

Every kid can be a peacemaker.



Storytelling Routine Guide

Award-winning author and illustrator Ashley Spires has created a charming picture book about an unnamed girl and her very best friend, who happens to be a dog. The girl has a wonderful idea. "She is going to make the most MAGNIFICENT thing!" But making her magnificent thing is anything but easy, and the girl tries and fails, repeatedly. For exploration of character education, this funny book offers a perfect example of the rewards of perseverance and creativity. Rich verb vocabulary pairs well with STEM.



Visual word banks help identify emotions and needs. Developing emotional literacy increases self-awareness, emotional regulation and empathy. Learning universal human needs creates common ground as a starting point for peaceful problem solving.

"I wonder if the girl . . .

Feels frustrated, furious

About how hard it is to build her magnificent thing

Because she needs to know she is capable."



A simple framework organizes story. Understanding story structure improves sequencing, consequential thinking and academic achievement. The key word notes strategy supports comprehension and retelling. Embedded SEL provides practice with foundational skills of peacemaking.

Somebody	Wanted	But	So	At last
The girl	build, most magnificent thing, cart for scooter, dog ride	tried 17 times, wouldn't work	1. got mad, smashed finger 2. took friend's advice, walked, brain break 3. got back, work, found parts of failed attempts, liked	1. made, side-cart, scooter, dog rode 2. loved it even though, not perfect 3. realized mistakes, part, learning



Communicate

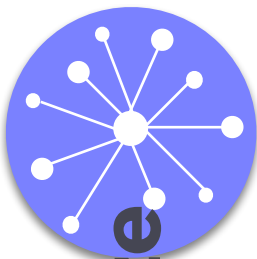
Empathic listening creates connection. Being curious and seeking similarities through shared storytelling synchronizes brain activity. Listening with the gift of our full attention and retelling someone's story grows understanding, perspective and trust. Using kind, calm communication helps us find win-win solutions without resorting to violence. These are the skills of a peacemaker.

In this story, a little girl wanted to make the most magnificent thing. But, she couldn't get it quite right. She kept trying and made 17 different versions of the thing she had in her mind. But, she got angrier and angrier with each try and her brain went into the yellow zone*. Then, she got super mad and accidentally smashed her finger between two little pieces of metal. She exploded in red zone* furiousness. Her need to feel capable was blocked. Luckily, her assistant (who was a dog, by the way) suggested she cool down by going for a walk. The walk (and a chocolate chip cookie) helped distract her brain. Before she knew it, she was back in the green zone. With a calm brain, she noticed that each of the 17 WRONG things each had a part that was quite right. Sooo, she gave it another try and finally made the most MAGNIFICENT dog cart to attach to her scooter. The moral of the story: creating something new can be super frustrating, but sticking with it is the way inventors create new projects.

Dictated by a 5th grade boy with Autism

Typed by SLP

* Reference to the Zones of Regulation



Generalize

I wanted to play tennis at my friend's tennis club. But, I couldn't do it because the racquet club staff thought that I was too young to play. So, I spent the whole time watching Laina play tennis for an hour and a half. The only thing I did was pick up balls every 30 minutes. My brain felt like the whole park on fire. My muscles got so tight that I was shaking. My teeth were clenched. My dad made me bring my tennis racquet for nothing! I felt furious and frustrated about not being able to play tennis when I thought I was going to have a great time smacking that ball. My need for play and fun was blocked. Next time I can try to name my feelings to help my brain calm down. P.S. "Name it to Tame it*" is to calming our brain as fire retardant is to putting out a fire.

Dictated by a 3rd grade boy with Autism

Typed by SLP

*Reference to Dr. Dan Siegel's *Name it to Tame it* strategy available on YouTube

