

# TERRY CATASÚS JENNINGS

## SCHOOL VISITS AND PRESENTATIONS IN PERSON AND VIRTUAL

### **The Little House of Hope /La casita de Esperanza**

SLG Gold Standard Selection, Best Books 2022 NY Public Library, and Chicago Public Library, Bank Street College Best Books  
El Día de Los Niños / El Día de Los Libros

**The Power of Kindness:** Empathy and Compassion!!! From the reasons immigrants leave their birth countries to the power of a helping hand, and immigrant contributions, this presentation speaks to the immigrant experience. A powerful affirmation that allows students to make connections to their own histories. (K-6, 45 min.)

**The Power of Kindness K-2:** Younger students look at the immigrant experience from the point of view of a young migrating bird stranded in a strange land by a storm. (K-2, 30-45 min)

**Fiction/Non-fiction:** Continuing with the above themes, students play a game to consider what parts of the story were true and what parts were improved.

**Family Literacy Night:** One of above presentations, Writing Your Family Stories, or Reading To Make Connections to our own histories.

**One School/One Book:** Short intro to the story, Q&A for students to find out all they want to know about writing the book, Hope Trivia

## The Definitely Dominguita Series

Best Books 2021 SLJ, Kirkus, Parents Latina, Nerdies  
Wisconsin WSRA One More Page List  
Honorable Mention: International Latino Book Awards

**Try it You'll Like It:** Using the humor of the series, this presentation encourages participants to consider friendship with a person who is not like them, a person from somewhere else. They may just find a new friend. (K-6, 45 min)

**The Skinny on the Series:** Interactive, humorous program on how writing a series (books which have siblings) is different from writing an "only" book. (Grades 1-6, 45 min)

**The Writing of the Series:** Interactive, humorous program about writing the series (Grades K-6, 45 min)

**Family Literacy Night:** One of above presentations, Writing Your Family Stories, or Reading To Make Connections to our own histories.

**One School/One Book:** Short intro to the story, Q&A for students to find out all they want to know about writing the series, Dominguita Trivia.

### PAULI MURRAY: THE LIFE OF A PIONEERING FEMINIST AND CIVIL RIGHTS ACTIVIST

2023 Winner: Septima P. Clark Book Award,  
National Council of the Social Studies  
SLG Gold Standard Selection

**Pauli Murray and the 14<sup>th</sup> Amendment:** Interactive presentation about how Pauli Murray used the 14<sup>th</sup> Amendment to help secure equal rights for African Americans and women. The importance of using the ballot box to keep our rights. (4 Grade and above, 45 minutes)

**Family Literacy Night:** The above presentation, Writing Your Family Stories, or Reading To Make Connections to our own histories.

**One School/One Book:** Short intro to the story, Q&A for students to find out all they want to know about writing the biography, Pauli Murray Trivia (4th Grade and above, 45 minutes)

## **GOPHER TO THE RESCUE! A VOLCANO RECOVERY STORY**

NSTA Best Books of 2012

**Life returns to the mountain:** Interactive presentation on what plants and animals need to repopulate the mountain after the volcanic eruption. (45 min.) (Grades K-6)

**Using science based narrative non-fiction as mentor texts for student writing.** Discussing and practicing research, description and narrative arc using *Gopher to the Rescue!* as a mentor text. Educators would then guide students to write their own story from the point of view of a chosen animal. (45 min.) (Grades 2-6)

**One School/One Book:** Short intro to the story, Q&A for students to find out all they want to know about writing the book, *Gopher and Mt. Saint Helens* Trivia (K-6, 45 minutes)

## **SOUNDS OF THE SAVANNA**

NSTA Recommended

**Everybody has to eat, Everybody wants to live**

Life in the savanna is a dance. All animals need to eat so they can live.

Unfortunately, carnivores eat herbivores. Interactive presentation on how prey use sound to thwart predator's efforts. (45 min.) (Grades K-6)

**Using science-based narrative non-fiction as mentor texts for student writing.** Discussing and practicing research, description and narrative arc using Sounds of the Savanna as a mentor text. Educators would then guide students to write their own story from the point of view of a chosen prey/predator pair. (45 min.) (Grades 2-6)

**One School/One Book:** Short intro to the story, Q&A for students to find out all they want to know about writing the book, Sounds of the Savanna Trivia (K-6, 45 minutes)

## **VIVIAN AND THE LEGEND OF THE HOODOOS**

Written in collaboration with the Shivwits Band of the Paiute Indian Tribe of Utah.

**Vivian—A Child of Two Worlds** The Paiute Legend of the Hoodos explains the stone columns created by erosion which It is a conservation legend spawned from the ancient Paiute way of life. The interactive presentation speaks to the legend and to the tension of a child living with one foot in the world of the reservation and the other in the surrounding community.(45 min.) (Grades K-6)

**Using science-based narrative non-fiction as mentor texts for student writing.** Discussing and practicing research, description and narrative arc using Vivian as a mentor text. Educators would then guide students to write their own story from the point of view of a chosen prey/predator pair. (45 min.) (Grades 2-6)

**Family Literacy Night:** The above presentation, Writing Your Family Stories, or Reading To Make Connections to our own histories.

**One School/One Book:** Short intro to the story, Q&A for students to find out all they want to know about writing the book, Erosion/Hoodoo Legend Trivia (45 min.)

## MAGNETIC MAGIC

### **Our roving magnetic Pole**

This presentation is suitable to small groups—one class in the library or in the classroom. Jennings will demonstrate magnetic tricks, and talk about our roving magnetic pole, what makes it happen and the consequences. A mapping activity is included. (45 min.) (Grades 2-6)

### **Using science-based narrative non-fiction as mentor texts for student writing.**

Discussing and practicing research, description and narrative arc using *Magnetic Magic* as a mentor text. Educators would then guide students to write their own story. (45 min.) (Grades 2-6)

**One School/One Book:** Short intro to the story, Q&A for students to find out all they want to know about writing the book, *Magnetic Trivia* (4th Grade and above, 45 minutes)

## THE WOMEN'S MOVEMENT: 1960-1990

### **ALA Amelia Bloomer Project Recommended**

Interactive program of vignettes representing the history of women's rights. Rather than portraying men vs. women, students are divided into *Groks* and *Zorks* and asked to judge the fairness of each situation. The presentation discusses the historical fact that even after women won the vote, they did not exercise that right. Women did not run for office and legislation protecting women, or allowing women to have the same rights as men was not passed. Stresses the importance of civic engagement, exercising the right to vote and the prevention of gerrymandering. (45 min. Grades 4-12)

# **EDUCATOR PROFESSIONAL DEVELOPMENT IN PERSON AND VIRTUAL**

## **HONORING DIVERSITY IN THE CLASSROOM**

The history of the (lack of) diversity in children's literature in the United States, and ways to foster diverse reading and stock the classroom shelves in elementary grades. Includes a powerpoint presentation with current recommendations about books exploring cultural diversity, race, SEL, gender diversity, religion, ability, body shaming. Particularly useful for pre-service teachers at universities.

## **DISCOVERING OUR COMMON HUMANITY THROUGH WRITING**

As students prepare to write a story about a person they admire or had an impact on their lives, the class considers character traits they value and the fact that these traits extend to all humans regardless of where we come from, our skin color, our gender preference, our physical ability. Reading books with diverse protagonists, extends this exploration of traits.

## **THROWING AWAY THE LABELS AND CONCENTRATING ON STUDENTS' INDIVIDUAL HISTORIES**

When we use a label we tend to paint the individual only within the lines of that label. But labels are general to the point of being meaningless. Let's get to know, instead, that child's history, the whole scaffolding that he or she brings to the table to understand and better serve the individual.

## **USING SCIENCE BASED NONFICTION AS MENTOR TEXTS FOR STUDENT WRITING**

Using narrative nonfiction as mentor texts, Terry will discuss the use of description, timing, research, and storytelling. Students write their own stories from the point of view of a character in the mentor text.