

PAIRED TEXT

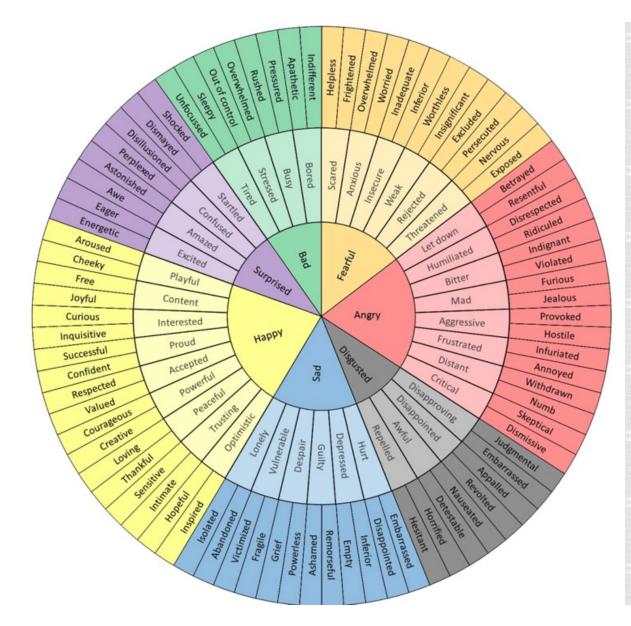
TEACHER'S

GUIDE



8th Grade (Final semester/quarter) Emotions and Coping Strategies Amy Tippett





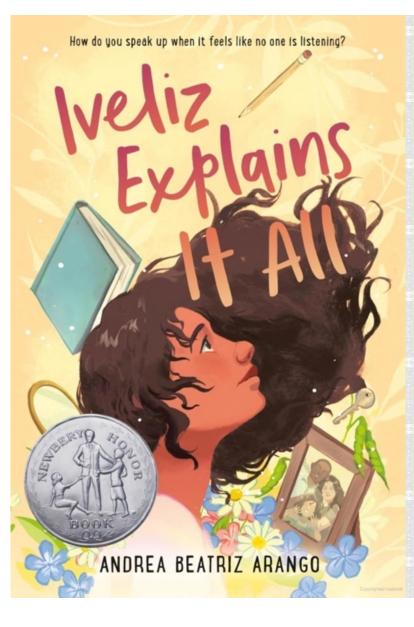
PRE-READING WARM UP ACTIVITY: LET'S TALK ABOUT EMOTIONS

- Who? Large and small group
- What? Discussion
- When? The early phase of reading the books
- Start by listing the interior emotions on a board (without them seeing the circle chart) and asking students how people their age (themselves or others) express those emotions.
- Then divide students into 7 groups assigning them one of the 7 interior emotions. Ask them to create a list of other emotions related to that emotion. It's okay if they duplicate other emotions. Prompt them by asking "what if you are really really really angry, or sad, or disgusted..." Have them write those words on the board underneath the interior emotion. There are no right or wrong answers. This is just to get students engaged in realizing there are ranges of emotions.
- Then as a large group, show the Emotions chart and discuss how people express the emotions when they are extremes. How are they different? Are there helpful and hurtful ways to express those extreme emotions?
- Discuss with the students that emotions aren't "good" or "bad" but how people express emotions can be helpful or hurtful. It is important to recognize the emotion (either in themselves or others), identify it, and consider what you can learn from it, how you can cope with it, or how you can help support others. Coping with emotions is what this book pairing is about.



BULLETIN BOARD IDEA: 100 HEALTHY COPING STRATEGIES

- . Before the students read the paired texts, have students independently list 10 healthy coping strategies for when they are stressed.
- 2. Then, have the students compare their lists in pairs to create a finalized list between the two students and write one idea per Post-it note.
- 3. Students should then put the Post-it notes on the bulletin board (numbered 1-100). If help is needed, search for 100 coping strategies on the Internet. Also, include the Crisis Text Line (741741) and the Suicide and Crisis Lifeline (988) if students do not include those two. If they don't get to 100 in the time allotted, encourage them to continue to think about healthy coping strategies and write them on the board during the text readings.
- Make sure to capture all 100 coping strategies to provide them with a printed list.
- 5. On the final day of the paired text readings, have students, one by one, select coping strategies and encourage them to consider using them over the summer and as they move into high school.



SYNOPSIS: IVELIZ EXPLAINS IT ALL

This 2022 Newberry Honor Award chapter book is told through the free verse journal writings of 7th grader Iveliz. Iveliz is struggling with several stressful events, including the recent death of her father, bullying and violence in school, difficulty maintaining friendships, feeling disconnected from her mother, and managing home life with her grandmother, who has moved in with Iveliz and her mother because she is in the early stages of Alzheimer's Disease. Iveliz is taking prescription mental health medications under the supervision of her therapist and psychologist, even though her grandmother doesn't think she needs to take them. Iveliz's growth throughout the book shows an acceptance of her mental health challenges, seeking help when needed, controlling her emotions, and being resilient through difficult times. It also demonstrates how journal writing can be a coping strategy.

Considerations

- This book discusses racism, grief, trauma, self-harm, and suicidal ideation.
- Some Spanish words, phrases, and sentences are without translation, but the context is understandable without knowing Spanish.
- The audiobook provides an alternative to students who may have difficulty with the free verse format of the book.
- There are 272 pages in the book; however, it is not a long read because of the free verse format.





AUTHOR INFORMATION: ANDREA BEATRIZ ARANGO

- Born and raised in Puerto Rico
- Former public school teacher
- Currently lives in New Orleans, LA
- Released a new book, Something Like Home, in September 2023



Educator Guides for *Iveliz Explains It All* and *Something Like Home* are available on <u>andreabeatrizarango.com</u>. The teaching ideas in this PowerPoint are not from the author's website.



For information and pricing for virtual or in-school visits, email <u>kkam@penguinrandomhouse.com</u>



Instagram: @andreabeatrizarango





Iveliz Explains It All

by Andrea Beatriz Arango (text) & illus. by Alyssa Bermudez

Random. Sept. 2022. 272p. Tr \$16.99. ISBN 9780593563977.

COPY ISBN

FICTION

★ Gr 6-10-Arango's novel in verse captures all the angst and awkwardness of being a middle school student and intersects that with tremendous grief, trauma, and the realities of living with with mental health issues. Iveliz is struggling with the loss of her father, her Puerto Rican grandmother's worsening Alzheimer's, and friendship issues. She explores these worries through her poetry journal with honesty and vulnerability. Iveliz has a very clear sense of right and wrong, but often wrestles with how to speak up about the wrongs that she experiences from bullies and within her family. Readers take this journey with Iveliz, learning positive coping strategies to deal with explosive anger, forgiveness of one's self and of others, bullying, and toxic family dynamics. This powerful, realistic novel also unravels the cultural tensions that sometimes exist between the elder and younger generations. Iveliz is empowered and moves towards healing with a combination of mental health services and medication, even though her grandmother minimizes the genuine need for both. Arango does not leave this cultural stone unturned, but drives the characters to confront this generational rift. By doing so, she makes lveliz's journey towards healing vibrate with heroism. The protagonist opens herself up to the help she needs and forges healthy boundaries with friends and family.

VERDICT In this poignant debut novel in verse, Arango offers a character with heart, whom readers will be rooting for and whose story will resonate with them. A compassionate, stirring story that readers will not forget.

Reviewed by Stephanie Creamer, Oct 07, 2022

BOOK REVIEW FROM SCHOOL LIBRARY JOURNAL



DISCUSSION QUESTIONS: IVELIZ EXPLAINS IT ALL

Evaluative Questions

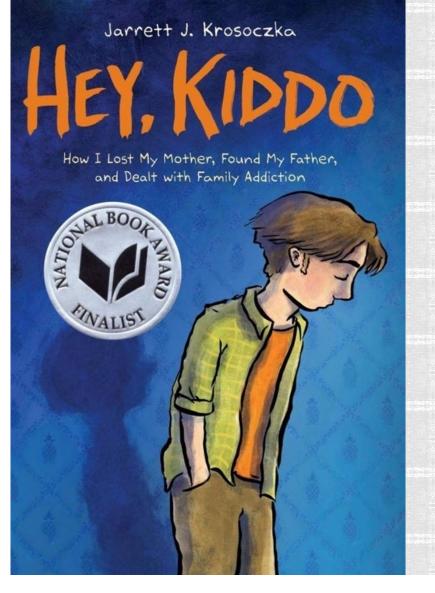
- Q1: Why do you think the author decided to tell Iveliz's story through journal writing and free verse?
- Q2: How does this book use Iveliz's father's ghost to help you understand more about Iveliz?
- Q3: Why do you think the author named the book *Iveliz Explains It All* and do you think she explained it all?

Interpretive Questions

Q1: How does Iveliz's mental health change from the beginning of the book to the end of the book?

Q2: Why do you think Iveliz acted up in school with other students and teachers?

Q3: How do you think Iveliz tries to help herself cope with the stressful events in her life?



SYNOPSIS: HEY KIDDO

This National Book Award Finalist graphic memoir depicts the author's childhood as he navigates the challenges of having a mother who is an addict who is not consistent in his life, a biological father he doesn't have a relationship with, and being raised by his grandparents. He discovers that the power of art and creativity helps him through complicated family dynamics. The book includes artifacts from the author's life, including handwritten cards from his mother and art from his childhood. The author's end notes include information on seeking help for those struggling with mental health and addiction. This book's themes focus on finding ways to cope in difficult family situations and the importance of finding support systems.

Considerations:

- This book contains heavy discussions of drug and alcohol use and abuse.
- Curse words are used in this book.



AUTHOR INFORMATION: JARRETT J. KROSOCZKA

- Jarrett J. Krosoczka is an author/illustrator of over 40 books, including the popular Lunch Lady graphic novels.
- Krosoczka also produces, directs, and performs in his audiobooks.
- He has cartoon drawing tutorials for children (and adults) on his YouTube page and his author website (<u>www.studiojjk.com</u>). His author website also has comprehensive educator's guides and a plethora of activities related to all of his books.
- A comprehensive educator's guide for *Hey Kiddo* is available on his website. The teaching ideas in this PowerPoint are not from this guide.

Note: The pronunciation of his last name is crow-sauce-kah. He is often referred to as JJK. This video helps: <u>https://youtu.be/UgZK788IbG0</u>



www.studiojjk.com



www.studiojjk.com/keynotes



@studiojjk







How I Lost My Mother, Found My Father, and Dealt with Family Addiction

Jarrett J. Krosoczka





Hey, Kiddo: How I Lost My Mother, Found My Father, and Dealt with Family Addiction

by Jarrett J KROSOCZKA

illus. by Jarrett J. Krosoczka. 320p. Scholastic/Graphix. Oct. 2018. Tr \$24.99. ISBN 9780545902472.

COPY ISBN

NONFICTION

★Gr 7 Up—In this intimate graphic memoir, Krosoczka looks back on his childhood and adolescence. His mother was a heroin addict, who was incarcerated or in rehab for much of his young life, and his father wasn't around—until Krosoczka was in the sixth grade, he didn't even know the man's first name. The author/illustrator was raised by his loving but often amusingly coarse maternal grandparents, who were well past their child-rearing days. Though growing up without his biological parents was painful, Krosoczka had a supportive network of extended family and friends, and his art became both his passion and his salvation. The visuals beautifully recreate his early memories, with fluid lines depicting the figures and handpainted washes of gray with burnt orange highlights in the backgrounds. Borderless panels and word balloons deftly draw readers into the action. Artifacts from the Krosoczka family's past are inserted into the story, such as artwork and letters, and even the pineapple wallpaper from his grandparents' home is included between chapters.

VERDICT A compelling, sometimes raw look at how addiction can affect families. A must-have, this book will empower readers, especially those who feel alone in difficult situations.

Reviewed by Kelley Gile, Cheshire Public Library, CT, Aug 01, 2018

BOOK REVIEW FROM SCHOOL LIBRARY JOURNAL: *HEY KIDDO*



DISCUSSION QUESTIONS: HEY KIDDO

Evaluative Questions

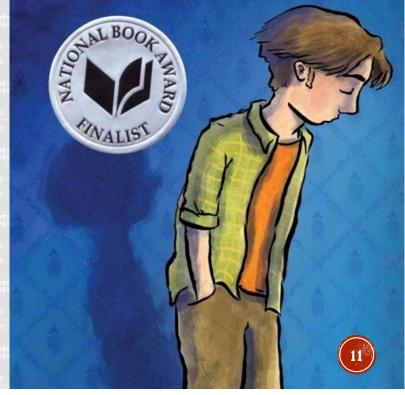
- Q1: How do you think the author wants you to feel about his childhood after reading this book? Do you think he wants you to feel sorry for him?
- Q2: Why do you think Chapter 7 is called "Ghosts" and what kind of ghosts do you think he is talking about?
- Q3: How do the real-life artifacts (like his childhood sketches, letters and cards from his mom, etc.) contribute to the book's story?

Interpretive Questions

- Q4: On page 133, Jarrett writes, "But over the years, the truth would all reveal itself to me." What truth do you think he is talking about and is it revealed?
- Q5: How do you think Mr. Schilale's art class helped Jarrett's mental health?
- Q6: In the beginning of the book, Jarrett is asked by his teacher to draw a picture of his family. If he was asked at the end of the book to draw a picture of his family, who do you think he would include in the picture and why?

Jarrett J. Krosoczka HEY, KIDDO

How I Lost My Mother, Found My Father, and Dealt with Family Addiction



COMPARATIVE QUESTIONS

Evaluative Questions

•Q1: How do the book formats (journal writing vs. graphic memoir) impact the storytelling of each book?

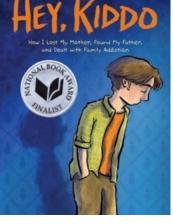
•Q2: How do the cover art and the additional words (non-title words) provide clues about the serious subject matter?

Q3: What emotions do you think each author wanted you, as the reader, to feel at the end of the book?

Interpretive Questions

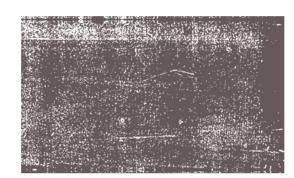
•Q1: Why do you think that by the end of the books, Iveliz decides to stop journaling for a while, but Jarrett decides to continue his cartooning? •Q2: Who do you think helped Iveliz and Jarrett the most to cope with their challenges? Q3: Which character, Iveliz or Jarrett, do you feel that

you knew better by the end of the book, and why?



Jarrett J. Krosoczka









Name:

Stress Mail

Instructions: Read the KidsHealth.org articles on stress, then choose one of the emails below. Write a response, making sure to:

- · Identify what you think is causing the person's stress
- · Provide one or two ways for reducing stress
- · Offer a suggestion for avoiding stress in the future

From: kate@stressfulschedule.com To: Stress Mail Subject: Stress on the go

I am so stressed! I barely have a minute to relax all day long. Before school, I go to swim practice, and after school, I work on the school newspaper and have piano lessons. On saturday mornings, I volunteer at the local hospital. Then the rest of the weekend, I try to catch up on the schoolwork that I didn't have time for all week. I never see my friends, and I always eat on the run. I'm starting to have headaches and stomachaches. What should I do?

From: nicholas@numericallystressed.com To: Stress Mail Subject: Math stress

I can't remember the last time I got a good night's sleep. I keep waking up because I'm so stressed about my math class. I just toss and turn, thinking about about the next question I'll get wrong when the teacher calls on me. When the morning alarm goes off. I'm exhausted, and by the time math class rolls around, I can barely keep my eyes open. Help!

Date:

From; will@woefullystressed.com To: Stress Mail Subiect: Stuck in bed

ARGHI Everything is going wrong. I have a science fair project due at the end of the month and it will take me forever to do because science class is hard for me. To make things worse, we're playing basketball in P.E. next week and I've never even dribbled a ball. With so much stress, there are some days I just don't want to get out of bed.

From: Sam@stressedandlonely.com To: Stress Mail Subject: Stress in the family

My parents are getting a divorce, and I'm really stressed out about it. I can't stop happen to my family. I don't feel like hanging out with any there's anyone I can talk to who through. When someone does try and tell them to leave me alone. I don't know what to do to get

MENTAL HEALTH SOL #1 EXPLAIN POSITIVE AND NEGATIVE WAYS OF DEALING WITH STRESS (1A.8.9)

Teaching Idea #1: Stress Mail

Who? Large group

What? Discussion

When? The early phase of reading the books

Create stress mail similar to the samples and have the students discuss...

Why is the person stressed?

- What coping strategy might you try if you were experiencing this stress? (Encourage students to review the previous activity.)
- What advice would you give to the person to help prevent this stress in the future?



Reading Journal

Book Title: _____

Character: _____

Page: _

Emotion: _

Describe how and when the character experienced the emotion:

MENTAL HEALTH SOL #1 EXPLAIN POSITIVE AND NEGATIVE WAYS OF DEALING WITH STRESS (1A.8.9)

Teaching Idea #2: Identifying Emotions

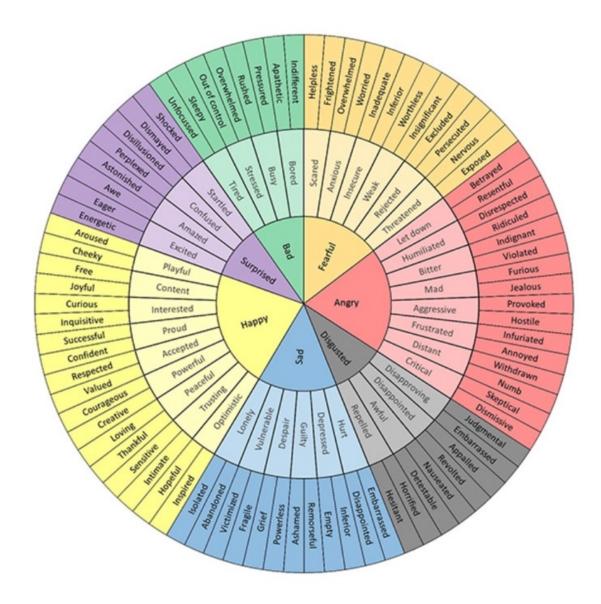
Who? Independent work

What? Reading Journal

When? Introduce before students read the books for them to use while reading the books

- Provide students with a handout of the emotions circle.
- Also, include a worksheet with places for 10 emotion identification exercises like the sample.
- While students read each book, they should complete 5 emotions for each book. The characters DO NOT need to be the main characters.
- The description of how and when the character experienced the emotion can be written as bullets as notes. It doesn't need to be fully developed paragraphs, but it should be enough to demonstrate reading the book. The reading journal will be used in Activity #3.





MENTAL HEALTH SOL #1 EXPLAIN POSITIVE AND NEGATIVE WAYS OF DEALING WITH STRESS (1A.8.9)

Teaching Idea #3: Emotion Essay

- Who? Independent work and class presentation
- What? Essay writing
- When? After completing both books
- Select an emotion from Teaching Idea #2 identified in one of the books.
- Write three paragraphs, with each paragraph answering one of these questions:
 - What was the emotion, and what caused the emotion?
 - How did the character deal with a stressful emotion?
 - From the coping skills bulletin board, what coping skills did the character use, and/or what coping skills would you have tried if you were the character?
 - Ask for volunteers to read their essays out loud.



LANGUAGE ARTS SOL #2:

DETERMINE A THEME OR CENTRAL IDEA OF A TEXT AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING ITS RELATIONSHIP TO THE CHARACTERS, SETTING, AND PLOT; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT. (RL.8.2)

Teaching Idea #4: Summary Timelines

Who? Small group activity

What? Timeline

When? Immediately after each book is completed

- In small groups, ask students to summarize the book by creating a visual timeline of the events of the main character, including page #s.
- Encourage students to note that we learn about each of the character's past throughout the book rather than learning about the characters chronologically



LANGUAGE ARTS SOL #2: DETERMINE A THEME OR CENTRAL IDEA OF A TEXT AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING ITS

RELATIONSHIP TO THE CHARACTERS, SETTING, AND PLOT; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT (RL.8.2).

Teaching Idea #5: Main Character Relationship

Who? Independent work

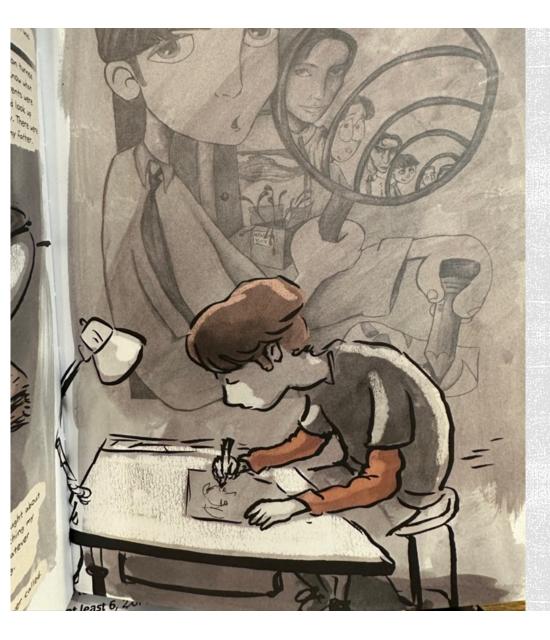
What? In-class writing assignment

When? After completing Iveliz Explains It All

Writing Prompt: Iveliz has challenges with the people she is closest to – her mother, her grandmother, and her best friend.

- 1. What is the cause of conflict between Iveliz and each of the other characters?
- 2. How does the relationship change from the beginning of the book to the end of the book?





LANGUAGE ARTS SOL #2 DETERMINE A THEME OR CENTRAL IDEA OF A TEXT AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING ITS RELATIONSHIP TO THE CHARACTERS, SETTING, AND PLOT; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT. (RL.8.2)

Teaching Idea #6: Memoirs

Who? Independent work

What? In-class and out-of class writing assignment

When? After completing Hey Kiddo

Writing Prompt: Memoirs review the author's life by looking back at events in their lives that formed who they now are. Write a 200-300 word essay answering these questions:

- 1. Write a summary of chapter 7 focused on Jarrett's relationships, the setting, and the plot.
- 2. How does the artwork on page 233 support the summary of the book? (Notice details like the Memory Box, his artwork, the drafting table, and the magnifying class.)



FINE ARTS SOL #3: EXPERIMENT WITH MULTIPLE APPROACHES TO PRODUCE CONTENT AND COMPONENTS FOR DETERMINED PURPOSE AND MEANING IN MEDIA ARTS PRODUCTIONS. (I:6-8:1)

Teaching Idea #7: Create Zines

Who? Small groups of 4-5 students

When? While reading Hey Kiddo (past p. 148-149)

- Ask students to create a zine that tells the story of a middle schooler dealing with a stressful event and how the middle schooler copes with the stressful event (hurtful and helpful ways). Be sure to remind them to include a beginning, middle, and end, of the story.
- The zine can be digital or print. Each group should assign specific roles for each person, but everyone must collaborate on the project. Roles could include storyboarder, writer, project manager, editor, illustrator, etc.



How do you speak up when it feels like no one is listening?

ANDREA BEATRIZ ARANGO

FINE ARTS SOL #3: EXPERIMENT WITH MULTIPLE APPROACHES TO PRODUCE CONTENT AND COMPONENTS FOR DETERMINED PURPOSE AND MEANING IN MEDIA ARTS PRODUCTIONS. (I:6-8:1)

Teaching Idea #8: Book Covers

Who? Individual project

When? While reading Iveliz Explains It All

Ask students to create a book cover for a book called (Your Name) Explains It All using digital art for one and print art for the other. They should include items on the cover that relate to their own lives.





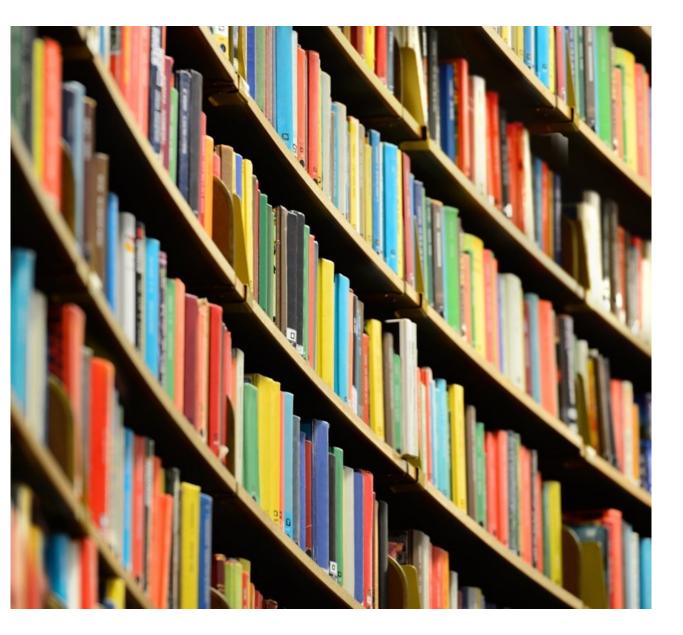
FINE ARTS SOL #3: EXPERIMENT WITH MULTIPLE APPROACHES TO PRODUCE CONTENT AND COMPONENTS FOR DETERMINED PURPOSE AND MEANING IN MEDIA ARTS PRODUCTIONS. (I:6-8:1) Teaching Idea #9: Deal with Life

Who? Individual project

When? After reading *Iveliz Explains It All* and while reading *Hey Kiddo (after page 216)*

Jarrett says, "I fill sketchbooks just to deal with life. To survive" (p. 216).

Students should select a poem from *Iveliz Explains It All* and create a comic strip, one comic panel, an illustration, mixed-media art, computer art, or any other artistic expression of the poem. They can include quotes from the poem or reference it in the art. The title and page of the poem should also be included.



LIBRARY CONNECTION

Teaching Idea #10: Yes, Read Another Book

- 1. The librarian can introduce the project by showing some video book trailers, print promotional posters for books, and/or listen to a short podcast from an author.
- 2. The librarian can then instruct students that their project is to create a print promotional ad, a cartoon, a video book trailer, a 3-5 minute podcast, or a written or video book review that includes the following:
 - Information about the author
 - A summary of the book
 - Their favorite scene or event in the book
 - Their overall review of the book (would you recommend it?)
- 3. The librarian can have students select a graphic memoir (not a graphic novel), a memoir, or a free verse book for this project.

A good reminder to students is that graphic memoirs and free verse books typically take less time to read, so they shouldn't be afraid of the page count.



RECOMMENDED WEBSITES

Author Websites

• Jarrett Krosoczka:

www.studiojjk.com

Andrea Beatriz Arango: <u>andreabeatrizarango.com</u>

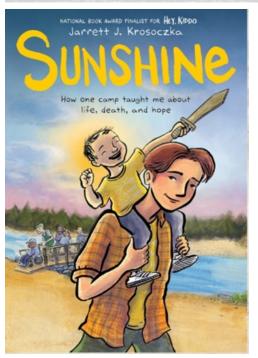
Mental Health Website Resources

- <u>www.lifeisthefuture.com</u>: Middle school health teacher Scott Todnem offers videos, activities, and lessons for mental health (for students and middle school teachers)
- www.copingkids.com: Many resources, including a Mental Health Workbook for middle school-aged kids
- <u>www.thecheckinproject.org</u>: Comprehensive mental health programs and resources from the Osceola County, Florida school system

Podcasts

• <u>https://shepersistedpodcast.com/</u>: Teen mental health podcast

RECOMMENDED BOOKS BY THE AUTHORS

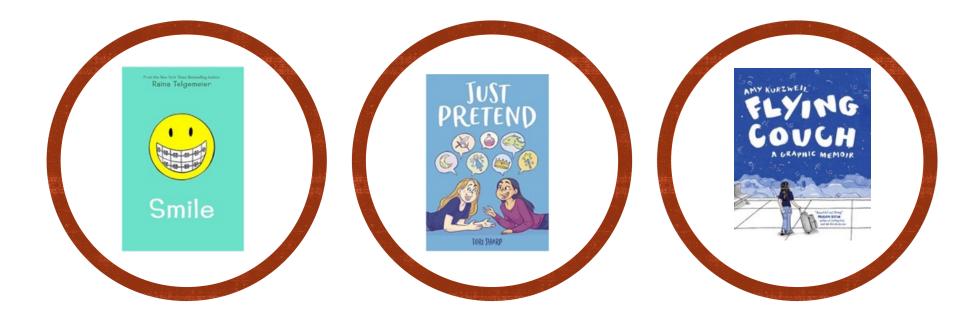


Krosocka has written over 40 books, including the Lunch Lady series for 4th and 5th graders. *Hey Kiddo* and *Sunshine* are his only books for ages 12 and above. *Sunshine* is also a graphic memoir about the author's volunteer work at a children's camp for ill children. A complete list of books can be found on his website, <u>studiojjk.com</u>. Arango has written three books. Like *Iveliz Explains It All, Something Like Home* is also written in free verse. This book tells the story of a young girl who has to move in with her aunt. She befriends a dog in hopes of turning him into a therapy dog so she can visit her parents in a rehab center.



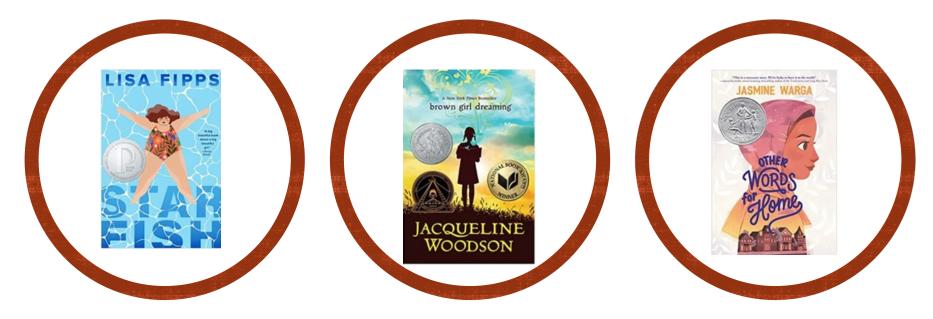
• Reviews are available by clicking on the book cover images.





OTHER RECOMMENDED BOOKS: GRAPHIC MEMOIRS

• Reviews are available by clicking on the book cover images.



OTHER RECOMMENDED BOOKS: FREE VERSE

• Reviews are available by clicking on the book cover images.

TEACHER BACKGROUND BOOKS

this is so awkward



Cara Natterson, MD & Vanessa Kroll Bennett

"As the parent of a middle schooler, I felt as if Judith Warner had peered into my life — and the lives of many of my patients. This is a gift to war kids and their future sches." — Leri Gottlieb, author of Maybe Fou Should Talk to Someone

AND THEN THEY STOPPED

TALKING TO ME



MAKING SENSE OF MIDDLE SCHOOL

JUDITH WARNER



For Ages 12-17

Teacher Background Books

Reviews are available by clicking on the book cover images.



REFERENCES: BOOKS

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Fipps, Lisa. (2023). Starfish. Nancy Paulsen Books, an imprint of Penguin Random House. 256 p.

Krosoczka, Jarrett. (2018). Hey kiddo. Illus. by Jarrett Krosoczka. Graphix, an imprint of Scholastic. 320 p.

Krosoczka, Jarrett. (2023). Sunshine. Illus. by Jarrett Krosoczka. Graphix, an imprint of Scholastic. 240 p.

Kurzweil, Amy. (2016). Flying couch: A graphic memoir. Illus. by Amy Kurzweil. Catapult/Black Balloon. 224 p.

Natterson, Cara & Bennett, Vanessa Kroll. (2023). This is so awkward. Potter/Ten Speed/Harmony/Rodale. 352 p.

Sharp, Tori. (2021). Just pretend. Illus. by Tori Sharp. Little, Brown Books for Young Readers. 304 p.

Stewart, Erin. (2023). The words we keep. Ember. 400 p.

Telgemeier, Raina. (2020). Smile: A graphic novel. Illus. by Raina Telgemeier. Graphix. 224 p.

Warga, Jasmine. (2023). Other words for home. Balzer + Bray. 368 p.

Warner, Judith. (2021). And then they stopped talking to me: Making sense of middle school. Crown. 320 p.

Woodson, Jacqueline. (2016). Brown girl dreaming. Nancy Paulsen Books. 368 p.

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Bird, Elizabeth (2014, June 2). [Review of the book Brown girl dreaming by Jacqueline Wood]. School Library Journal. <u>https://www.slj.com/story/review-of-the-day-brown-girl-dreaming-by-jacqueline-woodson</u>.

Borgia, Amanda. (2022, February 1). [Review of the book The words we keep by Erin Stewart]. School Library Journal. https://www.slj.com/review/the-words-we-keep.

Creamer, Stephanie. (2022, October 7). [Review of the book *Iveliz explains it all* by Andrea Beatriz Arango]. *School Library Journal.* <u>https://www.slj.com/review/iveliz-explains-it-all</u>.

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