

Appendix  
**Selected Bibliography of Recommended Children’s Books to Facilitate  
 First Words Using Focused Stimulation**

<b>Target Category: Word</b>	<b>Book</b>	<b>Copy</b>	<b>Editorial Suggestions</b>	<b>Other Comments</b>
People: Mommy	<i>Does a Kangaroo Have a Mother Too?</i> By Eric Carle (Harper Collins, 2002)	Does a kangaroo have a <b>mother [mommy]</b> too? Yes, a kangaroo does have a <b>mother [mommy]</b> , just like me and you... (repeats with different animals)	Change “ <b>Mother</b> ” to “ <b>mommy</b> ”	Can also be used to target <b>me</b>
	<i>The Mommy Book</i> by Todd Parr (Little Brown Children’s Books, 2002)	Some <b>mommies</b> drive minivans. Some <b>mommies</b> drive motorcycles. Some <b>mommies</b> fly kites. Some <b>mommies</b> fly planes...		
	<i>What Mommies Do Best; What Daddies Do Best</i> by Laura Numeroff (Simon & Schuster Children's Publishing, 1998)	<b>Mommies</b> can teach you how to ride a bicycle, make a snowman with you, and bake a delicious cake for your birthday. <b>Mommies</b> can...	Insert “ <b>Mommies can</b> ” before each statement; for example, <b>Mommies can</b> make a snowman with you; notice that the copy is the same as <i>What Daddies Do Best</i>	<i>What Mommies Do Best</i> can also be found as a board book (2003)
People: Daddy	<i>The Daddy Book</i> by Todd Parr (Little Brown Children’s Books, 2002)	Some <b>daddies</b> wear suits. Some <b>daddies</b> wear two different socks. Some <b>daddies</b> work at home. Some <b>daddies</b> work far away...		
	<i>What Mommies Do Best, What Daddies Do Best</i> by Laura	<b>Daddies</b> can teach you how to ride a bicycle, make a snowman with you, and bake a delicious cake for	Insert “ <b>Daddies can</b> ” before each statement, for example, <b>Daddies can</b> make a	<i>What Daddies Do Best</i> can also be found as a board

	Numeroff (Simon & Schuster Children's Publishing, 1998)	your birthday. <b>Daddies</b> can...	snowman with you; notice the copy is same as <i>What Mommies Do Best</i>	book (2003)
People: Me	<i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr. (Henry Holt & Co., 1996)	Brown bear, brown bear, what do you see? I see a red bird looking at <b>me</b> . Red bird, red bird, What do you see? I see a yellow duck looking at <b>me</b> ... (repeats with additional animals)		Note that this book does not use focused stimulation for each of the animal names!
	Song "Greg and Steve, Playing Favorites" (Young Heart Music, 1995)			
	<i>I Went Walking</i> by Sue Williams (Gulliver Books, 1989)	I went walking. What did you see? I saw a black cat looking at <b>me</b> . I went walking. What did you see... (repeats with additional animals)		Note that this book does not use focused stimulation for each of the animal names!
	<i>Does a kangaroo have a mother too?</i> by Eric Carle (Harper Collins, 2000)			
People: Baby	<i>The Baby Goes Beep</i> by Rebecca O'Connell (Roaring Book Press, 2003)	The <b>baby</b> goes beep. The <b>baby</b> goes beep beep. The <b>baby</b> goes beep beep beep beep. The <b>baby</b> goes boom.... (repeats with different sound effects)		Can be used to target sound effects
Animals: Bird	<i>There's a Bird on Your Head</i> by Mo Willems (Hyperion, 2007)	There is a <b>bird</b> on your head. There is a <b>bird</b> on my head? Aaaagghhh! Is there a <b>bird</b> on my head now? No, now there are two <b>birds</b> on your head...	Can shorten the story by skipping to the end.	Neither in rhyme nor uses repetitive refrain, but <b>bird</b> is mentioned on each page.
	<i>I Can Say That</i> by Suzy Lederer	This is a <b>bird</b> . Tweet says the <b>bird</b> . Tweet says the <b>bird</b> . Can		Can be used to target animal sounds by

	(Children's Publishing, 2006) Story 2	you try that word? Hi <b>bird</b> ... Bye <b>bird</b> ... Who says tweet? <b>Bird</b> .		repeating each animal sound 3 times at the end of the page, not twice as written; can be sung to the tunes of "Shortenin' Bread," "99 bottles of beer on the wall," "Twinkle, Twinkle"
Animals: Cat	<i>I Can Say That</i> by Suzy Lederer (Children's Publishing, 2006) Story 1	This is a <b>cat</b> . Meow says the <b>cat</b> . Meow says the <b>cat</b> . Please try to say that... A <b>cat</b> says meow. Hi <b>cat</b> ... Bye <b>cat</b> ... Who says "meow?" <b>Cat</b> .		Can be used to target animal sounds by repeating each animal sound 3 times at the end of the page, not twice as written; can be sung to the tunes of "Shortenin' Bread," "99 bottles of beer on the wall," "Twinkle, Twinkle"
	<i>That's Not My Kitten</i> by Fiona Watts (Educational Development Corp., 2006)	That's not my <b>kitten [cat]</b> . Its tongue is too fuzzy. That's not my <b>kitten [cat]</b> ... (repeats with additional adjectives)	Can change " <b>kitten</b> " to " <b>cat</b> "	This is a touch and feel book.
	<i>Have You Seen My Cat?</i> by Eric Carle (Simon & Shuster, 1996)	Have you seen my <b>cat</b> ? This is not my <b>cat</b> ... (repeats this refrain throughout). Where is my <b>cat</b> ?		
Animals: Cow	<i>I Can Say That</i> by Suzy Lederer (Children's Publishing, 2006)	This is a <b>cow</b> . A <b>cow</b> says moo. A <b>cow</b> says moo. Can you say that too?		Can be used to target animal sounds by repeating each animal sound 3 times at the

	Story 1			end of the page, not twice as written; can be sung to the tunes of “Shortenin’ Bread,” “99 bottles of beer on the wall,” “Twinkle, Twinkle”
Animals: Dog	<i>Doggies: A Counting and Barking Book</i> by Sandra Boyton (Little Simon, 1995)	One <b>dog</b> . Woof. Two <b>dogs</b> . Woof. Yap yap. Three <b>dogs</b> ... (repeats up to 10 <b>dogs</b> )		
	<i>That’s Not My Puppy</i> by Fiona Watts (Educational Development Corp., 2000)	That’s not my <b>puppy [dog]</b> . Its tail is too fluffy. That’s not my <b>puppy [dog]</b> . Its paws are too bumpy. That’s not my <b>puppy [dog]</b> ... (repeats with additional adjectives)	Can change “ <b>puppy</b> ” to “ <b>dog</b> ”	This is a touch and feel book.
	<i>Big Dog and Little Dog</i> by Dave Pilkey (Harcourt Children’s Books, 1997)			
Animals: Duck	<i>Five Little Ducks</i> by Raffi (Crown, 1999)	Five little <b>ducks</b> went out one day, over the hill and far away. Mommy <b>duck</b> said, “Quack, quack, quack, quack,” but only four little <b>ducks</b> came back...		Can target animal sounds
	Song: Raffi’s “Box of Sunshine,” (Rounder, 2000); additional authors available			
	<i>I Can Say That</i> by Suzy Lederer (Children’s	This is a <b>duck</b> . A <b>duck</b> says quack. A <b>duck</b> says quack. Can you say that back?		

	Publishing, 2006) Story 1			
Foods: Apple	<i>Ten Apples Up on Top</i> by Theo Le Sieg (Random House, 1998)	One <b>apple</b> up on top. Two <b>apples</b> up on top. Look you I can do it too... I can hop with four <b>apples</b> up on top...(continues to 10 <b>apples</b> )		Board book edition is shorter than hardcover edition
Foods: Banana	<i>Banana</i> by Jonathan Allen (Sterling Publishing, 2006)	<b>Banana</b> is the only word in the book		
Foods: Cookie	<i>Who Stole the Cookies?</i> by Judith Moffat (Penguin Group, 1996)	Who stole the <b>cookies</b> from the <b>cookie</b> jar? I think the cat stole the <b>cookies</b> from the <b>cookie</b> jar. Who me? Yes you. Not me. Then who? (Repeats with other animals)		Can use to target <b>me</b> ; other authors have published versions of this popular children's chant
Toys: Car	<i>My Car</i> by Byron Barton (Harper Collins, 2003)	I am Sam. This is my <b>car</b> . I love my <b>car</b> . I keep my <b>car</b> clean...		Does not use rhyme or repetitive refrain, but repeats <b>car</b> on each page with a simple sentence.
Toys: Bus	<i>The Wheels on the Bus</i> by Raffi (Random House, 1998)	The wheels on the <b>bus</b> go round and round... the wheels on the <b>bus</b> go round and round, all around the town.		Can repeat each verse twice to target <b>open</b> , <b>up</b> , and <b>down</b> . Can also target sound effects (beep, shhh); Song: Raffi's Box of Sunshine, (Rounder, 2000); additional authors available
	<i>The Seals on the Bus</i> by Lenny Hort (Henry Holt, 2000)	The seals on the <b>bus</b> go errp, errp, errp... the seals on the <b>bus</b> go errp, errp, errp, all around the town. (repeats with different animals)		Can target other animal sounds

Toys: Book	<i>I Like Books</i> by Anthony Browne (Candlewick, 2004)	... <b>books</b> about dinosaurs and <b>books</b> about monsters... song <b>books</b> ... and strange <b>books</b> .		
	Song: <i>These Are My Glasses</i> by Laurie Berkner (Whaddya think of that? Two Tomatoes, 2001)	These are my glasses. This is my <b>book</b> . I put on my glasses and open up my <b>book</b> ... I put down my glasses and whoop, close up my <b>book</b> .	Song repeats three times for nine models of <b>book</b> .	Make a book to go with the lyrics.
Toys: Bubbles	<i>Bubbles, Bubbles</i> by Kathi Appelt (HarperFestival, 2001)	Dirty fingers, dirty toes, dirty shoulders, dirty nose. All my dirty deeds are done. Time to have some <b>bubble</b> fun. <b>Bubbles, bubbles</b> in the tubbles. Splish splash splooshy scrubbles. Glimmer glitter through the air. <b>Bubbles, bubbles</b> everywhere.	This story is a bit long with four-line of text on each page. Once the child gets out of the tub, there is no more talk of bubbles, so shorten the ending to keep focus.	This book is about bath bubbles, rather than the bubbles you blow.
	<i>Bubble Trouble</i> by Stephen Krensky (Simon & Shuster, 2004)	One <b>bubble</b> , no trouble. Two new <b>bubbles</b> . Three <b>bubbles</b> , four <b>bubbles</b> . Falling on the floor <b>bubbles</b> . Blowing out the door <b>bubbles</b> .	The story is a little long but can be shortened.	This book is about bath bubbles.
	<i>Bubble Trouble</i> by Joy Hulme (Children's Press, 1999)	Dip the stick in <b>bubble</b> stuff. Give a slow and steady puff. Oh-Oh <i>see them [bubbles] grow. How they [bubbles] flow. And glow and [bubbles] go. Fast and slow. Watch them [bubbles] fly in the sky...</i>	Substitute the word <b>bubbles</b> for the words in italics. <b>Bubbles</b> grow. <b>Bubbles</b> flow and <b>bubbles</b> go. Fast and slow. <b>Bubbles</b> fly in the sky.	Of the three "Bubble Trouble" books, I like this one best as it is about the toy bubbles we blow.
	<i>Bubble Trouble</i> by Mary Packard (Scholastic, 1994)	I make <b>bubbles</b> in the air. I make <b>bubbles</b> in my hair. I make <b>bubbles</b> big and round and listen for the popping sound. See the <b>bubbles</b> in the sink. Hear the		This book is about all kinds of bubbles (e.g., toy bubbles, gum, soda bubbles).

		<b>bubbles</b> in my drink...		
Toys: Ball	<i>Play Ball</i> by Santiago Cohen (Cavendish, 2008)	This book has single action words related to balls (hit, throw, catch) on each page.	Create phrases by adding “the <b>ball</b> ” to each action word, for example, “Hit the <b>ball</b> .”	
Action: Eat	<i>I can do that</i> by Dr. Suzy Lederer (Children’s Publishing, 2008)	This is a boy. A boy loves to <b>eat</b> . Let’s pretend to <b>eat</b> a treat. <b>Eat, eat, eat...</b> A girl loves to drink a boy loves to <b>eat</b> . Let’s drink. Drink!. Let’s <b>eat. Eat!....</b>		
	<i>Crunch Munch</i> by Jack London (Harcourt, 2001)	How does a beaver <b>eat</b> ? Crunch munch crunch munch. How does a cow <b>eat</b> ? Moo-o-o-o-chew. Moo-o-o-chew. (Repeats for additional animals.) How do you <b>eat</b> ?		
	<i>The Very Hungry Caterpillar</i> by Eric Carle (Philomel Books, 1994)	On Monday, he ate [ <b>eats</b> ] through one apple, but he was [is] still hungry. On Tuesday, he ate [ <b>eats</b> ] through... (Continues on through Sunday.) On Sunday, the caterpillar ate through [ <b>eats</b> ] one leaf...	Simplify the beginning: “This is a hungry caterpillar”; change “ <b>ate through</b> ” to “ <b>eats</b> .” Simplify the ending.	
Action: Drink	<i>I can do that</i> by Dr. Suzy Lederer (Children’s Publishing, 2008)	This is a girl. A girl loves to <b>drink</b> . Let’s pretend to <b>drink</b> something pink. <b>Drink, drink, drink...</b> A girl loves to <b>drink</b> a boy loves to eat. Let’s <b>drink. Drink!</b> Let’s eat. Eat!...		
Action: Go	<i>Go Dogs Go: Book of Things That Go</i> by PD Eastman (Random House, 1997)	<b>Go</b> dogs <b>go</b> . <b>Go</b> on skates. <b>Go</b> by bike. <b>Go</b> by foot. Run, skip, or hike...		

Action: Hug	<i>I can do that</i> by Dr. Suzy Lederer (Children's Publishing, 2008)	This is a dad. A dad loves to <b>hug</b> . Let's pretend to <b>hug</b> . It feels snug. <b>Hug, hug, hug...</b> A dad loves to <b>hug</b> . A mom loves to kiss. Let's <b>hug</b> . <b>Hug!</b> Let's kiss. Kiss!...		
	<i>Snuggle Wuggle</i> by Jack London (Harcourt Children's, 2002)	How does a bunny <b>hug</b> ? Snuggle-wuggle, snuggle-wuggle. How does a chick <b>hug</b> ? Fluffy duffy, fluffy duffy. How does a tiger <b>hug</b> ?... (Repeats for additional animals.)		
	<i>Hug</i> by Jez Alborough (Candlewick Press, 2000)	The word <b>hug</b> is repeated on each page as Bobo the monkey sees various parent animals hugging their young. His mommy hugs him at the end!		
	<i>Hug a Bug</i> by Eileen Spinelli (Harper Collins, 2008)	<b>Hug</b> a teacher. <b>Hug</b> a bear. <b>Hug</b> the girl who cuts your hair... <b>Hug</b> a bug---be gentle please.		
Action: Open	<i>Open Shut Them</i> (unknown author)	<b>Open</b> shut them, <b>open</b> shut them give a little clap, clap, clap...	This is a song/fingerplay	Take photos of the child and make a book
	<i>Open the Barn Door</i> by Christopher Santoro (Random House, 1993)	Who says moo? (Lift the flap and add [ <b>open</b> ].) A cow. Who says oink? [ <b>open</b> ]. A pig...	Add " <b>open</b> the door" before each response	Most lift-the-flap books work well to facilitate the word <b>open</b> .
Action: Wash	<i>Mrs. Wishy-Washy</i> by Joy Cowley (Philomel, 1999)	In went the duck. Wishy-Washy. Wishy-Washy. [Wash, Wash], Wash. In went the pig. Wishy-Washy. Wishy-Washy. [ <b>Wash, Wash, Wash</b> ].	Add " <b>wash, wash, wash</b> " after "Wishy-Washy"	This book can also be used to target " <b>in</b> " and " <b>dirty</b> " by repeating " <b>in</b> the tub" twice and the final

				line “Oh <b>dirty</b> mud” twice.
	<i>Mr. Wishy-Washy</i> by Joy Cowley (Philomel, 2003)	Mr. Wishy-Washy is the best dishwasher in the state of Washington. He <b>washes</b> pots and pans. Dishy-washy. Dishy-Washy. <b>[Wash, Wash, Wash]</b>	Add “ <b>wash, wash, wash</b> ” after “Dishy-washy.”	
Action: Kiss	<i>I can do that</i> by Dr. Suzy Lederer (Children’s publishing, 2008)	This is a mom. A mom loves to <b>kiss</b> . Let’s pretend to <b>kiss</b> like this. <b>Kiss, kiss, kiss...</b> A dad loves to hug. A mom loves to <b>kiss</b> . Let’s hug. Hug! Let’s <b>kiss</b> . <b>Kiss!...</b>		
	<i>Animal Kisses</i> by Barney Saltzberg (Red Wagon, 2000)	Do you like scratchy cat <b>kisses</b> ? Do you like sticky dog <b>kisses</b> ?...		This is a touch and feel book; it can also be used to target <b>no</b> by responding to questions.
	<i>Peek-a-Boo Kisses</i> by Barney Saltzberg (Red Wagon, 2002)	Peek-a-boo, I see fluffy kitten <b>kisses</b> ...		This is a touch and feel book.
	<i>Noisy Kisses</i> by Barney Saltzberg (Red Wagon, 2004)	Does your <b>kiss</b> sound like this? Ring, Ring, Ring? No, that’s not a <b>kiss</b> .		This is a touch and feel book; it can also be used to target <b>no</b> .
	<i>Goodnight Kisses</i> by Barney Saltzberg (Red Wagon, 2006)	Who likes fluffy goodnight <b>kisses</b> ? <b>[Me!]</b> . Who likes crinkly goodnight <b>kisses</b> ? <b>[Me!]</b>		The book can also be used to target <b>me</b> by inserting “ <b>me</b> ” in response to each question. Can be used to target <b>Goodnight</b> .
Recurrence: More	<i>More, More, More, Said the Baby</i> by Vera B. Williams	“ <b>More—more, more, more</b> ”	This book has 3 stories that end with a baby requesting “more.” Add at least one	

	(HarperCollins 1996)		more “more” to make five. The last baby uses just initial /m/. Substitute “More” in this story, too. Simplify each story to get to the target sooner.	
	<i>Bear Wants More</i> by Karma Wilson (M. McElderry, 2003)	...He nibbles on his lawn until the last blade is gone. But the bear wants <b>more</b> ...The berries grow sweet and they eat, eat, eat. But the bear wants <b>more</b> ... They nibble on their lunch with a crunch, crunch, crunch. But the bear wants more.” The bears eats a variety of foods, but he still wants <b>more</b> .	Simplify the introduction “Bear wakes up from a long winter’s nap. He is hungry...” Simplify the copy as the bear meets each animal. Read only the line before the refrain (see selected text)	
Non-existence: Go away	<i>Go Away Big Green Monster</i> by Ed Emberly (Little Brown, 1992)	... <b>Go away</b> scraggly purple hair. <b>Go away</b> two little squiggly ears. <b>Go away</b> long bluish-greenish nose...	Could edit out or simplify he adjectives to stay focused on the target (e.g., <b>Go away</b> purple hair. <b>Go away</b> little ears. <b>Go away</b> blue nose...)	As you turn each page, the different body parts disappear.
Greetings: Hi	<i>I Can Say That</i> by Suzy Lederer (Children’s Publishing, 2006) Stories 1 & 2	A boy says <b>hi</b> and a boy says bye. <b>Hi</b> and bye let’s give it a try. <b>Hi</b> cow. <b>Hi</b> duck. <b>Hi</b> cow. <b>Hi</b> cat. Say <b>hi</b> to greet the animals we meet...	Lahey & Bloom (1974) caution against teaching polar opposites together. If you are targeting “hi” don’t target “bye” and vice versa.	
	<i>Liam Says “Hi”</i> by Jane Whelen Banks (Jessica Kingsley, 2009)	This is Liam. Liam has lots of friends who love him and want to play with him. Sometimes, Liam goes to his friends’ houses to play. Sometimes Liam’s friends come to his house. When we get together with friends we greet them by looking at their face and saying,	Although “hi” is repeated within the story, the instructions and rationales for greeting obscure the target. There are also a few cartoon bubbles with “hi” in them. The text needs to be edited down for focused stimulation,	Teaches the concept of greeting for children with social skill difficulties.

		“ <b>Hi.</b> ” We can’t look down or say nothing....	but then could lose the purpose of book.	
Greetings: Bye	<i>I Can Say That</i> by Suzy Lederer (Children’s Publishing, 2006) Stories 1 & 2	A boy says hi and a boy says <b>bye</b> . Hi and <b>bye</b> let’s give it a try. Hi cow. Hi duck. Hi cow. Hi cat. Say hi to greet the animals we meet...		
Greetings: Goodnight	<i>Goodnight Moon</i> by Margaret Wise Brown (HarperCollins, 2005)	... <b>Goodnight</b> room. <b>Goodnight</b> moon. <b>Goodnight</b> cow jumping over the moon...		
	<i>Goodnight Gorilla</i> by Peggy Rathman (Scholastic, 1997)	<b>Goodnight</b> gorilla. <b>Goodnight</b> elephant. <b>Goodnight</b> lion (repeats with additional animals)... <b>Goodnight</b> zoo...		
	<i>Animal Kisses</i> by Barney Saltzberg (Red Wagon, 2000); <i>Goodnight Kisses</i> by Barney Saltzberg (Red Wagon, 2006)			
Rejection: No	<i>Where’s Spot</i> by Eric Hill (GP Putnam’s Sons, 2005)	Where’s Spot? Is he behind the door? [open] <b>No</b> . Is he inside the clock? [open] <b>No</b> . Is he in the piano? [open] <b>No</b> .		Lift the flap. Insert the word <b>open</b> before you lift the flap for this additional target.
	<i>Where is Maisy?</i> by Lucy Cousins (Walker books, 1999).	...Is Maisy in the house? [open]. Oops, not here [ <b>No!</b> ]. Is Maisy in the boat? [open]. Oops, not here [ <b>No!</b> ]		Lift the flap. Insert the word <b>open</b> before you lift the flap for this additional target. Can also use book to target <b>in</b> .
	<i>Goodnight Kisses</i> by Barney Saltzberg (Red Wagon, 2006)		Add <b>no</b> in response to each question in <i>Animal Kisses</i>	Manipulative books

Locatives (prepositions): In	<i>Ten in the Bed</i> by Penny Dale (Walker Books, 2007)	There were ten <b>in</b> the bed and the little one said, “Roll over, roll over.” So they all rolled over and one fell out... There were nine <b>in</b> the bed...		Can also be used to target <b>out</b> or even <b>off</b> or <b>down</b> (if you substitute <b>fell down</b> or <b>fell off</b> for <b>fell out</b> ); other authors
	<i>Mrs. Wishy-Washy</i> by Joy Cowley (Philomel, 1999)			
Locatives: on	<i>Monkeys Jumping on the Bed</i> by Eileen Christelow (Clarion, 1989)	Five little monkeys jumped <b>on</b> the bed. One fell off and bumped his head. The mama called the doctor. The doctor said, “No more monkeys jumping <b>on</b> the bed.”		Can be used to target <b>out</b> or <b>down</b> (if you substitute <b>fell out</b> or <b>fell down</b> for <b>fell off</b> ). Although “no more” is repeated in each verse, the picture does not support the admonishment.
	<i>Napping House</i> by Audrey Wood (Red Wagon, 1996)	...and <b>on</b> that bed there is a granny, a snoozing granny <b>on</b> a cozy bed in a napping house where everyone is sleeping. And <b>on</b> that granny there is a child, a dreaming child <b>on</b> a snoring granny <b>on</b> a cozy bed...		
Locatives: Up	<i>Great Day for Up</i> by Dr. Seuss (Random House, 1974)	...Great day for <b>up</b> feet, lefts and rights. And <b>up up</b> baseballs, footballs and kites... <b>Up</b> stairs, <b>up</b> ladders, <b>up</b> on stilts...		
	<i>Up Bear Down Bear</i> by Trudy Harris (Houghton Mifflin,	<b>Up</b> , bear. Down. <b>Up</b> . Down. <b>Up</b> . Down.	Lahey & Bloom (1977) recommend that we don't teach polar opposites	Can be used to target <b>down</b>

	Harcourt, 2001)		together. If you are targeting <b>up</b> , emphasize the word <b>up</b> and deemphasize down.	
Locatives: Down, Out, Off	<i>Ten in the Bed</i> by Penny Dale (Walker Books, 2007); <i>Monkeys Jumping on the Bed</i> by Eileen Christelow (Clarion, 1989); <i>Up Bear Down Bear</i> by Trudy Harris (Houghton Mifflin, Harcourt, 2001)			
Adjectives: Hot	<i>Splash</i> by Fiora McDonnell (Candlewick, 1999)	<b>Hot, hot, hot.</b> The elephants are <b>hot</b> . Tiger is <b>hot</b> . Rhinoceros is <b>hot</b> ... Now tiger is cool [not <b>hot</b> ] and happy. Now rhinoceros is cool [not <b>hot</b> ] and happy...	To increase frequency of target, use “not <b>hot</b> ” in place of “cool and happy.”.	
Adjectives: dirty	<i>Mrs. Wishy-Washy</i> by Joy Cowley (Philomel, 1999)	Oh lovely [ <b>dirty</b> ] mud, said the cow and she jumped in it. Oh lovely [ <b>dirty</b> ] mud said the pig and she rolled in it. Oh lovely [ <b>dirty</b> ] mud said the duck and she paddled in it.	Change “lovely” to “ <b>dirty</b> ”; only appears four times so repeat final line of book at least twice “Oh <b>dirty</b> mud. Oh <b>dirty</b> mud.”	
Adjectives: Big	<i>Big Dog and Little Dog</i> by Dav Pilkey (Harcourt Children’s Books, 1997)	<b>Big</b> dog and little dog are hungry. <b>Big</b> dog and little dog want food. Here is some food for <b>big</b> dog. <b>Big</b> dog is happy. Here is some food for little dog. Little dog is happy too.	Lahey & Bloom (1977) recommend that we don’t teach polar opposites. Can change “Little Dog’s” name to “His friend.”	Also can be used to target <b>dog</b> .
	<i>Big Little</i> by Leslie Patricelli (Walker	Heads are <b>big</b> . Toes are little [not <b>big</b> ]. Elephants are <b>big</b> . Mice are	Lahey & Bloom (1977) recommend that we don’t	

	Books, 2004)	little [not <b>big</b> ]... Lakes are <b>big</b> . Mud puddles are little [not <b>big</b> ]...	teach polar opposites. Change “little” to “not <b>big</b> .”	
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