

Book Nook

Ideas for Using Books to Support Social Emotional Development



No Biting

By Karen Katz

Illustrated by Steve Johnson and Lou Fancher

No Biting! is a 'Lift-the-Flap' book geared for toddlers to help teach what is ok to bite, hit, push, kick, and spit. As you lift the flaps you'll discover that even though babies sometimes bite, push, and kick they can learn a better way to act. The story teaches ways to replace inappropriate behavior with more appropriate skills. The cute pictures and interactive flaps make this book fun for both adults and babies. This book is one in a series of stories by Karen Katz. (Ages 1-3)

Examples of activities that can be used while reading *No Biting* and throughout the day to promote social and emotional development:

- Read this story to a few toddlers at a time. Let them participate by flipping up the pages and answering simple questions based on the picture. You can have picture choices or real objects available for them to point to in response to questions.
 - What else is ok to bite when you are eating?
 - Can you show me how to hit a drum?
 - What can you push in house keeping? (cradle, rocker, shopping cart, baby stroller, drawer shut)
 - What can we kick outside? (a ball, bowling pins, my legs on the swing)
- Introduce this story to your toddlers early in the week and continue reading throughout the week. The more you read the book the more the children will be able to comprehend it or point to what they should do instead.
- While reading the story, have the children come up and point to what is ok to bite. Have the different props out in the front of the circle (an apple, a pillow, a ball, etc.). These props can be pictures or real objects. When you get to the page that matches the "prop" ask a child to show you, "what is okay to bite". Let them point to it and label it vocally: "Apple"! You can also show a few different items like an orange or a banana.
 - You can do the same thing with what is ok to hit, kick, and push.

Reading the same book for several days in a row is a great way to provide opportunities for infants, toddlers, and preschoolers to develop a sense of competence and confidence, which is an important part of social and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and even make up their own story! Try reading *No Biting* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.

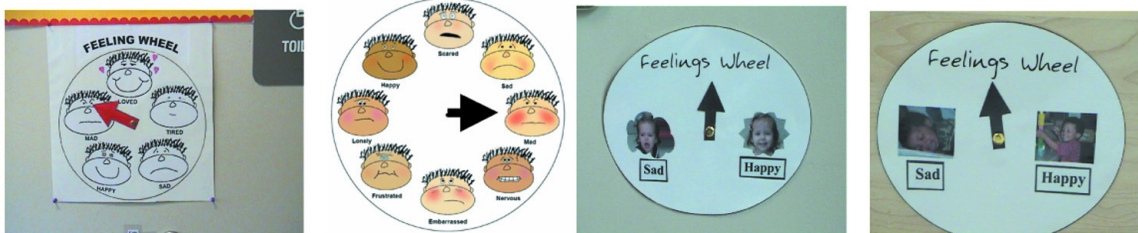


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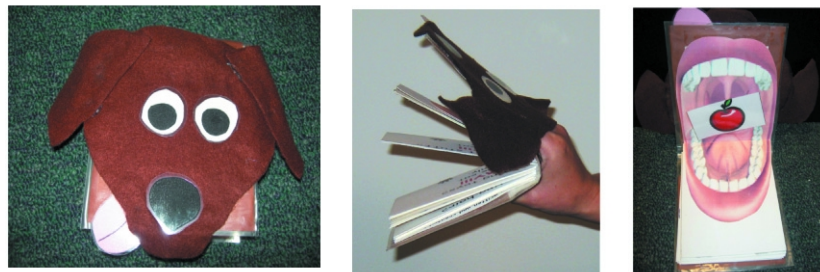
We can be gentle with our friends

CIRCLE:

Feeling Wheels: Use the feeling faces found on the CSEFEL website for this activity (www.vanderbilt.edu/csefel). Take each feeling face and print them, cut out each face, and put the small faces on one paper plate or a cut out circle. Then, attach an arrow spinner by puncturing a small whole in the center and attaching it with a brass fastener. Use the feeling wheel to move the arrow to the feeling that matches the action on each page. Children can also move the arrow to how the actions in the story would make them feel. You may want to have one wheel with only 4 feelings on it and another with all the feelings available to match the developmental levels of the children you are working with. You could also create personal feeling wheels for the children with their own faces on them so that they each have a wheel to indicate how the scenario would make them feel.



Buddy Puppet Book: This story is a book and puppet all in one. See pattern to construct puppet/book. Buddy is a doggie who likes to bite things that he should not bite. Buddy learns that teeth are for eating food only. See pattern to construct puppet/book at the end of this book nook.



CENTERS:

Blocks: Have the children play together to build with soft blocks. When the children are done have them *push* the tower down together. Let them know that this is something that is okay to *push*! Other activities in blocks could be *pushing* cars and trucks, *pushing* golf tees with hammers into Styrofoam, *pushing* a train around a track. Make the link to the story and that there are lots of things that we “can” *push*.

Housekeeping: Children can also work on *pushing* in house by *pushing* a cradle to rock a baby, *pushing* in a chair at the table, *pushing* the oven door closed and then *pushing* the buttons to cook our food, *pushing* a foot into a shoe, and *pushing* the iron back and forth on the ironing board. Children can also pretend to bite their food and also can pretend feeding the babies so the babies can bite their food. You could also pretend to make cookies and hit the dough (use play dough for the dough), *push* the rolling pin to roll the dough flat and then *push* the cookie cutters down on the dough to make the cookies.

Small Group Matching Game: Create a matching game with objects that match the story. Use 2 apples, two drums, two photographs of a child on a swing, 2 balls, and 2 toothbrushes. Place objects in a basket or inside a hoola hoop on the floor. Ask one child to find an object that is ok to bite. The child should pull out an apple. Then ask another child to find the matching apple and when he/she pulls out the matching apple ask, “What can we do with an apple that is ok to do?” You can repeat this with the other objects:

What is ok to hit? What is ok to push? What is ok to kick? When you brush your teeth it is ok to spit; what do you brush your teeth with?

OUTSIDE PLAY:

Scavenger hunt: Let’s find all the things outside that are ok to:

Hit (flies with fly swatters, balls with bats, balloon hanging from a rope tied to a branch, bubbles in the air, beach balls, etc.)

Push (stroller, wagon, trucks, shovels into sand, swing, pegs into holes, push toys, etc.)

Kick (soccer ball, kick the can, kick down bowling pins, kick our feet when we are dancing; etc.)

ART:

“Hitting” Drum: Make drums out of old coffee cans. Cut strips of paper that fit around the coffee can. Let the children decorate the cans by using different utensils like paint, markers, crayons, and colored glue. When the decorations are done, trace the child’s hand with permanent marker onto the top of the can. Tell the children they can hit the tops of the drums to make music. As an extension activity, bring the drums to circle and have the children keep the beat to the music by hitting their drums.



Handy Hands: On a large sheet of paper make an impression of each child’s hands by painting the hands and pushing them against the paper. Let each child make as many hand prints as they would like. When the paint is dry write, “We Can Use OUR Hands For..” on the top of the paper. Then take photographs of the children doing appropriate activities with their hands: gentling hitting a baby’s back to burp the baby, pushing friends in a rocking boat, pushing buttons on a toy, hitting the drums, hitting the top of a sand pail when making a sand castle, etc. Attach the photographs to their handy hands mural. When finished, hang the paper low enough for the children to see it. You can use this as a teaching tool to remind children what is ok to hit and push.

MEAL/SNACK TIME:

Prepare foods that your toddler could bite into, ONLY if it’s developmentally appropriate. You can have bananas, peeled apples, and canned pieces of fruit. Talk about how these foods are the types of things we are allowed to bite.

By Anne Wimmer and Rochelle Lentini





My dog
Buddy
puts
things in
his mouth
and tries to
eat

EVERYTHING!



My dog
Buddy
puts
things in
his mouth
and tries to
eat

EVERYTHING!

Buddy, are you eating art stuff?

Oh MY!!!

Buddy we eat food only.



Buddy, are you eating art stuff?

Oh MY!!!

Buddy we eat food only.



Buddy, are you eating toys?

Oh MY!!!

Buddy we eat food only.



Buddy, are you eating toys?

Oh MY!!!

Buddy we eat food only.



Buddy, are you eating plants?



Oh MY!!!

Buddy we eat food only. 4

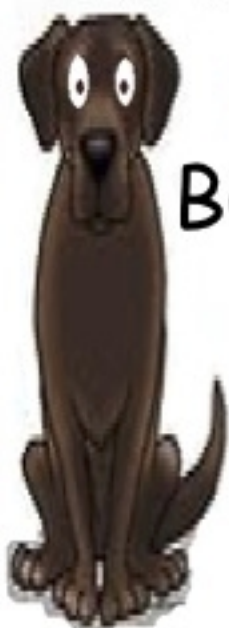
Buddy, are you eating plants?



Oh MY!!!

Buddy we eat food only. 4

Buddy, are you eating Play doh?



Oh MY!!!

Buddy we eat food only.



5

Buddy, are you eating Play doh?



Oh MY!!!

Buddy we eat food only.



5



Buddy,
are you
eating
food
off of
the
floor?

Oh MY!!!

Buddy we eat
food only. 6



Buddy,
are you
eating
food
off of
the
floor?

Oh MY!!!

Buddy we eat
food only. 6

Buddy, are you
eating paper?

Oh MY!!!

Buddy we eat
food only.



7

Buddy, are you
eating paper?

Oh MY!!!

Buddy we eat
food only.



7

Buddy, are you eating hair?



Oh MY!!!

Buddy we eat food only.



8

Buddy, are you eating hair?



Oh MY!!!

Buddy we eat food only.



8

Buddy, are you eating sand?

Oh MY!!!

Buddy we eat food only.



9

Buddy, are you eating sand?

Oh MY!!!

Buddy we eat food only.



9

Buddy, are you trying to eat people?

Oh MY!!! Buddy we eat food only.



Buddy, are you trying to eat people?

Oh MY!!! Buddy we eat food only.



Buddy, are you eating things off of the ground outside?



Buddy, are you eating things off of the ground outside?



Buddy, Our mouths are for **food** and **drink** only!



12

Buddy, Our mouths are for **food** and **drink** only!



12



13



13

The End!



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The End!



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