

A Teacher's Guide to

Jamie **& Bubbie**

by Afsaneh Moradian
illustrated by Maria Bogade

From *A Teacher's Guide to Jamie and Bubbie*
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A Note to Teachers, Parents, and Caregivers

Thank you for sharing Jamie with the children in your life! The character, and the first book, were inspired by my own child who didn't seem to fit in when she was young—she wasn't interested in “girl” toys and the boys in her class didn't want to play with a girl. I wanted *Jamie Is Jamie* to give readers a great friend who is free to play and live authentically while being kind to others.

Jamie is a wonderful example of what it means to be true to yourself while being a caring friend to others. Jamie's fun and playful attitude enables Jamie to teach others, even adults, about pronouns.

The young children in our lives may not identify as one gender, or as the gender they were assigned at birth, and pronouns can easily be used for bullying. *Jamie and Bubbie: A Book About People's Pronouns* provides an opportunity to teach children how to use pronouns inclusively and how to think about what pronouns to use when interacting with people who identify as gender nonconforming, nonbinary, transgender, and gender fluid.

Jamie and Bubbie can be used with one child or with a group of children as a way to create supportive, loving, and respectful environments for children and adults. This guide expands on the discussion and activities at the back of the book to further extend children's learning.

The discussion questions and activities in this guide have two primary focuses. The first is Jamie and Bubbie's relationship. Activities 1 and 2 provide children opportunities to share about and celebrate the relationships they have with family members and older loved ones. The second focus is the use of pronouns. Activities 2, 3, and 4 help children practice using pronouns, understand that people can change their pronouns, and learn how to use the singular they.

While *Jamie and Bubbie: A Book About People's Pronouns* can certainly be read at any time during the year, reading the book at the beginning of the school year can help create a respectful and inclusive classroom culture. In addition, using the book whenever a new group of children begin spending time together enables children to share their pronouns early on.



The book can be used to set up an icebreaker activity when children are first getting to know one another. The story also fits well with introducing discussions about children's neighborhoods, families, and the important people in their lives. Any classroom or school that is actively supporting transgender, nonbinary, and gender nonconforming students and/or adults can certainly use this book as an introduction to talking about how to be respectful of everyone, including using people's correct pronouns.

—Afsaneh Moradian



Discussing the Story

Ask children the following questions after reading the book:

- 1.** Do you ever get to spend time with an older family member or family friend? What are your favorite things to do together? *(This question helps children think about, share, and celebrate the time they get to spend with the older people in their lives. You may choose to follow this question with Activity 1.)*
- 2.** In the book, Bubbie makes three mistakes about people's gender. What mistakes does Bubbie make? *(Guide children in remembering that Bubbie makes mistakes around the gender of Ms. Wallace, the employee at the restaurant, and Alexandra.)* Have you ever seen someone have a "Bubbie" moment and mistake someone else's gender? Have you ever had a "Bubbie" moment? Tell us about it. *(This question checks for children's comprehension while focusing children on gender.)*
- 3.** Each time Bubbie uses the wrong pronoun, Jamie explains that Bubbie has made a mistake. How does Bubbie handle being told she is wrong? How do you feel when someone tells you that you are mistaken about something? How do you respond? *(This question encourages children to accept the mistake and to try to make the correction in the future without feeling angry or embarrassed.)*
- 4.** Can we always know what gender someone is? Why or why not? *(This question challenges the assumptions children may have about gender and makes children aware that gender is more complex than someone's appearance.)*
- 5.** Jamie uses *they* when talking about Sam and *their* bike. Do you know anyone who goes by *they*? When should you use *they*? *(These questions connect the book to children's experiences and check for children's understanding of the singular they.)*
- 6.** If you're not sure what pronouns someone goes by, what can you say? *(This question checks for children's understanding of how to use pronouns respectfully.)*

Activity 1

Spend the Day with Bubbie

Objective: Children will explore the relationship they have with an older loved one. *Note: This activity can easily follow discussion question #1.*

Materials: worksheet (optional) or paper; crayons, markers, or colored pencils; pencil

Ask: Think about an older loved one, such as a grandparent, an aunt or uncle, or a neighbor, who you enjoy spending time with. If you had an afternoon together, like Jamie and Bubbie do in the book, what would you want to do?

Explain: Tell children that they are going to plan all the activities that they and an older loved one will do together.

Do:

1. For younger children, have children draw the activities they would like to do together with an older loved one.
2. For older children, have children write a plan for what they'd like to do during an afternoon together with an older loved one. They can include times so that it reads like an itinerary. This helps students practice, and demonstrate their understanding of, time and planning.

Take it a step further:

1. For younger children, have children name the activities they have drawn so you can label them.
2. For older children, have children draw or create a collage to accompany their written itinerary.



Spend the Day with Bubbie

If you could spend the day with an older relative or family friend, what would you want to do? Draw or write your plan for the day.

Activity 2

My Family Picture

Objective: Children will demonstrate their ability to use pronouns.

Materials: paper or poster board; crayons, markers, or colored pencils; ruler; pencil

Ask: Who are the people in your family (or in your home)? Can you picture them in your head?

Explain: In *Jamie and Bubbie*, Jamie teaches us how to use pronouns. Share with children that they are going to get a chance to practice using pronouns by thinking about their families.

Do:

1. Ask children to draw a picture of the people who live with them.
2. Help children use a ruler to draw a line that corresponds to each person in their drawing.
3. Have or help children write the people's pronouns on the lines. If children choose, they can also write the person's first name or their relationship to the child (mom, dad, sister) on the line or draw a second line to include both names and pronouns.

Share: Ask children to share their drawings with the group.

Celebrate: Display children's drawings to celebrate their families and their artwork.

Take it a step further: Expand the activity by having children create family trees. (*Note: Please do not insist that children use real photographs in their family trees, since these may be irreplaceable, and allow for drawings and magazine cut-outs to substitute for photos.*)

Activity 3

Bubbie Needs Your Help!

Objective: Children will demonstrate their understanding of pronoun usage.

Materials: *Jamie and Bubbie: A Book About People's Pronouns*, paper, pencil

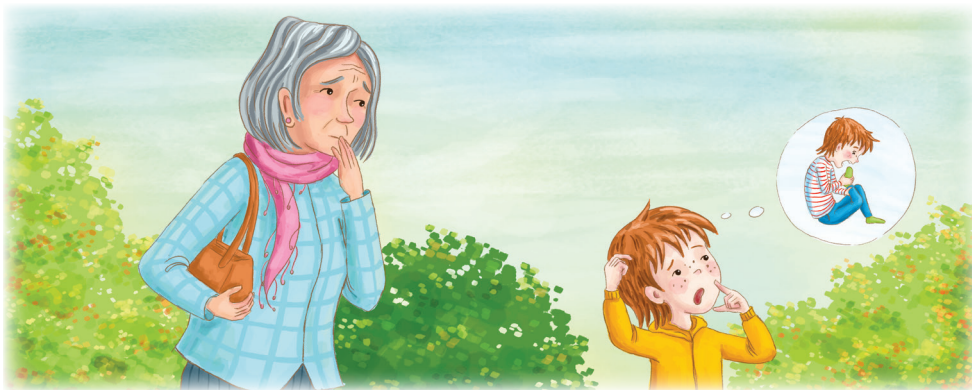
Read: *Jamie and Bubbie: A Book About People's Pronouns*

Ask: What do you think Bubbie means by “putting her foot in her mouth”? What does Jamie think she means? Why does Bubbie say she keeps putting her foot in her mouth?

Explain: Tell children they are going to help Bubbie by changing what Bubbie says in each of the situations where she makes a mistake.

Do:

1. Talk about the times in the book when Bubbie makes a mistake. For example, at the beginning of their walk, Bubbie says to Ms. Wallace, “Sir, you dropped your wallet! Jamie, be a dear and give that man his wallet.”
2. As a group, discuss Bubbie’s mistakes, and ask children to share ideas for what Bubbie could have said instead in each situation. For example, in the scenario with Ms. Wallace, children may suggest: “You dropped your wallet! Jamie, be a dear and give that person their wallet.”
3. With younger children, write their ideas on the board or a large sheet of paper. Older children can write their ideas in a notebook or on a sheet of paper.



Take it a step further:

1. For younger children, extend the activity with role play. Small groups of children can role-play each situation, correcting what Bubbie says. For example, one child can be Ms. Wallace, one child can be Jamie, and one child can be Bubbie. Do this for each of the three mistakes. You can also role-play the moment with the mail carrier at the end of the story (one person can be Jamie's mom describing what the mail carrier is doing, another the mail carrier, a third Jamie, and a fourth Bubbie). Children can rotate roles so they get a chance to play each character and help Bubbie.
2. For older children, have them rewrite parts of the book as a play and work together to take turns acting out their short plays in front of the group. They can also make videos instead of performing live.

Activity 4

Let's Take a Neighborhood Stroll

Objective: Children will build confidence in making introductions and using pronouns.

Materials: a device to play music

Ask: What is your favorite place to visit in your neighborhood? (Provide an example by telling children one of your favorite places to visit near your home.)

Explain: Share that just like Jamie and Bubbie, children are going to take a walk around your classroom “neighborhood.”

Do:

1. Play music while children walk around the room.
2. When the music stops (stop music randomly), children stop walking and get into groups of three with whoever is closest to them as quickly as possible.
3. One child in each group introduces the other two children. They can use the child's real name for the introduction, or they can use the name of someone in their real neighborhood. The child introduces each person by saying their name and something about them. For example: “This is Oliver. He has a yellow backpack.” Alternatively, the child can say, “This is Mr. Banks. He/She/They lives/live in a yellow house.”

Change directions: Instead of a movement activity, ask children to draw one or two neighbors and write a description of each. The goal is for students to think about who is in their neighborhood and practice using pronouns.



About the Author and Illustrator

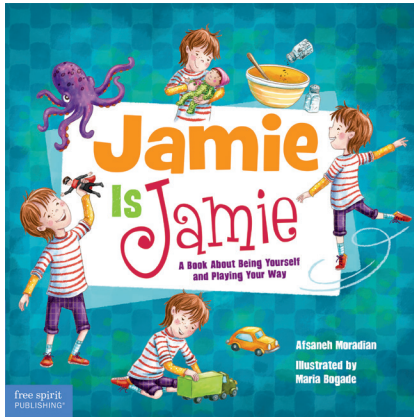


Afsaneh Moradian (she/her) has loved writing stories, poetry, and plays since childhood. After receiving her master's in education, she took her love of writing into the classroom where she began teaching children how to channel their creativity. Her passion for teaching has lasted for over fifteen years. Afsaneh now guides students and teachers (and her young daughter) in the art of writing. She lives in New York City and Oaxaca, Mexico.



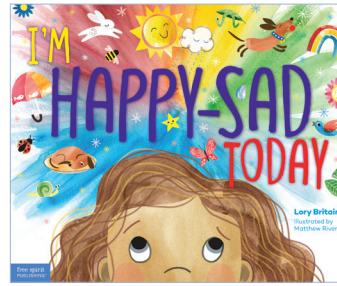
Maria Bogade (she/her) is an illustrator and author with an animation background. She loves creating illustrations with a strong narrative, colorful and beautifully composed to entertain children and adults alike. Her work is internationally published and is also found on greeting cards and products such as chocolate. With her three children and spouse, she lives in a tiny village in southern Germany where fox and hare bid each other good night.

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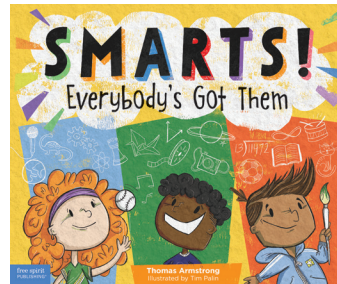
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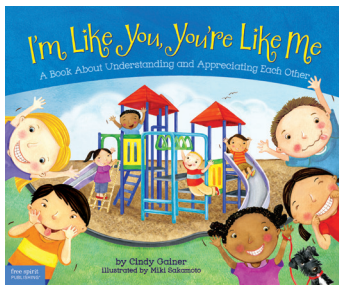
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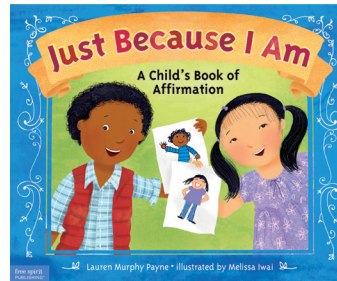
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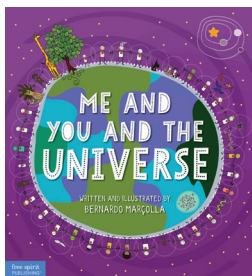
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A Book About Understanding and Appreciating Each Other
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For ages 3–8. 48 pp.; PB;
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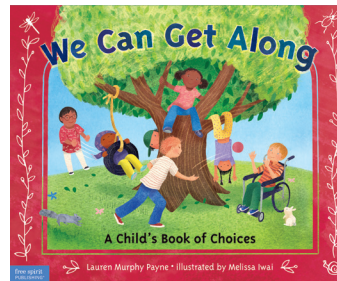
Just Because I Am

A Child's Book of Affirmation
by Lauren Murphy Payne, MSW,
LCSW, illustrated by Melissa Iwai
For ages 3–8. 36 pp.; PB and
HC; full-color; 11¼" x 9¼".



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written and illustrated
by Bernardo Marçolla
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HC w/ jacket; full-color; 8¼" x 9".



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