

Book Discussion Questions

Ideally for students Pre-K through Third Grade Developmental Level

Reading Skills:

1. As you read, engage students' attention and literacy skills by pausing when you get to rhyming words. Try to get them to predict the rhyming word out loud with you. Start by talking about the rhyming words on the first page (rhyming is an essential literacy skill). "Brain" and "Name" rhyme. Then ask, "What are two other rhyming sounds on this page?" Answer: "ADHD and me". As you continue with reading, tell the students: "Help me to fill in the blanks on the rhyming words, as we read aloud."

Discussion prompts and comprehension questions while reading:

2. Sophie calls Ady the part of her that causes her to sometimes have difficulty paying attention. No one else can see Ady, but the character of Ady stands for Sophie's ADHD. What do you know about ADHD? What do you think are some ADHD superpowers?

Adult explanation, if needed: ADHD is when a person's brain is a little like a busy bee... often buzzing around from one thing to another. That can make a person full of energy and creativity, but it can also make it extra hard to sit still or focus sometimes.

EDUCATOR GUIDE

Ady and Me

by Rich and Rox Pink

Illustrated by Sara Rhys

ISBN: 9780711293052

\$18.99 US/£7.99 UK/\$24.00 CAN

Ages 3 to 7 (Grades PreK to 3)

32 pages

Hardcover, 10.2 x 11.75 inches

Brief Book/Guide Explanation

This beautifully written, accessible story by ADHD Love authors Rich and Rox Pink, talented illustrator Sara Rhys, and accompanying guide by Room 228, celebrates neurodiversity and teaches us that ADHD is something to be proud of and to support through compassion. Weaving in social-emotional awareness, empathy, self-control, confidence, and acceptance, this whimsical collaboration shares an essential message: ADHD and its many strengths should be celebrated.

Ideal for classrooms, families, libraries, and medical settings for developmental ages Pre-K through 3rd grade, this delightful book and guide is sure to help children, their caretakers, and friends see the many benefits of ADHD as they follow Sophie and her invisible friend, "Ady", through a particularly challenging school day, that ultimately culminates in acceptance.



3. How does Miss Brackley handle Sophie and Ady's challenges? Does she seem like a patient teacher? How do you think her teacher's words and actions make Sophie feel?
Adult: Introduce and discuss that Miss Brackley is irritated and is impatient (vocabulary words). Explain that Miss Brackley does not seem to understand how to work with Sophie and Ady at school.

4. What are some of the things that Ady does that cause conflict or problems for Sophie at school?

5. Uh-oh, Sophie and Ady spill the paint on Miss Brackley's shoe and she is not happy. How do you think Sophie feels having Ady along all the time? Do you think sometimes it's hard to have Ady? Explain. Do you think that Ady also brings Sophie a lot of joy? What are some wonderful things that Ady does for Sophie?

Adult: Highlight Sophie's creativity, artistic skills, positive energy, etc.

6. How do you think Sophie feels when Principal Grant helps her clean up the mess she and Ady make? Why does he say to her "...everyone's welcome."

Adult: Highlight feelings of acceptance, understanding, love, joy.

Comprehension and text-to-self, text-to-others discussion prompts for the end of the book:

7. Who do you think that little blue character is next to Principal Grant? Do you know any adults with ADHD? Do you think if people have some of the same experiences they might understand each other better? Why do you think this?

Adult, if needed: "It's his own ADHD and probably why he understands Sophie so well."

8. Adult says: "I like this book because it shows that kids can have all different kinds of superpowers, while still learning more self-control. Sometimes the energetic and creative "Ady parts" of their brain might have a hard time focusing and need help from adults. What do you like about *Ady and Me*?"

9. Even if you don't have an Ady, what are some of your superpowers that make you special and unique?



Interdisciplinary Activities

1. Draw, Color, Cut, Glue Mini-Puppet

Materials: ¼ page of colored construction paper, popsicle sticks, tape or glue sticks, scissors.
The adult may create a tracer of Ady for students who need it.

Sophie has Ady with her at all times and he brings a lot of excitement to her life. We are going to make our own mini Ady puppets and teach him some things that will help him learn.

Use your construction paper to cut and color your version of Ady. Glue or tape him on to a popsicle stick. Bring your Ady to circle and we will talk about and practice strategies that we can teach Ady to help him learn. Examples: Slowing down, giving ourselves a hug to calm down, taking deep breaths, pausing before moving, getting a drink of water, standing to learn instead of sitting, and fidgeting with a fidget tool.

SEL Competencies: Self-Awareness, Identifying Emotions and Self-Management, Impulse Control
CCSS.ELA-Literacy.CCRA.SL.1: Comprehension and Collaboration
CCSS.ELA-Literacy.CCRA.SL.4: Presentation of Knowledge and Ideas

2. Draw and Write

Materials: Grade-level lined paper with a drawing box at the top, pencil, crayons, or colored pencils.

This activity helps us envision what it would be like to have our own imaginary friend who represents our strengths and challenges, just like Ady!

If you had an imaginary friend like Ady, what would you name them? What would they look like? We are all good at some things and find other things harder. Draw your imaginary friend and write a description of them. What are your imaginary friends' strengths and challenges? Example: "My friend is yellow with pink ears. She is energetic, silly, and fun. She doesn't like to sit still."

SEL Competencies: Self-Awareness, Self-Confidence and Social-Awareness, Perspective-Taking
CCSS.ELA-Literacy.CCRA.L.1: Conventions of Standard English
CCSS.ELA-Literacy.CCRA.W.4: Production and Distribution of Writing
CCSS.ELA-Literacy.CCRA.L.4: Vocabulary Acquisition and Use

3. Role-playing/Turn and Talk

Materials: (Optional) Paper, crayons, colored pencil, or markers

Miss Brackley was not very kind to Sophie which made her and Ady sad. Sometimes people who have ADHD feel left out and lonely.

If you had a friend with ADHD, what could you say to them to help them feel accepted and cared for at school? Turn and talk and practice saying some kind things to them about their strengths or superpowers. (Optional) Next, draw your partner and include at least one of their superpowers or strengths. For example, if they are great at dance, draw them dancing. If they love to play drums, draw them drumming. Use lots of color! Practicing kindness helps everyone feel welcome.

SEL Competencies: Relationship Skills - Communication and Social Awareness - Appreciating Diversity
CCSS.ELA-Literacy.CCRA.L.4: Vocabulary Acquisition Use
CCSS.ELA-Literacy.CCRA.W.1: Text Types and Purposes

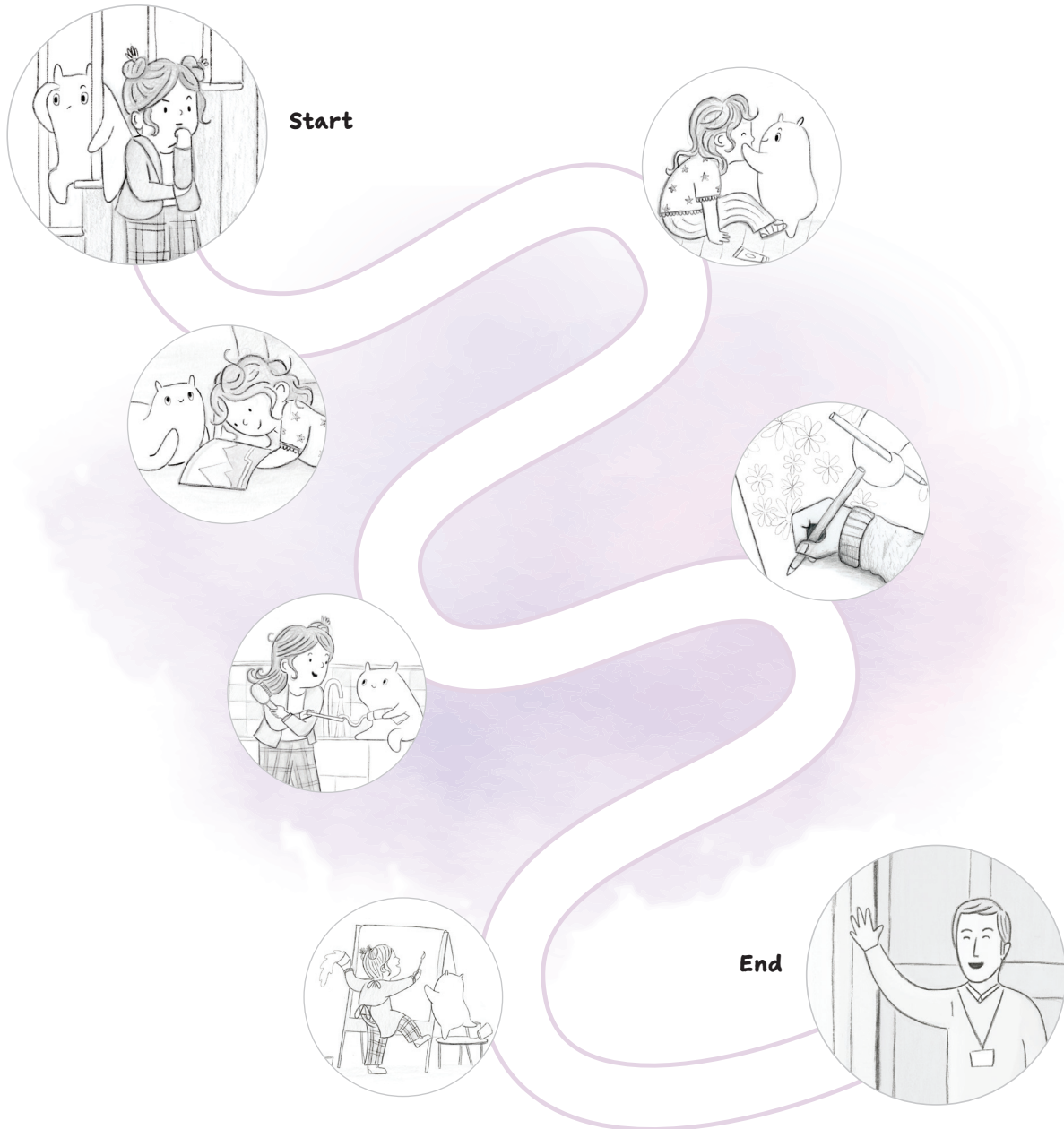
4. Sophie and Ady Maze Worksheet

Materials: Provided worksheet, pencil, colored pencils or crayons

Sophie and Ady's school day has some bumps along the way. Can you complete the maze by following Ady and Sophie's path through their school day to the end, where they find acceptance from Principal Grant? Once you complete the maze, carefully color in each of the little pictures along the path, with at least one different color to show the excitement of their day.

SEL Competencies: Social-Awareness, Empathy, Appreciating Diversity

CCSS.ELA-Literacy.CCRA.W.1: Text Types and Purpose



This educator guide was created by Room 228 LLC, with school-based occupational therapist Erin Rich, MSOT, OTR, OT, as lead educator. We at Room 228 believe in seeing, accepting, and celebrating the whole child. For more information, visit rm228.com.