_\_\_ ,  
how about you?"

### Partner practice also works well and can be useful at home where language is rich and family oriented!

Furry Shares His Favorite Partner Tips:

- Reduce distractions of technology or other noises
- Feelings should be calm for teaching partner practice training
- Use Furry words and phrases to reinforce what had been read and discussed
- Faces are across from one another-adjust seating accordingly
- If possible, eyes should remain in contact with the speaker's/listener's eyes.
- Receiver should begin response by parroting, or mimicking, the question: "I liked today's story when.." This displays accuracy of what is being asked.
- "How about you?" phrase encourages the receiver to be included and valued that the speaker is interested in hearing the response!
- **End your practice on a personal, uplifting message:**
  - 'I like you because...'
  - 'My favorite game with you is...'
  - 'A favorite food is...'

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# Safe Partner Practice

## Creates Relationships, Respect, Understanding and Higher Levels of Successful Intelligence.

Children arrive in our classrooms in all kinds of packaging. Some have early childhood and prenatal trauma histories that have affected development. The brain develops from the bottom upward. Lower parts of the brain are responsible to ensure survival and respond to stress. Upper parts are responsible for executive functions to make sense of what you experience or exercising judgment.

**The brain is designed to develop from the bottom up like a ladder.** When stress responses are activated repeatedly in early childhood, sequential brain development is disturbed. The ladder develops without some of the rungs. Remediation begins at creating solid understanding at the lowest, safe rungs to build the next rung above.

**When needed, a comprehensive neurodevelopmental evaluation performed by a trained and licensed psychologist serves as the roadmap with the student.**

It should include developmental assessment of attention, memory, oral language, organization, handwriting, reading, language, math, social, emotional functioning and higher order thinking. The evaluation should provide an accurate diagnosis and descriptive information regarding the areas of functioning noted above.

Children with intelligence challenges benefit from partnering. Partners, parents, coaches, teachers, and PCAs work together to achieve increases in the students' skills.

We use partners with **TEAMS:**

**TRY**

**ENRICH**

**ACCESS**

**MAKE IT HAPPEN**

**SOLVE**



Developmental trauma may show up as ADHD, inability to sit still, sensory processing disorder, opposition, zoning out, cognitive impairment, speech delay, and learning challenges. In other words, challenges to your teaching and partnering becomes your bridge!

*Successful Intelligence*, Sternberg and *Teaching for Successful Intelligence* by Robert J. Sternberg and Elena L. Grigorenko lists six components of successful intelligence:

1. Know strengths and weaknesses.
2. Capitalize on strengths and compensate for weaknesses.
3. Defy negative expectations.
4. Help child believe in self (self-efficacy).
5. Seek out role models — people from whom child can learn.
6. Seek out an environment where child can make a difference.

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# Soft Start Days

## Begin Gentle Learning

### What is Soft Start?

This is an opportunity for children to be able to transition softly from home to school, no matter how the morning got started!

- Soft start can have soft lights, soft instrumental music, and books on the tables ready to be chosen.
- Stuffedies can be used to be read to, as an arm or head rest, or simply to cuddle.
- Each child finds a spot to enjoy the book. The child remains in that spot until teacher rings the chimes, sings a time for school song, etc.

As children put away books and Stuffedies, they may begin to gather at the communal large group location: rug, mats, pillows, etc.

**SMART moves mindfulness:** as we prepare our bodies and minds for the day, we have body positions that mimic nature:

- A peaceful choice of music begins of piano, harp, cello, etc. as children stand and reach up high to stretch, stretch, stretch! We breathe in and out gently. A REAL and BEAUTIFUL nature picture of a tall tree may be shown on your White Board to inspire them.



- Next, legs spread wide, arms spread out wide! We had an image of a **starfish**!



- **Rock** is next: on your knees hunched over and all tucked in!



- Back up to **starfish** again!



- Down to **rock**



- Up now on your feet to gently twist your middle from one direction to the next, nose doing the leading and arms outstretched and pausing when you are twisted as far back as you can. Return and twist completely to the other side. We are **gentle breezes**. Sway your wrists and fingers.



- We are **trees** again in that gentle breeze: we sway slowly and purposefully with side to side stretches that represent our branches.



- End as **turtles**: standing but arms hugging our own shoulders, chin tucked down, eyes closed. Breathing out fully to empty our lungs of old air. Breathing in deeply to begin our day!



**Open wide your eyes and arms!**  
**We are: READY SET LEARN!**

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# Furry Loves Building EQ, too!

**Developing EQ can significantly influence our success.** Our situations and intelligence are factors as well; however, EQ can profoundly affect our choices by creating options we may not have otherwise imagined or considered to be possibilities.



According to Paula Durlinsky, Ph.D., in an article posted in 2018, states: *Emotional Intelligence (EQ) is the ability to identify, use, understand, and manage emotions effectively and positively. A high EQ helps individuals to communicate better, reduce their anxiety and stress, defuse conflicts, improve relationships, empathize with others, and effectively overcome life's challenges.*

**Dr. Durlinsky suggests these ways in which you can cultivate and increase EQ:**

- 1. Self-awareness** – This is the ability to label, recognize, and understand your own emotions. Self-awareness requires us to tune in to our feelings and not avoid our negative emotions such as anxiety, fear, and sadness. Recognizing our emotional states and how they affect our thoughts, behaviors, and decisions is the key to cultivating self-awareness.
- 2. Emotional Regulation** – Emotional Regulation is the ability to control strong emotions by not acting on raw feelings impulsively or destructively. Developing the ability to sit with unpleasant feelings and to give ourselves the time and

space to decide how we may alleviate or reduce negative emotions cultivates self-confidence. Emotional regulation also helps us develop the ability to consider various solutions to a particular situation or problem. We are not reacting solely from an emotionally charged state results in better decision-making outcomes.

- 3. Empathy** - When we empathize with others, we develop deeper and more intimate relationships. Empathy is the ability to recognize how and why people feel the way they do. This insight allows us to anticipate how our actions and behaviors influence other people as well as our own. Developing empathy skills enhances our experiences, relationships, and a general understanding of ourselves, other people, and the world around us.



- 4. Social Skills** - This is a very broad term. In general, having strong social skills means having the ability to communicate in a clear, concise, and courteous manner. In a nutshell, excellent social skills are the summation of all of the components of EQ.

**Also, see for further information**

<https://psychcentral.com/blog/three-parenting-skills-to-help-children-develop-emotional-intelligence-and-resilience/>

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# Building Self Regulation Countdown to Calm

To help with regulating big emotions, this number countdown is a quiet (sometimes), personal, self-directed tool that can be used anywhere as it is imagined from one's own artwork! Everyone's hot, big, loud, fast feelings will look a bit different.

## For our younger friends:

**FIVE** Draw 5 with your big feeling colors! Does your big feeling have fur, scales, or teeth? Add some of those!

**FOUR** Draw 4 with your big feeling colors but no details, just the colors.

**THREE** Draw 3 but use your friendlier softer color choices

**TWO** Breathe, like blowing on some hot soup. Happy thoughts and a happy color for two! Add a smiling face where it curves.

**ONE** Rainbow colors and smiley faces on one! Smile because you are feeling calmer.

## For older children (and adults for that matter) begin with ten.

**TEN** Imagine the large bold ten as your big angry feeling using thorns, sharp teeth coming out around the zero or porcupine quills sticking out all over the digits. Use your markers or art pencils to make your big feeling TEN. Color your ten a big feeling color.

**NINE** Reduce the amount of teeth, quills, sharp edges. Keep big feeling color the same as 10.

**EIGHT** Change color to a lighter hue: Black now becomes gray, Red becomes pink, etc. Reduce the amount of teeth, quills, edges.

**SEVEN** Same color as 8 but now teeth, quill, sharp edges are now rounded, drippy looking.

**SIX** Same color as 7 & 8, remove all added big emotion teeth, edges, etc.

**FIVE** Breathe out, as if blowing on a hot cup of soup, and remove any colors so now your 5 is transparent.

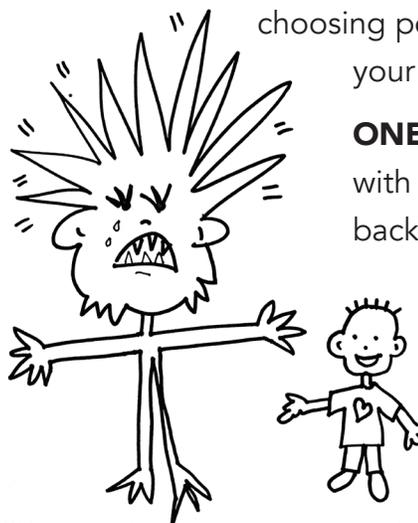
**FOUR** Four is now a soft, squishy number, easy to touch and play with.

**THREE** Three is being filled with happy thoughts and joyful moments. Smile!

**TWO** Two is continued breathing, smiling, choosing peace and calm in your mind.

**ONE** Is a trophy golden with success! You are back!

**Give yourself a thumbs up.**



# It takes time to understand developmental levels of the children you teach.

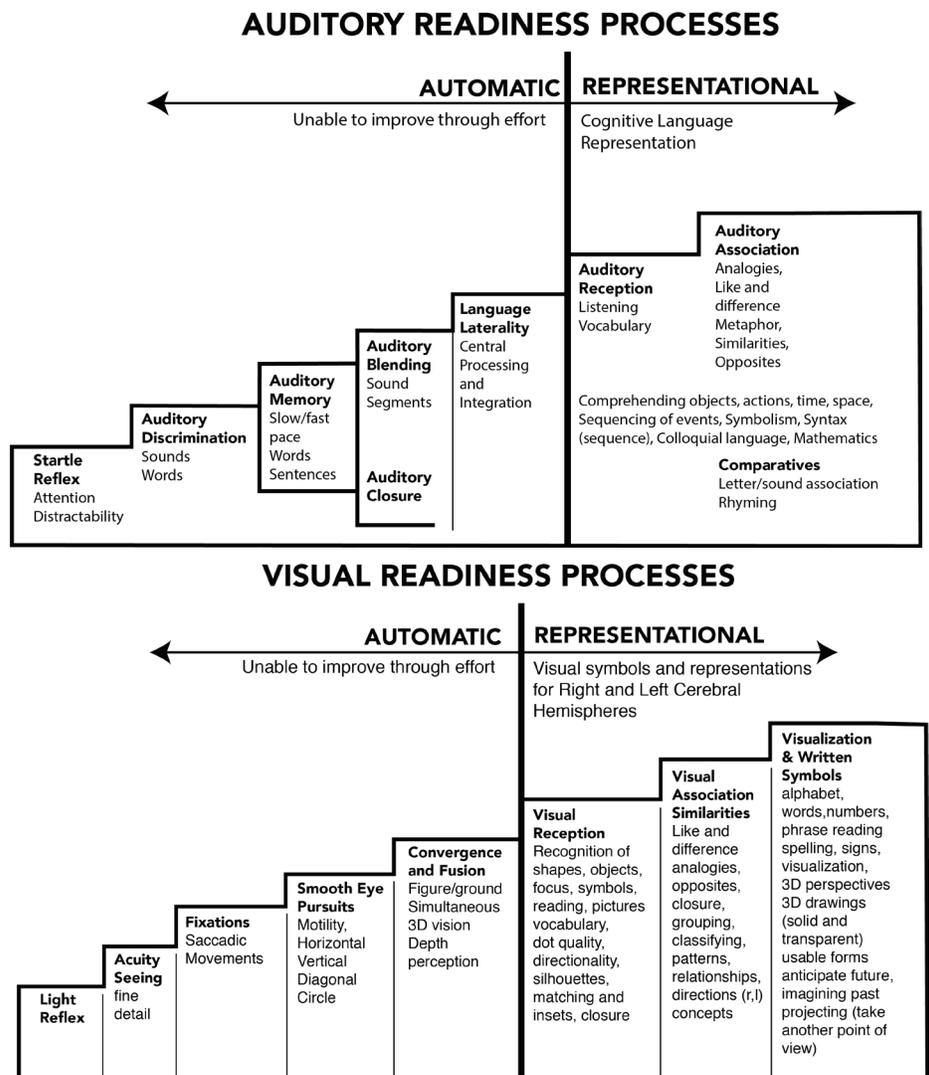
**Being sensitive to developmental order** is crucial in supporting and accommodating students with challenges. Your job as an instructor gets more complex when children have multiple challenges at various levels in different areas of learning. Review the auditory and visual readiness diagram on this page designed by Dr. Lyelle Palmer. Lacking abilities in earlier steps will affect ability in learning to read.

5. Use questions that encourage thinking. (If I could not hear you, what could you do to get my attention kindly?)
6. Challenge to next level, but finish the lesson at competent ability.

**All skills have developmental progression, download this exceptional set of charts here:**  
[https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD\\_Progressions\\_EN.pdf](https://gold.teachingstrategies.com/content/GOLD/helpitems/GOLD_Progressions_EN.pdf)

### Teacher tips to help encourage developmental growth:

1. Encourage effort and persistence, rather than offer praise and evaluation. (You really worked hard on this and it shows.)
2. Use open ended questions to promote discussion and thinking. (Show me, tell me about, how can I help you?)
3. Model behaviors and use Partner Practice. (Thank you, Jill, for putting that away. Who can you say thank you to next? Offer to practice together if needed).
4. Demonstrate by sitting next to the student instead of working in front of each other.



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# Supporting Efficient Ways to Teach Common Knowledge

Dr. Lyelle Palmer

***S.M.A.R.T. research has found more efficient ways to teach common knowledge for emergent readers.***

Young children are vulnerable to confusion in the testing/guessing environment when confronted with difficult/advanced choices. We want students to concentrate on the content rather than the process. We want to process to become automatic and unmediated. These distinctions are important for speed and accuracy. Our letters and words are tools that we use for construction.

- **The Right/Left Choice:** The S.M.A.R.T. program does not teach left and right because teaching both together can confuse some children for life. S.M.A.R.T. only teaches right and when individuals know “right” direction. The person then automatically know anything that is not the “right” direction is “left”.
- **The Upper/Lower Case Choice:** Early letters are all upper case where the confusion is minimal. Separate each letter and teach individually on different days and do not compare them during teaching. This rule applies to all pupils. Kids learn to read easier in capital letters. Lower case letters are presented in late K or first grade. Once young



children master the Uppercase letters, the lower case is presented. Only seven or eight letters are different from the upper case forms (Bb, Dd, Ee, Gg, Hh, Qq, Rr).

- **The b d p q Choice:** Once all Uppercase letters are solid, B D P Q are introduced as individuals in contrasting presentations such as B b O o. S.M.A.R.T. never teaches lowercase b d p q in the same lessons. In fact, the program uses great care to not show them together. The letters b d p q follow the same principle as the “right” principle. S.M.A.R.T. strives to prevent the possibility of confusion by not adding in extra work. This creates the automatic mastery without the need for thinking about differences (automatic means not thinking about differences).
- **Use ball point pens not pencils with erasers:** What? Use ballpoint pens—crayons, markers, paint—in order to prevent corrections. Students can put a bracket around an error to show that they know the error, but proceed with the correction. A GREAT deal of time in classrooms is wasted by some children

who spend all of their time erasing and the production is never satisfying. Knowing an error and trying again is an additional life skill.

- **S.M.A.R.T. uses lined paper.** The purpose of lined paper is to give the pupil structure as to where letters begin and end. Without lines anything goes and the child is unprepared for early academics.
- **Children will develop eye-hand coordination beginning at ages 2 1/2 - 3** when we make it fun to draw vertical lines beginning at the top mark (dot or circle) and draw the line downward.
- **S.M.A.R.T. works to spare children arm/hand/finger fatigue from undue pressure and better control.** S.M.A.R.T. teachers may use paint instead of crayons, markers, or pens. They may place a thin spongy mat beneath the paper so that it punctures if the child presses too hard. This is a self correcting tool that can also be practiced at home. Taping papers/templates to the wall or easel forces the child to use the entire arm and develop control without pressing down so hard. Pencil grippers also help. Upper case letters for younger children provide longer strokes and create a base of coordination for later use with lower case letters.
- **S.M.A.R.T. Tracing is not practice, it is instruction with instant feedback.** Tracing lines and outlines on wall posters is also necessary. Play “Drivers Ed” found on page 70 of *Get to the CORE of Readiness*.

- **We get smarter by moving our bodies.** S.M.A.R.T. programs use coordination courses of crawling, rolling, spinning, eye/hand visual coordination, balance beams and ball handling. The activities are fun for kids, in contexts of fantasy play rather than work. Fitness activities build body strength, endurance, coordination and flexibility. The frequent repetitions of these joyous activities create new abilities for easy learning, recall and performance.
- **Children who received S.M.A.R.T. maintained their reading gains through second grade,** while more than half of the control students were failing again in reading by second grade. See Executive Summary [https://actg.org/sites/actg.org/files/documents/SMART\\_EarlyChildhoodStudy\\_ExecutiveSummary.pdf](https://actg.org/sites/actg.org/files/documents/SMART_EarlyChildhoodStudy_ExecutiveSummary.pdf)
- Move to Learn <https://movetolearn.org>
- Designed to Move <http://designedtomove.org/>.

### Using Multi-Sensory Learning

Create play dough mats and empowerment ideas that help children thrive using tools like:

- Wiki sticks
- Sewing cards
- Play dough
- Pipe cleaners
- Soft gel bags
- Write in sand, mud, salt or snow

**Twinkl offers a FREE app:**

<https://www.twinkl.com/create/app>

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# Furry is Aware of and Sensitive to Sensory Differences

*Our senses are core to how kids experience the world. Senses affect how children behave, and how they learn.*

Children come in all flavors of personality, temperament, and learning styles. Many also may have hidden challenges unknown to the child or family. There may be sensory issues that are complicating a child's ability to learn, play and socialize with other children. Some experts state we have 21 senses - yikes! Furry packs in active engagement with a great mix of ideas to reach most children in enJOYable learning.

## **Furry love these seven common senses:**

1. Touch (Tactile)
2. Sight (Visual)
3. Smell (Olfactory)
4. Hearing (Auditory)
5. Taste (Gastatory)
6. Movement (Proprioception)
7. Balance (Vestibular)

## **How our brains work and process our sensory issues is complicated.**

- Senses help us **gather information**. The more senses we use the more we understand the world surrounding us. What am I seeing, hearing, smelling, tasting, feeling? How am I moving? Can I balance?

- Senses help us **navigate our world** and explore. Where is my body in space? Is this dangerous or safe? Where is my hand or foot? Is my body too close to another person?
- Senses help us **focus and pay attention**. Proprioception and balance allows us to learn to sit still? Furry asks you, "Did you know sitting still is a very high level of balance?"
- Senses allow us **to participate fully**.

*"Under-stimulating a sense leaves a child seeking more stimulation for that sense. Over-sensitivity in a certain sensory system leads a child to be overwhelmed, and that can lead a child to avoid learning opportunities or to act out in the moment or even well after the over exposure. Either of these extremes—needing more input or becoming overwhelmed by input— can make it hard to fully participate in and benefit from learning opportunities and day-to-day experiences."*

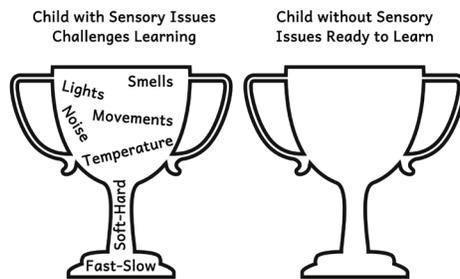
<https://tinkergarten.com/blog/making-sense-of-sensory-development>

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## How much is ENOUGH ALREADY?

Imagine that your dog just rolled in fish, putting on someone else's glasses that make you nauseous and a rock concert has just started over the loud speakers! Some of our sensory overloaded children are brave just to show up to school.

Visualize that all children have an internal sensory cup that is right-



sized for them and the cup fills up with the more sensory stimulation they experience.

- If a child's cup is large, it takes a lot of stimulation to get full (i.e., rolling in the mud vs. touching the mud; jumping off a log vs. a quick hop).
- If that cup is small, even a relatively small amount of sensory input can overflow the cup and lead to an overwhelming experience.

You may have a child who jumps into messy play and makes a mess of everything else. Or an observing child whose cup overflows with tears and trauma from touching play dough. One child may avoid sunlight. Another says rain feels like needles or the child who fidgets under fluorescent or LED lights.

## Children need support when they are overwhelmed:

Work to observe a child's behavior as the result of a mismatch between the internal sensory cup and the amount of stimulation

in the environment vs. poor behavior.

It is especially important when we are responding to sensory-seeking behavior that may be mislabeled as "aggressive" or "mean."

## To support kids who are overwhelmed:

- Stay calm.
- Change activity to minimize the sensory stimulation.
- Move to a less stimulating environment.

LOUD	FAST
SOFT	SLOW

Michael Ballard

(<https://about.me/ResilientMichael>)

states, "Stretching a child who is overwhelmed will increase avoidance, fear and behaviors." Evaluate the situation to discover ways for future introduction of sensory stimulating situations in smaller steps. Aversion to play dough or a salt tray may be handled by using a Popsicle stick to draw and play without touching. Fidgets may keep hands that need to be active, busy. Delivering books to the library may provide a break from the pressure to sit longer.

## Go outside

Nature surrounds children with stimulation for all of their senses. It is both calming and stimulating in equal and wonderfully balanced parts. There is no better state for learning than being simultaneously settled and alert. Be aware of wind, rain, and sun. Google: Nature Play, Forest School

*Seek an occupational therapist to provide sensory strategies to help the child.*

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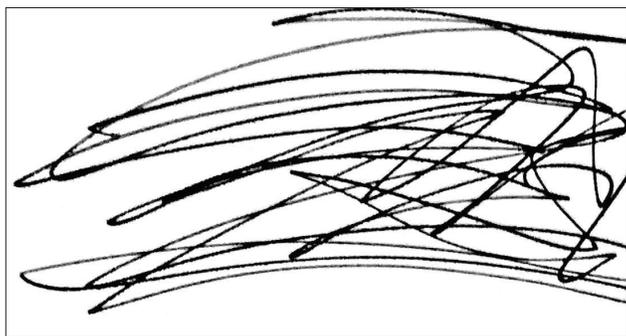
# Developmental Stages

## Draw Us To Real Abilities

**Drawing gives you a window into a child's development milestones and give you insight to help supplement learning.**

It is the expression of pre-writing skills and a development tool to build a child's attention span, creative expression and cognitive understanding of concepts.

Drawing builds fine motor skills while developing hand-eye coordination. It is a child's way of expressing understanding of the world and things of importance while learning to use hands and fingers for various tasks and utilize new tools—crayons, markers, daubers, paint and gel packages. As children mature, their drawings become more detailed and reflect the world around them. Bodies gain more parts, scenery gains color, detail, and events are created for storytelling.



### **Scribbling - (<3-4 yr)**

Drawing is about learning cause and effect and the ability to make things happen. Random pictures and scribbles emerge as a child begins to move the arm and work with

a new tool. This is a stage of exploration with creativity. The act of scribbling is purely kinesthetic, imaginative and is pleasing. This type of scribbling lasts for different amounts of time for different children. Muscle development, coordination, general health, intelligence, the frequency to scribble along with the encouragement of adults, affects the duration of scribble development.

Provide scribblers tools that easily allow them to control their marks. Color is not important. Notice areas and lines of the scribbles. "That is a lovely line."

- **Tools:** Finger paints, a fat dark crayon, fat brush, daubers
- **Color:** Limit to two - three colors that contrast with surface material.
- **Surface Materials:** Large sheet of paper, a drawing wall, easel, gel bags, or board. Use light and dark colored surface materials.

*The pre-schematic stage is when the child is drawing his first symbols, but has not yet developed "schema".*

**The term "schema" refers to the habitually repeated symbol for an object.** Examples are lollipop trees, stiff drawings of people, or houses all drawn the same. These change when

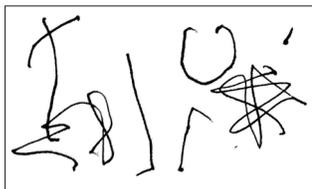
there is strong motivation to do so.  
<https://tinkergarten.com/skills/behavioral-schema>

**Schema** are the repeatable patterns in early childhood (18 mo-6 yr). Kids naturally become absorbed in repeating these patterns, and practice with schema is highly engaging for them. **No matter where you are in the world, these same schema are exhibited by kids.** Experts believe that when kids repeat these patterns in different situations, kids develop physically and cognitively. In turn, they are better able to understand, navigate and interact with their worlds, resulting in transformative learning.

### Preschematic - (3 to 7 yr)

*Representational shapes and figures emerge.*

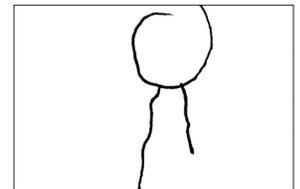
**1. Stage 1** - Drawing begins to discover the connection between movements and the marks on the paper, board, or wall. A child will repeat movements on purpose and begin to create different shapes and lines of varying lengths to draw the objects, spontaneous circular items, to-and-fro scribbles and dots. The objects tend to float on the paper as the child has not yet learned to organize them. They may also be creating shapes that resemble



letters T and V.

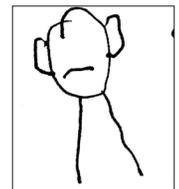
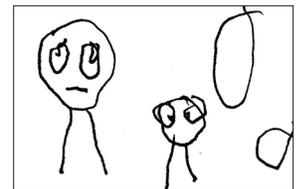
### 2. Stage 2 -

A child is able to tell you what the scribbles represent even though you may not be able to see it. The drawing is typically only one color and is named in the process of drawing it. The child freely draws and does not have a plan. The same drawing may change from "this is mommy" to "this is my dog". Drawing of the first 'tadpole person' emerges around 3 or 4 years old. People are drawn with a head and legs directly attached to the head.

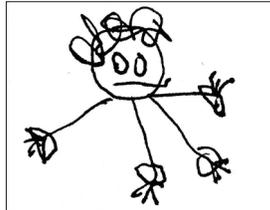


**3. Stage 3**- A child will draw not what it sees, but what it knows and what is important.

A drawing of people at this stage will have the head and legs with details of eyes or ears (depending which is more valuable to the child). Drawings are beginning to be intentional and the child draws objects the same way each time: Pretend letter writing, crosses, squares, circles, and rectangles with attempts at triangles and diamonds. These objects will begin to merge together to make things like a hat, sun, snowman, or house.



**4. Stage 4** - A child will name a picture before beginning and is usually in the center of



the drawing. A person will have hair, hands, fingers, feet and a body. A house will have a door, windows, roof and chimney. Drawings will include animals, houses, vehicles, trees, plants, flowers and rainbows. Drawing remains spontaneous, but shows backgrounds, interests and experiences.

**“Tell me about your picture!”** A child draws what is familiar and these common representations of people, animals, and houses change constantly. The child will create basic shapes including triangles and diamonds with spontaneous letters that imitate writing. The child is beginning to color inside the lines though colors may be unrealistic. Enjoy the pink puppies and blue horses!

*Drawing can become a problem solving tool.*

*“Wow, that’s a problem. Could you draw me a picture to help solve this?”*

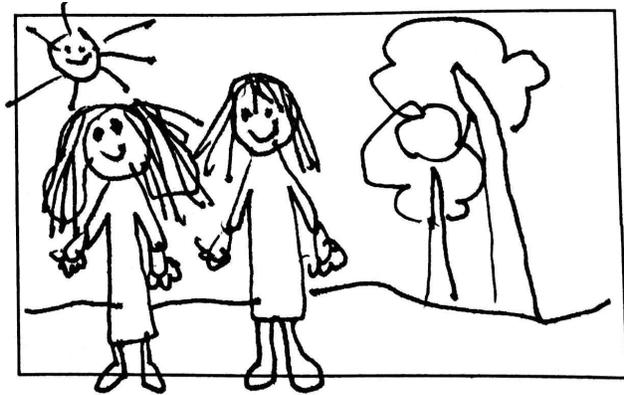
### **What about coloring books?**

Steve Drummon of NPR digs into what is education and what is recreational use of coloring books.

<https://www.npr.org/2018/08/30/642607219/coloring-books-and-worksheets-whats-the-value-of-staying-in-the-lines>

### **Schematic - (6 to 11 yr)**

*Develop and use graphic symbols to represent things encountered in child’s environment.*



Most children able to form circles, squares, rectangles, triangles, and diamonds in drawings. Children develop their own style. Things that are important to the child are enlarged and things less important are left out or drawn smaller. Butterflies might be house sized! A human form will have a specific representation so each human will appear similar though different sizes and differences in hair and clothes. Animals will have human style faces. Both animals and people may be represented as moving with legs and arms going in various directions.

People, animals, and objects are on a baseline like a floor, snow, sand, or grass. Though pictures become more complex they still use schema. Single base-lines, multiple base-lines, and fold-up views are used. Perception is beginning with trees higher than houses.

*Many people stall at the Schematic Stage without further instruction.*

Here are some simple Readiness Games to play together with a developmentally young child

## Lines Before Circles

### Pre-writing strokes developmental sequence to prepare children for writing:

Begin with the simplest writing stroke, vertical lines, regardless of a child's age. For older or more advanced children this builds confidence while warming up hands for writing. *For younger children, try not to press for skills past one year of age. For more ideas Sarina Shirazee, [www.pcot.au](http://www.pcot.au)*



Vertical Line (2 yr 10 mo)

Horizontal Line (3 yr)

Circle (3 yr)

Cross (4 yr 1 mo)

Diagonal to Lower Left (4 yr 4 mo)

Square (4 yr 6 mo)

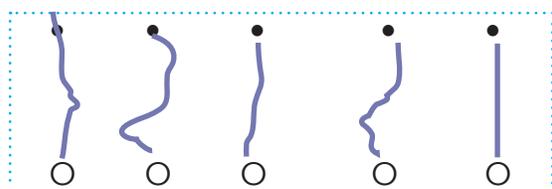
Diagonal to Lower Right (4 yr 7 mo)

X (4 yr 11 mo)

Triangle (5 yr 3 mo)

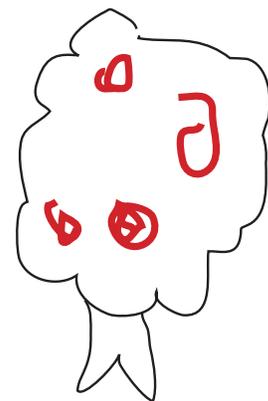
### Dr. Lyelle Palmers' Rabbit in the hole:

Tell the child to put the rabbit into the hole. Child will happily do ten reps, with longer and longer spaces between the targets. The path to the target will be wobbly at first but the job of starting and finishing a line is basic and fun. Try putting stickers on the hole.

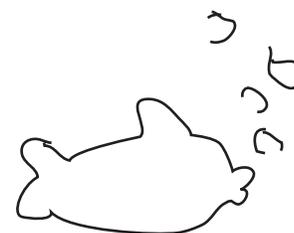


- **Stickers** - Peeling stickers and pasting them in place helps to refine pincer while encouraging use of both hands. It is also great for development of eye-hand coordination.
- **Vertical Writing Surface** - Taping paper to the wall allows children to work shoulders by lowering and raising arms. Shoulder strength is important to develop hand skills. You can draw roads to use small cars to drive on paper.
- **Laminate pages** to allow for stickers or reuse when writing.

- **Crayon pieces** (which are shorter and already broken) encourage tripod grasp.
- **Norm Benson's Put the apples on the tree** Draw a simple tree and have the child put apples on it. The apples will be varied squiggles for a time, but eventually round out and become more circular.



- **Draw the bubbles from a fish's mouth.** Once again the bubbles will begin as squiggles and achieve roundness with practice and time.



Learn more!

<http://actg.org/programs-services/mlr>

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# Getting a Grip on Learning

## Good handwriting requires:

- Good fine-motor skills
- Hand/finger muscle strength
- Eye/hand coordination
- Good pen-grip/hold

There are many activities that can help a child develop the muscles in their hands that are necessary to grasp a pencil properly.

- Draw in salt, sand, or cornmeal.
- Finger draw and write on gel bag made with hair gel in a zip lock bag.
- Play with playdough.
- Drag or draw sticks, golf tees, or feathers through play dough.
- Spray plants with water.
- Pick up small items with safe tweezers or tongs.
- Spring loaded clothespins.
- Pick up small snack items.
- Lace macaroni or cereal with yarn or shoelaces.
- Spin tops.
- Turn over and stack cards, coins or buttons.
- Punch child-abled paper punches.
- Make soapsuds with a manual eggbeater. Note this is a tool and only at a time to keep fingers out of blades.
- Play with finger puppets and finger play games.
- Draw with broken crayons and chalk.
- Cut up old calendars, magazines, pieces of paper and cards.

## More finger exercises for handwriting:

<https://www.learnwithplayathome.com/2015/09/finger-exercises-for-kids-learning.html>

## Pencil grip and handwriting milestones begin when children are babies as they start to grasp and reach for different objects.

Eventually, their hands, fingers, wrists, and elbows become stronger to grasp balls, squeeze toys, and start coloring with fat markers and crayons. This is when the Palmar Grasp begins to develop. As the child gets older, the Palmar Grasp typically transitions automatically into the pincer grasp for writing and holding a pencil the correct way.

### Stage 1 (3-6 mo) Develops Palmar Grasp:

a children can grasps rattles, fingers, small toys, bats at toys, grabs for objects with their full arm and can holds items with their whole fist.

### Stage 2 (6-8 mo) Palmar Grasp

**developed:** a child grabs full objects like blocks, picks up items and puts them in their mouth and begins using their thumb.

### Stage 3 (8-10 mo) Pincer grasp begins developing and Palmar grasp transitions to pincer grasp

a child can use thumb and fingers to grasp objects, the child will rake objects toward them and can move objects from one hand to the other.

**Stage 4 (10-15 mo) Pincer Grasp developed — Palmar Supinate Grasp**

**develops:** a child picks up objects with little effort, begins showing preference for one hand over the other, starts to lift and use forks and spoons and uses the whole arm to color with crayons or markers.



**Stage 5 (2-3 yr) Digital Pronate Grip:** a child can wrap all fingers around writing tool, but the wrist is turned while the palm faces down toward the page, movement now comes mostly from the elbow. A child can start copying a horizontal, vertical, and circular line.



**Stage 6 (3-4 yr) "Splayed" or 4 Finger Grip:** a child uses 4 fingers to hold a writing tool, an arc begins to form between the thumb and the index finger, movement begins in the wrists and fingers. At this stage children can begin to try simple dot-to-dots, zig zag lines and trace dotted lines.



**Stage 7 (4-6 yr) Static Tripod Grip to Quadrapod Grip:** the child now has a 3-fingered grip where the thumb, index finger, and middle finger all work together, a child can copy diagonal lines, squares, crosses, and triangles and begins to move fingers closer to the tip of the pencil for better precision.



**New technology is affecting strength in hand grips.**

## Learn to Write Letter Skills in Developmental Order

**Dr. Lyelle Palmer shares with us:** "Begin with vertical downward stroke lines as early as age three beginning with a dot for a starting point and a 0 to end (draw the rabbit into the hole!). The lines will be wobbly at first and will improve. Start/stop is the first thing to learn. Start at the top line and end at the bottom line using lined paper at first lines 2" apart but progress to longer lines. Young kids will feel accomplished with 6-10 lines. Don't overdo it at first, just make it fun. Precede all with eye movement wall charts and teach through tracing large models using lined paper for orientation of begin, stop."

### LETTER PROGRESSION

The easiest letters are made with

vertical and horizontal strokes

I L T H F E

Advanced are circular:

O Q J C G P D B U S

Most advanced:

V R N M W X Y Z K A

Later, after tracing with just the finger, progress to rainbow tracing with layered colors using the lightest color first then lay down darker colors in succession one color on top of the other: pen, yellow, orange, pink, red, violet, green, blue, black for a total of ten tracings. This can be homework that is fun and productive (and colorful) for refrigerator display.

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# Furry Embraces The The S.M.A.R.T. Program

S.M.A.R.T. (Stimulating Maturity through Accelerated Readiness Training) integrates fun and challenging physical activities into the classroom that are designed to prepare the brain for reading and learning in a way that traditional instruction does not.

S.M.A.R.T. is compatible with any existing curriculum, the multi- sensory activities stimulate the brain and increase its capacity to learn.

## So what is S.M.A.R.T.?

- **Simulating** - Brains learn by seeing, hearing and touching things many, many, many times.
- **Maturity** - Brain stimulation through the S.M.A.R.T. Pre-K program aims to mature sensory pathways of vision, auditory and tactile/kinesthetic.
- **Acceleration** - To help messages travel in our brain with efficiency and speed.
- **Readiness** - Creating foundation skills so the Brain Stem can perform automatic functions and the Cortex can perform higher functioning work.
- **Trains** - The body and brain to be ready to learn.

Compared to norms, half of the students in the Stimulating Maturity through Accelerated Readiness Training (S.M.A.R.T.) program achieve at the 75 percentile on formal and informal tests, and 25% are in the top 10 percentile.

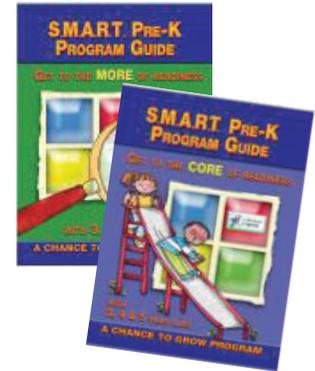
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**S.M.A.R.T. is a developmental approach to teaching that takes advantage of current brain research.**

S.M.A.R.T.'s developmental approach is a critical and foundational part of learning readiness! Students who have developed mature readiness skills through S.M.A.R.T. have shown an increased attention span, ability to focus, and improved reading scores.

Dr. Lyelle Palmer, co-developer of the S.M.A.R.T. program shares, "The responsibility for success lies with the teacher/trainer in knowing both the content and the students, and also having appropriate measures for regular feedback to all and appropriate action in response to that feedback. One of my goals is for all students to master the content to the level I have in mind."

The S.M.A.R.T. Program integrates movement stimulation for kinesthetic, tactile, visual, and auditory stimulation to produce unprecedented results. Young children must move and some moves are better than others. Dr. Palmer, shares his Reading Readiness charts with us.



Thousands of teachers have been trained in school teams for brain stimulation in the classroom, gymnasium/floor, and playground. A huge part of the program is movement activities to produce agility, coordination, strength, endurance, and flexibility.

## **MOVEMENT AND LEARNING**

(Adapted from Page 19,  
Get to the CORE of Readiness)

***Movement influences the ability to concentrate in a classroom and to learn to read and write.*** Developmentally, movement plays a major role in understanding our bodies. Belly crawling, creeping on hands and knees, rolling, climbing, pushing and pulling are just a few of the movements we draw from in the S.M.A.R.T. Pre-K program. We aim to mature Reflexes, Balance, Vestibular, Gross and Fine Motor, Proprioception, Bilateral Coordination, Vision and Auditory systems. When children engage in the purposeful movements of the S.M.A.R.T. Pre-K program, they mature their bodies and brains.

Children with mature bodies and brains are more capable of sitting still and remaining seated in their chairs. They also have an understanding of how much or how little force should be used when turning pages in a book or using writing utensils. These skills

do not happen automatically, or mature as the pages of the calendar turns. Immature development can look like children who have to move around a lot, or those who use too much force or appear not to be paying attention.

It takes great endurance by these same body systems to be able to sit still at a desk and do work quietly. Essentially, our bodies NEED to move in order to learn HOW to be still. We are not born with this skill, it is learned. We build up the endurance by having a significant amount of movement and therefore stimulation to brain and body systems. So, plan for lots of purposeful movement breaks during your day. Young children need to move; the movement helps them know where their bodies are. Being still does not. If you plan for movement (rather than just letting it happen when it will) then it won't feel as a disruption but more like a part of your day!

**Furry and the Stuffies are on board with the Minnesota Learning Resource Center and the S.M.A.R.T. Program.** A 2011 study found that children who received S.M.A.R.T. programming maintained their reading gains through second grade, while more than half of the control students were failing again in reading by second grade.

**We highly recommend you purchase S.M.A.R.T. Pre-K Program Guides CORE and MORE.**

<https://actg.org/products>

**Learn more?** <http://actg.org/programs-services/mlr>

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# Furry supports the Read Aloud 21 Day Challenge initiative for families.

<http://www.readaloud.org/21daychallenge.html>

*Ohio State University. (2019, April 4).  
A 'million word gap' for children who  
aren't read to at home: That's how  
many fewer words some may hear by  
kindergarten.*

*ScienceDaily. Retrieved December  
2, 2019 from [www.sciencedaily.com/  
releases/2019/04/190404074947.htm](http://www.sciencedaily.com/releases/2019/04/190404074947.htm)*

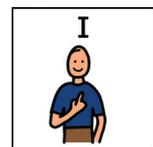
Researcher in the study selected board and picture books from the most circulated 100 preschool books. They then randomly selected 30 of those books and discovered that board books contained an average of 140 words, while picture books contained an average of 228 words. They also assumed that even though some parents reported never reading to their children that one book every other month was read.

*Based on these calculations, here's how  
many words kids would have heard by the  
time they were 5 years old:*

- *Never read to, 4,662 words*
- *1-2 times per week, 63,570 words*
- *3-5 times per week, 169,520 words*
- *1 book a day, 296,660 words*
- *5 books a day, 1,483,300 words.*

*Furry - The Little Penguins That Could* shared reading book contains over 18,000 words and is designed as a snuggle up bedtime book or it can be used as curriculum by schools, after school programs and day cares. Furry does not talk down to children and introduces important words like cooperation, celebration, treasured, accommodation and, of course, sharing and kindness to each other.

The words introduced in the first chapter of 10 pages (**I, a, and, is, go, stop, penguin(s), there**) are used 2,215 times giving emergent readers opportunity to find words even at a very early level. We start out looking for **I**, which can be found 367 times!



*Furry - The Little Penguin That Could* is designed to be read aloud one chapter at a time. Through the true story of a Kindergarten full of stuffed animals and a little boy who could not speak a miracle happens. And that miracle builds empathy in children, besides increasing a love for reading and being read to. Fictional characters help create empathy in children. Furry and Mac are REAL! <https://www.psychologytoday.com/us/blog/the-athletes-way/201412/can-reading-fictional-story-make-you-more-empathetic>

## USA has a literacy problem.

- The United States ranks 49th among 156 United Nations member countries in its literacy rate.
- Literacy is the foundation for all learning, yet nearly 40% of all fourth graders in the United States read below the basic level.
- 60% of all juvenile offenders have problems reading.
- 40% of adult Americans have trouble reading.

According to a 2018 survey of American families, only 30 percent of parents reported reading aloud for at least 15 minutes a day. Yet reading together aloud for only 15 minutes a day creates immense rewards for children and their families.

<http://www.readaloud.org/surveyreport.htm>

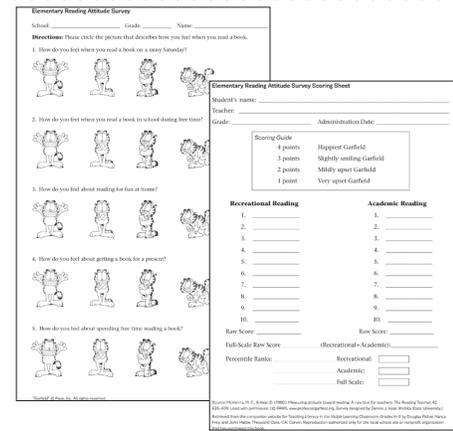
## How do I get started with The Furry Curriculum?

Read *Furry - The Little Penguins That Could* to yourself so you:

- Know the story and characters. Think about the students you have in your classroom.
- Can this story help children enjoy reading?
- Will this book help your students value each other's differences?
- Will the lessons learned in this book empower the children to develop friendships and acceptance that encourage inclusion?

## Start by surveying your students

We hope that Furry will make a difference to enhance the love of reading and increase inclusion, friendships, and acceptance in your school and community. We ask that you join us to create an evidence-based curriculum for all students.



The image shows a 'Scoring Sheet' for the 'Elementary Reading Attitude Survey'. It includes fields for 'Student's name', 'Grade', and 'Administration Date'. A 'Scoring Guide' indicates: 4 points for 'Happiest Garfield', 3 points for 'Slightly smiling Garfield', 2 points for 'Slightly upset Garfield', and 1 point for 'Very upset Garfield'. The sheet has two columns of scores: 'Recreational Reading' and 'Academic Reading', each with 10 numbered rows. At the bottom, there are fields for 'Raw Score', 'Full-Scale Raw Score', and 'Percentile Rank' for both 'Recreational' and 'Academic' categories.

## The Elementary Reading Attitude Survey can be administered to an entire classroom in about 10 minutes.

The survey consists of 20 questions using the cartoon character Garfield to provide a quick indication of students attitudes toward reading.

We recommend administering this assessment before beginning the Furry curriculum and then administering after completing the Furry curriculum.

The Elementary Reading Attitude Survey can be found at [http://resources.corwin.com/sites/default/files/Compendium\\_17.pdf](http://resources.corwin.com/sites/default/files/Compendium_17.pdf)

**Note:** The Professor Garfield Foundation is a non profit 501(c)(3) educational collaboration between Paws, Inc., the global headquarters for Garfield the Cat, and Ball State University, a nationally recognized leader in teacher training and digital education.

## Ready. Steady. Learn!

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# Furry challenges children to think.

Throughout our curriculum we have carefully crafted fun questions to engage children in complex and critical thinking. Furry helps children become detectives while learning to gather data, process the questions, and apply the results. As you journey together through our curriculum you will see many opportunities to build critical thinking.

## Furry works on gathering data

We encourage children to share information, experiences, and feelings they have had in the past and apply to the present.

## We like the facts

- **Count** – How many fish did Furry eat?
- **Describe** – How does this picture make you feel?
- **Name** – Name the animals you remember reading about in the chapter I just read.
- **Match** – What word is this animal?
- **Observe** – What did you see the penguins do in the YouTube video?
- **Identify** – Which penguin is the Emperor Penguin?
- **Define** – What does (that is defining) the word herd mean when it is about animals?
- **Recite/Memorize** – Can you tell me the words for the Waddle Waddle dance?

## And we work to process new questions

Furry works with same and different along with cause and effect.

## We are detectives

- **Analyze** –What information will we need to solve this issue?
- **Distinguish** – What are some things that make you think of a penguin?



## We like same and different

- **Compare** –What kinds of ears do each of the animals have and how are they different? Do you think different ears might work differently?
- **Contrast** –How are giraffes different from zebras?
- **Distinguish** – What are some things (characteristic) about this bird that makes you think it is a penguin?
- **Sequence** – How can we arrange the penguins? Size? Color? Shape?

## We talk about what we think

- **Explain** –What do you think causes rain turn into snow?
- **Infer** – (We think harder and guess) – What happens to lakes when it is very cold?

- **Analogy** – What other things turn into ice? What happens when we put water in the freezer?

### We test our ideas

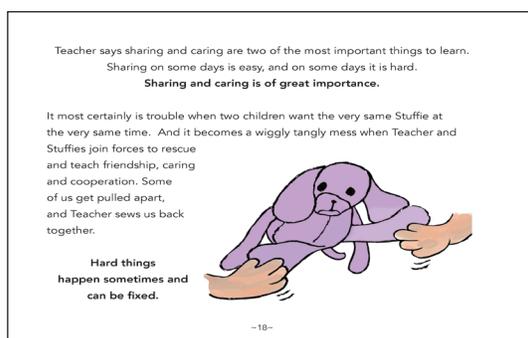
- **Experiment** – How are we going to find out if doing \_\_\_\_\_ works better or true?

### Then we use our questions to grow ideas – which is called applying questions

We use our imaginations to think creatively.

We use all the information we have gathered to come up with new ideas.

- **Predict** – What do you think will happen to water if we put it in the freezer?
- **Imagine** – Imagine what your schoolyard would be like if it was raining and the weather got cold?
- **Hypothesize** – What would happen to the fish if the lake became ice?
- **Speculate** – Where would the fish go if the water became ice?
- **Forecast** – What will happen when the weather gets warmer again?



**We learn hard things happen sometimes and can be fixed.**

## Furry Solves Puzzles with Marvelous Myrna

Some children can cope and others do not do so well. Research shows as early as age 4, children can understand that behavior has causes, that people have feelings, and that there is more than one way to solve a problem. They can also decide if the idea is a good one.

Myrna Shure is the developer of **An Interpersonal Cognitive Problem-Solving Program (ICPS)**. ICPS encourages children to solve problems as they arise. Every day some kind of interpersonal problem arises between children, a child and a teacher, or a child and another authority figure. <http://www.thinkingpreteen.com/>

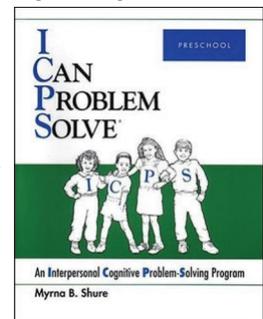


**Marvelous Myrna** will

appear in a Problem Solving Challenge Box. We recommend that you purchase

***I Can Problem Solve - Preschool Edition.***

It contains over 300 pages of ideas to help children to learn how to think, not what to think and begin to evaluate their own ideas.



To purchase: <https://www.researchpress.com/books/590/icps-i-can-problem-solve>

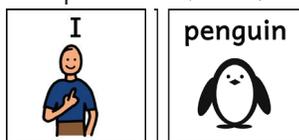
# 23 Preschool Words Account for 96% of Language

A study of children in a childcare setting functioning at age-appropriate developmental levels showed that the following 23 words accounted for 96% of the language used over a three day period. *Furry - The Little Penguins That Could* uses this knowledge to help build success for all children, including emergent readers who are non-verbal.

The words in descending columns of frequency of use are shown below with the number of times (in parenthesis) we have used these words in our Furry book. We make these words available for ALL children to talk, play, and learn together.

I (366)	is (268)	you (156)	out (52)
no (44)	it (157)	what (38)	off (19)
yes/yea (6)	that (189)	on (143)	help (68)
my (105)	a (394)	in (226)	some (41)
the (831)	go (36)	here (11)	all done/ finished
want (14)	mine (367)	more (40)	

These common words in pictures (AAC) with fun fringe words encourage communication.



## TEACHER CHALLENGE:

### Shared Reading with non-verbal emergent readers.

Chapter One begins with learning the DLM Core Vocabulary word “I” and for fun Furry added “penguin”. Children learn best by playing together and we have designed this curriculum so almost any child can participate in shared reading.

### Augmentative and Alternative

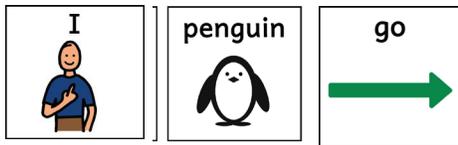
**Communication (AAC)** is an increasingly prevalent option for persons with delays or disorders in their expressive communication abilities. For school-aged children, the use of research-based language selection and well-designed AAC systems are integral to academic success. To read more on this complex and unique study download **The Dynamic Learning Maps Core Vocabulary Overview** developed by the DLM Professional Development Team at The University of North Carolina at Chapel Hill <https://www.med.unc.edu/ahs/clds/files/2018/09/vocabOverview.pdf>

**Note:** These core boards should never replace a well constructed currently available device/system.

### RESOURCES FOR YOUR CLASSROOM

The final 36 core words have been researched by the Center for Literacy and Disability Studies and reflect words that

are most commonly used in a classroom setting. In addition, Furry adds words that allow fun and informative class participation for all children.



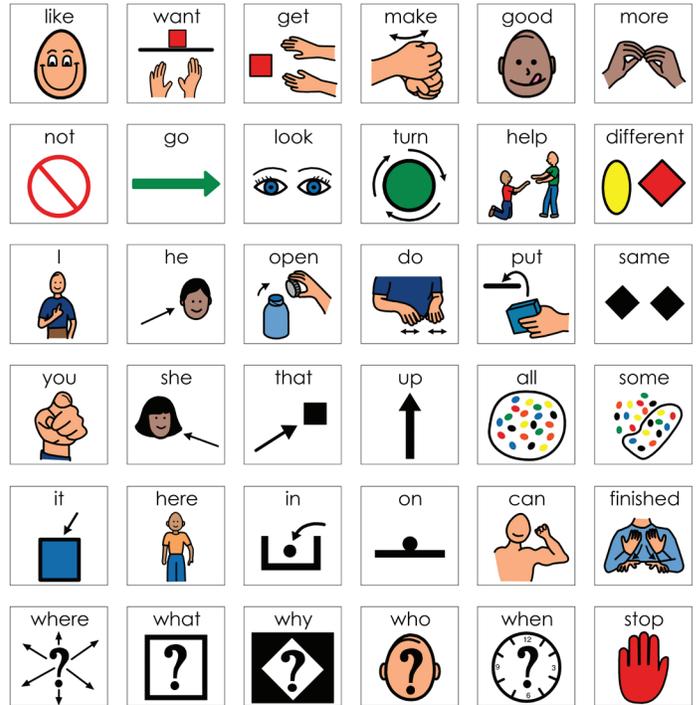
**Furry The Little Penguins That Could curriculum utilizes the work of the Center for Literacy and Disabilities Studies.**

Furry - The Little Penguins That Could Curriculum uses the 36 ACC Project Core cards as indicators, you are free to use any of the many varieties of cards. A full range of ACC free downloads are available at: <http://corevocabulary.weebly.com/resources.html>

**The DLM Core Vocabulary Project** was initiated to determine the vocabulary that is necessary for students with significant cognitive disabilities to engage, learn, and demonstrate knowledge in an academic environment. Instead of identifying every possible word, the goal was to identify and prioritize the smallest set of required words.

The first set of 40 words was designed to create groupings of words that could help students with both communication and language growth. The words are organized in groups of 4 that lend themselves to expression and modeling of language usage.

### 36 ACC Project Core cards



### DLM Core Vocabulary first 40 words:

1	I	like	not	want
2	help	it	more	different
3	who	she	you	he
4	where	up	on	in
5	me	make	get	look
6	what	need	are	is
7	some	put	all	this
8	don't	that	go	do
9	when	finished	can	here
10	open	turn	stop	over

### FREE WEBINARS TO LEARN MORE!

Communication Training Series Webinars  
<https://www.angelman.org/resources-education/communication-training-series/schedule-recordings/>

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## Frequently Used Sight Word Dolch vs Fry Sight Words

The **National Institute of Child Health and Human Development** in 2000, indicated that beginning and struggling readers see stronger outcomes when they are taught to decode words using phonics. A recommended approach is combining explicit phonics instruction with either the Dolch or Fry list of sight words. This combination helps children build fluency quickly by providing a base of words they recognize on sight along with a method for decoding unfamiliar words. <https://www.thoughtco.com/what-are-fry-words-4172325>

Furry tirelessly counted, sorted, and categorized all the Dolch words in his book so you know how many times a new word will be read in each chapter, in addition to how many times the word will occur throughout the book. His project took a lot of energy for a penguin, because there are almost 19,000 words within 204 pages and 30 chapters!

There are almost 3000 different word variations in *Furry - The Little Penguins That Could*, Furry decided to work with core words. Furry encourages children throughout the curriculum to discover the root word hidden among the ed, ing, est, s and capitalizations. The only Dolch word Furry could not find was "shall". Google Fry and Dolch to learn more about the history and research behind each list.

## Dolch Word List by Grade

- 1. 40 Pre-K Dolch Sight Words** - a, and, away, big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you.
- 2. 52 Kindergarten Dolch Sight Words** - all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yes.
- 3. 41 First Grade Dolch Sight Words** - after, again, an, any, as, ask, by, could, every, fly, from, give, going, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when.
- 4. 46 Second Grade Dolch Sight Words** - always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write, your.
- 5. 41 Third Grade Dolch Sight Words** - about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm.

## 95 Noun Dolch Sight Words

apple, baby, back, ball, bear, bed, bell, bird, birthday, boat, box, boy, bread, brother, cake, car, cat, chair, chicken, children, Christmas, coat, corn, cow, day, dog, doll, door, duck, egg, eye, farm, farmer, father, feet, fire, fish, floor, flower, game, garden, girl, goodbye, grass, ground, hand, head, hill, home, horse, house, kitty, leg, letter, man, men, milk, money, morning, mother, name, nest, night, paper, party, picture, pig, rabbit, rain, ring, robin, Santa Claus, school, seed, sheep, shoe, sister, snow, song, squirrel, stick, street, sun, table, thing, time, top, toy, tree, watch, water, way, wind, window, wood.

## Fry First 100 Word List

a, about, all, an, and, are, as, at, be, been, but, by, called, can, come, could, day, did, do, down, each, find, first, for, from, get, go, had, has, have, he, her, him, his, how, I, if, in, into, is, it, like, long, look, made, make, many, may, more, my, no, not, now, number, of, oil, on, one, or, other, out, part, people, said, see, she, sit, so, some, than, that, the, their, them, then, there, these, they, this, time, to, two, up, use, was, water, way, we, were, what, when, which, who, will, with, words, would, write, you, your.

## Fry 200-300 Word List

after, again, air, also, America, animal, another, answer, any, around, ask, away, back, because, before, big, boy, came, change, different, does, end, even, follow, form, found, give, good, great, hand, help, here, home, house, just, kind, know, land, large, learn, letter, line, little, live, man, me, means, men, most, mother, move, much, must, name, need, new, off, old, only, our, over,

page, picture, place, play, point, put, read, right, same, say, sentence, set, should, show, small, sound, spell, still, study, such, take, tell, things, think, three, through, too, try, turn, us, very, want, well, went, where, why, work, world, years.

## Have Fun with Decoding

We have been delighted with workshops by **The Works People** to help struggling learners. Jay and Jeanne Patterson are both educators of students at high risk and they bring laughter to the process of understanding linguistics.

Jay authored, THE WORKS TRILOGY, a set of very strong and effective language arts texts:

- *Reading Works - Gleanings from My Journey along The Writing Road to Reading*
- *Grammar Works - Equipping Students with Tools to Master the English Language*
- *Writing Works - An Analytical Approach to Writing.*



His Teaching Props still make Furry giggle. Furry likes his super duper hats. Visit: <https://www.theworkspeople.com>

Positive results have been found using the Orton-Gillingham approach to linguistics with some populations of children. Training is available at **Dyslexia Training Center** <https://www.dyslexiatraininginstitute.org/>



# See The Sound Visual Phonics

*Good teaching is good teaching and the final goal needs to be that an individual is able to read silently with comprehension.*

Sight word instruction alone does not lead to that. We encourage using current supported research to help children of all abilities.

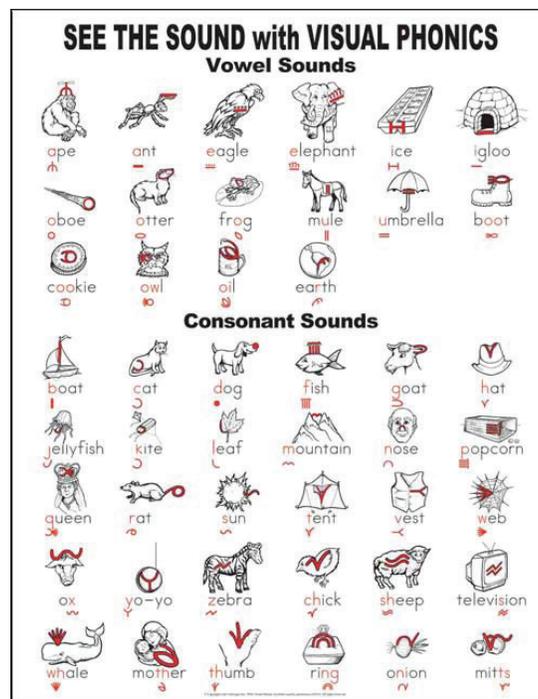
## **Visual Phonics helps emergent readers generalize letters to words to reading.**

**See the Sound/Visual Phonics** is a learning system that utilizes a combination of tactile, kinesthetic, visual, and auditory feedback to assist in developing phonemic awareness, speech production, and reading skills with children who are deaf or hard of hearing. It can help many more children.

What distinguishes See The Sound/Visual Phonics from other “Visual Phonics” products is that it’s multi-sensory strategy represents all 52 sounds of English with a hand-shape cue and a corresponding written symbol. The kinesthetic feature of the hand-shape cues resonates with children, in whom “muscle memory” is powerful.

## **Furry likes Visual Phonics and it’s wonderful movements.**

Research has proven that Visual Phonics is an effective strategy to teach code related skills for children regardless of the degree of



hearing loss, grade placement, communication method, home language, or prevalence of an additional disability. It has also helped children with other disabilities.

## **Want to know more?**

View YouTube - Visual Phonics and American Sign Language

<https://www.youtube.com/watch?v=u-ma-qAg4gH4>

Materials are available for trained teachers through the International Communication Learning Institute (ICLI)

<http://seethesound.org/index.html>

For training information contact:

[training.clerccenter@gallaudet.edu](mailto:training.clerccenter@gallaudet.edu)

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# Furry Used Great Care in Font Choice for Students

**Furry chose to use the Andika font for worksheets and student interaction**

**Andika is a font designed for teaching people around the world to read; adults as well as children.** It is based on decades of legibility research, and, unlike other fonts, used for literacy and second language skills. The designer of Andika, SIL serves language communities worldwide, building their capacity for sustainable language development by means of research, translation, training, and materials development.

Andika — pronounced ahn-DEE-kah

Swahili — spoken widely in eastern and southeastern regions of the African continent, among other places.

Meaning — “Write!”

The font’s design incorporates features known to aid letter recognition, thus avoiding the pitfalls of most sans-serif designs.

***“Andika is a free font, explicitly designed with the beginning reader in mind, and is therefore highly recommended.”***

(USAID report: Best practices for developing reading materials)

## Visual features for high legibility

Andika is designed to maximize legibility and practicality. The letterforms are simple, almost monoline, and easy to copy with pencil or chalk.



Andika’s design team gathered feedback from many of SIL’s literacy specialists, and also carefully reviewed findings from many years of legibility research, all of which fed directly into the font’s design.

**Andika is a sans serif, Unicode-compliant font designed specifically for literacy use.** Andika’s design takes into account the needs of beginning readers. The focus is on clear easy-to-perceive letter forms that will not be readily confused with one another.

Andika shares the same features of other fonts that have been effective in improving reading for the impaired:

- Strong ascenders and descenders, but with a large x-height
- Clearly differentiated forms of a, g, b, d, p, q
- Contrast between capitals, lowercase, and numerals (I | 1)
- Separation of letter combinations that are often misinterpreted (such as rn, lo)
- Avoidance of thin lines that can cause letters to break apart
- Generous spacing

**NOTE:**  
**TEACH ONLY UPPER CASE FIRST  
TO EMERGENT READERS**

Andika also provides these features in a style that is closer to traditional font styles, and uses forms that are closer to normal handwritten ones.

**Andika demonstrates that it is possible to maximize letter recognition and legibility without resorting to distorted letter forms.**

**ag** Literacy specialists prefer the simple (primary) shape of 'a' and 'g', as they look more like handwriting.

**I | 1** Letters that are commonly confused are designed to contrast with one another.

**fyj** Ascenders and descenders have clear curves to aid in letter recognition.

**mnp r** Joins—where the straight stem attaches to other strokes—are low, as in handwriting. This is a known aid to legibility.

**bdpq** Letter shapes are clearly differentiated to reduce confusion. Similar bowls (enclosed rounded parts) are all slightly different.

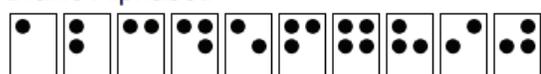
For More Information visit:  
<https://www.sil.org/about/discover>

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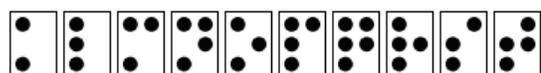
# Furry Challenges Children to Become Braille Detectives

Braille may look like a bunch of dots, but it's just another way to read and write English or any other language which allows the visually disabled to read by touch. There is a Braille code for every language including French, Spanish, Chinese, Arabic, and Hebrew. There are also Braille codes for mathematics, music, and computers.

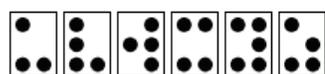
## Braille Alphabet:



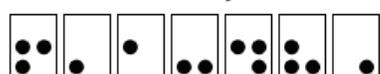
a b c d e f g h i j



k l m n o p q r s t

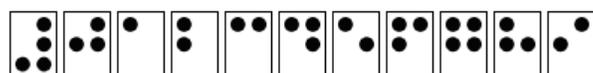


u v w x y z



! ' , - . ? Capital

## Numbers:



# 0 1 2 3 4 5 6 7 8 9

## Furry introduces children to tactile language through play.

- Furry challenges children to write secret Braille coded messages to each other as they become familiar with Braille letters.
- Professional Development and Research Institute on Blindness has many toys, games, and ideas to try. <http://www.pdrib.com/pages/brailactivities.php>

- The early childhood initiatives of the National Federation of the Blind provide young blind children and their families with support and guidance to master the fundamental skills of literacy and independent travel.
- Visit the Braille Bug website <http://braillebug.afb.org/>
- Learn more at: <https://nfb.org/programs-services/early-childhood-initiatives>

## Links to support persons with lo-vision and sighted peers.

- Royal Blind Organization: <https://www.royalblind.org/national-braille-week/braille-resources/games-and-worksheets>.
- Free audi books - Library for the Blind <https://loc.gov/programs/national-library-service-for-the-blind-and-physically-handicapped/about-this-service>
- Professional Development and Research Institute on Blindness <http://www.pdrib.com/pages/lowvision.php>

## To learn more visit:

[http://braillebug.afb.org/braille\\_deciphering.asp](http://braillebug.afb.org/braille_deciphering.asp)

# Color matters for performance.

Furry makes things easy on the eyes to see.

Vision plays an important role in children's physical, cognitive, and social development. More than one in five preschool-age children enrolled in Head Start have a visual disability. Visual functioning is a strong predictor of academic performance in school-age children, and visual disorders in childhood may continue to affect health and well-being throughout the adult years. <https://www.preventblindness.org>

In a 2012 research study found that the preferred colored pairs for persons with Dyslexia was black type on yellow background and black type on cream background. In terms of performance, the color pairs ordered fastest to slowest and read by people with dyslexia were black & cream and blue & yellow. The color pairs read by people without dyslexia were dark brown & light green and black & creme.

Furry uses the research of others wisely to design Empowerment Worksheets. As a very considerate penguin, his designs allow children to participate in similar worksheets to create educational achievement while being conscious of vision issues.

- Furry has chosen to use a solid black border, 50% yellow background with black text in Andika typeface. Cream and light yellow background with black ink is the easiest and fastest to read. If you need a brighter yellow we recommend you print on cream or yellow paper or card stock.
- Furry has added a solid yellow background to our ASL Alphabet Game Cards for children with low vision. Furry has provided a white and gray background for educators to add appropriate colored Irlen filters for children with special vision issues.

## Contrast is a critical factor:

Dyslexia	No Dyslexia	Dyslexia	No Dyslexia
Preferred Colored Pairs		Best Performance	
Black	Black	Black	Light Green
Black	Black	Yellow	Black
Blue	Black	Light Green	Black

Optimal Colors to Improve Readability for People with Dyslexia, Luz Rello. Universitat Pompeu Fabra, luzrelo@acm.org, Ricardo Baeza-Yates. Yahoo! Research & Universitat Pompeu Fabra, rbaeza@acm (Nov 12, 2012) <https://www.w3.org/WAI/RD/2012/text-customization/r11> accessed 1/5/2019.

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# Furry uses Stuffies as bridges to help remember new learning

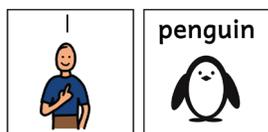
## Furry encourages Stuffie Study Buddies



A Stuffie becomes the connection in the non-training settings and an educational Emotional Support Partner. Some children may work hard to learn something at home or school and then are incapable of using that new learning in another location. Generalization refers to the transfer of what is learned in one setting to another setting without explicit teaching in the second transfer setting. A Stuffie with a light scent (essential oil) that appeals to the child can become a bridge “common stimuli” between classrooms, or home and school to help connect to new learning.

## Reading Furry - The Little Penguins That Could allows all children to interact:

- For the word “I” non-verbal children can use a chosen movement to indicate “I” (blink, sound, or tap body).
- For “penguin” all children flap their little wings or ASL sign penguin. Verbal children can say the word, sign and/or



flap. In this process all children will be moving together creating acceptance for children who may not have more refined motor development.

Each chapter lesson builds on learning through friendships, fun, and laughing together!

## Furry uses Stuffies to play and to learn!

### Furry loves to play “Red Light, Green Light”

Grab a Stuffie and Ready, Set, Go for a game of Red Light Green Light. Partner participation, movement and laughter go along with two words “go” and “stop”. Over time, Furry adds “Yellow Light”, “Yield”, or “Slow” with children as they practice using listening ears, watchful eyes, or supporting peers in play as they learn the words.

### Playing Red Light Green Light Furry introduces:

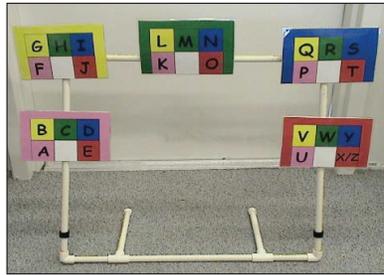
- Street traffic signs and lights.
- American Sign Language.
- ACC Picture words
- Braille dots.

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# Think “Out of the Box” to help children read and communicate

## Consider “Alternative Pencils” for children with low mobility.

Alternative “pencils” were created for students who are unable to hold a traditional pencil or physically manipulate a standard keyboard by The Center for Literacy & Disability Studies at UNC-Chapel Hill. Writing with alternate pencils allows students with significant disabilities to develop beginning writing skills by supporting them to go through the same developmental writing phases typically developing students do. Alternative pencils also address a student’s other developing abilities like eye gaze or switch use.



### Some types of alternative pencils are:

- Alphabet Eye Gaze frames
- Switch accessible online screen alphabet keyboards
- Custom made overlays
- Flip charts in Braille
- Print flip charts
- Children can stamp name

### Learn more:

- <http://alternativepencils.weebly.com/>
- <https://www.med.unc.edu/ahs/clds/products/available-for-purchase/>

## Pegboard Books provide tactical reading for children with lo-vision or who are blind

**PEGBOARD BOOKS** provide a way for young children who are blind or visually impaired, including those with multiple disabilities, to begin to explore books.



### Peg Board Bookmaking

Books come in all kinds of variations when you are in beginning literacy. Check out this delightful CVI

“Pegboard Book” that was created, in part, with the work of Dr. Lilli Nielsen and her Active Learning approach in mind. It is made from 1/8th inch thick pegboard, spray painted a flat black, and used with yellow contrast articles.

### Check out ideas at Strategies to See:

<https://strategytosee.com/>

The 4th Edition of Diane Sheline’s book, Strategy to See: Strategies for Students with Cerebral/Cortical Visual Impairment, is available to the public at Amazon, or through this link\*. <https://amzn.to/2ll7imr>

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# Go Outside

## Play, Explore, Create, Learn

**Furry likes the idea of learning with no walls, no doors, no halls, no ceilings - and he finds that when he is outside.**

Furry loves wiggles, laughter, songs, and play to learn new things. And since he is a penguin, he likes playing outside and exploring. Gross motor skills come before fine motor skills. Furry shares favorite ideas he has discovered with the team at Tinkergarten® a nature program for 6 months to 8 years olds.

***We learn best when we use our whole being.***

### Nature Play

Furry embraces the work of the “unplug and play” child loving people at Tinkergarten. Their outdoor creative play program is more than just delightful fun for children ages 18 months—8 years. Nature becomes the classroom. Lots of free info!

**Tinkergarten utilizes nature to support children to become:**

- **Ready to learn** - social skills, sensory, communication, focus and self control.
- **Ready to thrive** - wellness, empathy, resilience.
- **Ready for anything** - creativity, collaboration, problem solving, stewardship, persistence and grit.

***Furry loves seeing kids embrace all the sensory stimulation that is outdoors.***

Tinkergarten creates outdoor nature projects to make learning irresistible by designing each experience to inspire wonder, activate the senses, leverage brain science, draw on wisdom of the ages, and unleash the talents of its passionate network of educators, parents and caregivers.

Tinkergarten provides many **FREE DIY** activities to enrich the power of outdoor, guided play-based learning. ***To a child, these are just plain fun!*** Guided play has been shown to increase the learning outcomes in many domains. Plus, guided play is a chance for adults to bring into the play environment props, stories, and situations that deepen, broaden and build upon a child’s interests.

Guided play offers a natural and powerful way for adults and children to engage in responsive exchanges, listening to and building on one another’s ideas during play. The adult never directs the play, but responds and supports in a way that helps to scaffold children in learning.

**Furry sprinkles Tinkergarten wonder throughout.**

To learn more visit: <https://www.tinkergarten.com>

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# Quick Ways to Include Children in Shared Reading

**Children with complex communication needs gain additional opportunities to learn to read through interactive strategies.**

- **Page turning** - Ask the child to:
  - signal to turn the page
  - turn the page
  - provide the click to change the page
  - provide the swiping motion.
- For beginning conventional readers, after you have read the story once aloud and talked about the chapter, read the chapter again. When you reach a word you and the child are practicing, keep your finger in place, pause, and allow child to indicate the word with a sign, blink, click, breath or motion you have selected. ***Please do not do this with emergent readers as it will confuse their thinking process and the flow of listening to the story.***
- **Act out the story** as it unfolds and take turns doing what the characters are doing.
- **Pick a game card** Select 'penguin' or any other word you choose and say, "Look at this word. I will say the sounds in the word. You can say them in your head. Can you put a picture in your head?" More ideas available: <http://web.utk.edu/~mbc/KnoxCountyNRAPresentation.pdf>

- As you read, **glide your finger under the word.**
- Provide a **penguin as a prop** for the child and each time you find the word penguin encourage the child to move the penguin.
- **Focus on Interest.** If a chapter in *Furry - The Little Penguins That Could* piques an interest - take a field trip to the library to find more books on that subject.

## Encourage families to read

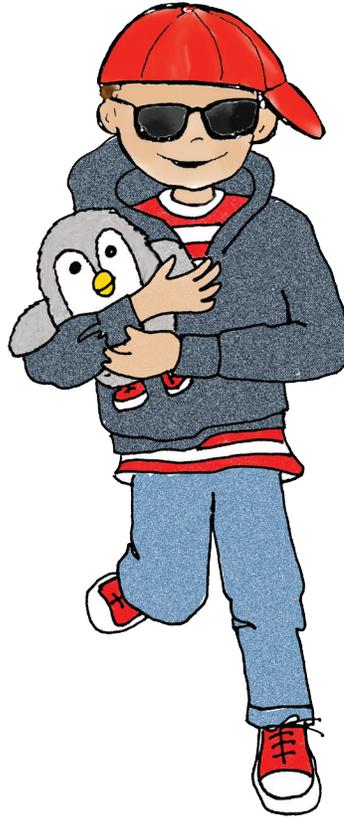
- Growing Book By Book offers excellent ideas to share with families. One of Furry's favorite reading times besides bedtime is the family dinner time. There is even a book club!  
<https://growingbookbybook.com/literacy-activities/family-dinner-book-club/>
- Listen to audio books instead of watching television for a week.
- Create a family reading time and ask your child's opinion about what he or she is reading.

## Promote and encourage a reading culture in your community.

- Celebrate a **"Drop Everything and Read"** moment (chores, errands, paperwork). Simply "drop" what you're doing and pick up a book and read.  
<http://www.dropeverythingandread.com/>
- Independent Reading Passports -  
<https://www.teacherspayteachers.com/Product/Independent-Reading-Program-Reading-Passports-2204920>

- 
- Check out 25 Ideas to Motivate Young Readers - Arrest that book, musical books, stand up - these ideas are worth checking out. [https://www.educationworld.com/a\\_lesson/lesson/lesson035.shtml](https://www.educationworld.com/a_lesson/lesson/lesson035.shtml)
  - Host a "Once a Month Evening Read In" Choose a book, add some pizza or popcorn.
    - Students can bring Stuffedies and wear pj's.
    - Invite parents, community members, local television, author, or local sports figures to be mystery readers.
    - Unveil the book for next month during the read-in.
  - Run a "Get Caught Reading Raffle" – every time a teacher 'catches' a student reading the student gets a ticket and goes into the draw for a weekly prize.
  - Have a book drive for your local police station of children's books so they have a selection of books for children in crisis.
  - Raise money with a Read-a-Thon Instead of spending time selling overpriced fundraising products, students focus on reading. Students commit to completing 10 reading sessions, ranging from 10-30 minutes a day for 10 days. They can choose any book they want to read. Readers build personal Read-a-thon pages that they share with friends and family using social media, email or text. Those friends and family are asked to support the reader by making a one-time online donation. <https://www.read-a-thon.com/>
  - Check out Kids, Communities and Cops <https://littlefreelibrary.org/community/>
  - Create a school book club [https://www.educationworld.com/a\\_admin/admin/admin255.shtml](https://www.educationworld.com/a_admin/admin/admin255.shtml)
  - Host a community book swap where every book is free to trade and the remaining books are given to local non-profit, hospital, clinics or other places people may be sitting and waiting.
  - Create an escape place for children to chill out and read when overwhelmed or need a break time.
  - Check out 5 fun ways to get students to read aloud: <https://minds-in-bloom.com/5-fun-ways-to-get-students-engaged-in/> Then download free lessons including a free homework pass <https://drive.google.com/file/d/0B8XFVX0IPaN1V29KT1Zhcmc2QzA/view>
  - Have children join Storybird to write their own books <https://storybird.com/>
  - Launch young readers with Reading Rockets <http://www.readingrockets.org/>
  - Challenged readers check out Learning Ally <https://learningally.org/>
  - Join the Little Free Library program. Little Free Libraries inspire a love of reading, builds community, and sparks creativity by fostering neighborhood book exchanges around the world. If you have public transportation set up your Little Free Library near the bus or train stop. <https://littlefreelibrary.org/>

**Let's Go!**



**Make this journey a happy and healthy learning experience.**

This story can be shared however you see it working best for your class or family.

Grow and learn with your friends,  
classmates, and family!

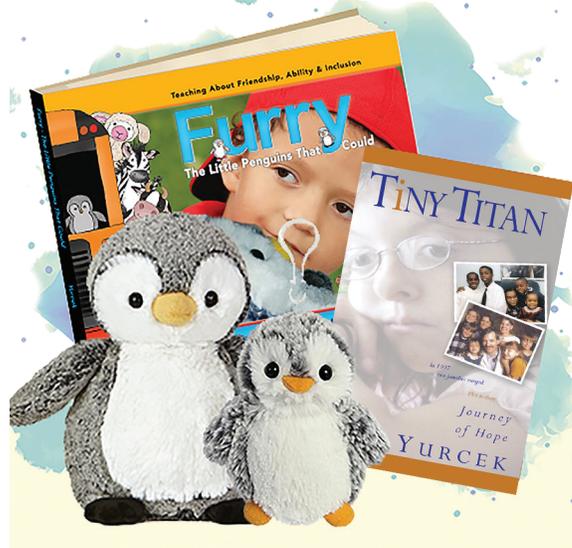
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# Furry

The Little Penguins That Could



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