

The  
Early Years Count  
**Literacy**  
Connection



**Somewhere Right  
Now**

Written by Kerry Dochery  
Illustrated by Suzie Mason

*Preschool edition*

### Overview of Book

When you are sad, frustrated, worried or scared, sometimes a reminder to remember, "somewhere right now, something beautiful is happening" will help bring on the calm!

Genre: Picture book

### Vocabulary

Books are a rich source of words new to children. Here are some words from *Somewhere Right Now* to introduce in your classroom:

rumbles      stared      sigh  
imagine                      grazing  
emotion terms in the story

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

### Connecting with the HighScope Curriculum

COR Advantage 1.5

Social and Emotional  
Development Item D  
(Emotions)

Language, Literacy and  
Communication Item Q  
(Book enjoyment and  
knowledge)

Creative Arts Item X (Art)

Social Studies  
Item FF  
(Knowledge of self and  
others)

### Reading Tips

Ask the children about big feelings and emotions they have. Let them know this story is about big feelings and that the story offers a way to calm ourselves, and help others to get calm, too. As you read, pause and ask questions like, "Why does Alma help Jack?" or, "Why is it important that the whole family is together at the end?" Offer time for the children to think, and then to share. Let the children know that you also have big emotions and it is important to know all people do. Ask, "Why is that important- why is it important for us to know we all have these feelings?"

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

### Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Provide materials for children at **Small Group Time** so they can imagine and draw their own “somewhere right now, something beautiful is happening” picture. Take dictation as children create.

At **Greeting Time**, invite children to share their experiences with various emotions and how someone helped or how they managed them.

### Around the Room

Highlight the book’s content and build on the children’s excitement in a variety of locations.

Add other relevant Imagination Library books to the **Book Area** for children to compare and talk about. Include, “Raindrops to Rainbows” by John Micklos, Jr., “My No, No, No Day” by Rebecca Patterson and, “The Rabbit Listened” by Cori Doerrfeld.

Take photos of the children making expressions of specific feelings. Label and post in the **House Area** for children to use as referrals and reminders of what it looks like to feel certain emotions.

### Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *Somewhere Right Now*:

What will you imagine as something beautiful that will calm you?

What did you think when Alma helped her brother after his tower fell?

Has there been a time where you helped your mommy or

*For more information on how to use books and stories with children to enhance your curriculum, contact*  
***The Family Connection:***

website—  
[www.famconn.org](http://www.famconn.org)

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### @ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Somewhere Right Now* with their child. Here’s a sample message you can send:

As you read this book with your child, pause often to talk about what is happening. “Alma is scared and her mom gave her a way to stop being scared. And then Alma did something for Jack. What did Alma do?” Your child may recall that Alma used the same idea her mom used and it worked. Say, “Let’s close our eyes and imagine something beautiful. After you do this, share what you imagined. Tell your child, “The next time I’m scared or upset, remind me to imagine my beautiful thing, OK?” Maybe “somewhere right now” is here, together with your child.