



CHILDREN'S AUTHOR



## About Me

I live in my hometown of Buffalo, New York. You're likely to find me on adventures with my husband and two energetic kids, at the local ice cream shop, or curled up in a comfy chair with my cats. And while I do my best to be a grown-up most of the time, giggling with my BFFs is still one of my all-time favorite things.

## Author Visits

As a picture book and middle grade author, as well as a former elementary teacher, I love visiting schools! My visits focus on getting the most out of reading, and on making your writing stronger. Sessions can be adapted for grades K-8 and groups of different sizes. Check out my website for presentation options and rates.

## Contact Info

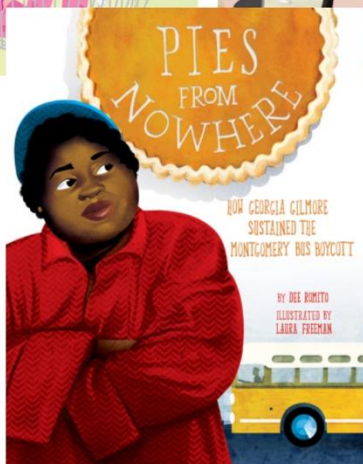
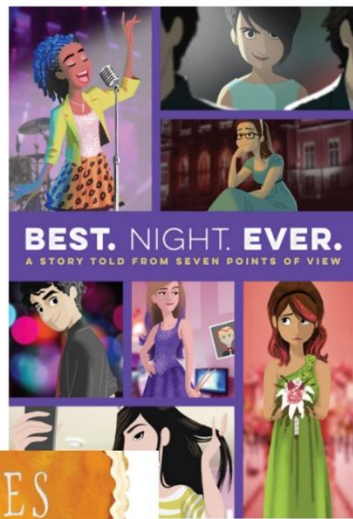
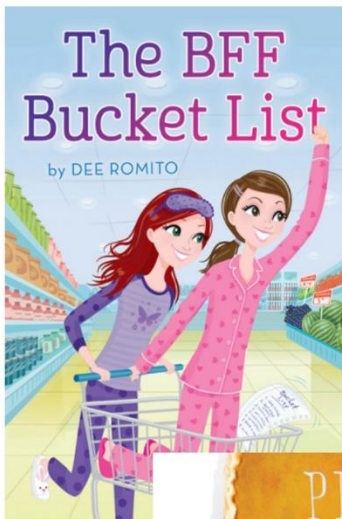
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[www.deeromito.com](http://www.deeromito.com)

*more info here*

## Books



Visit [www.deeromito.com](http://www.deeromito.com) for book info, teacher guides, book trailers, and extension activities!

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# PRESENTATION OPTIONS

## SMALL OR LARGE GROUPS

### Turn Your Senses ON!



Don't just read with your eyes! To really be immersed in a story or to create an I-can't-put-it-down piece of writing, you need to use your senses. Writers who include sensory details help create a scene in the minds of their readers, and readers get a much richer experience.

We'll examine some text that gets the senses involved (and some that doesn't!), and students will leave with a set of questions to keep in mind as they read and write from here on out. A simple question like, "What is that smell?" can open up a whole new world of possibilities

### What a Character!



Every little thing a character does, says, wears, and loves tells us something about him—if we're paying close attention—just like these things tell people who WE are. If you carry a book everywhere you go, I'll guess that you love to read. If I see you hold the door open for the person behind you, I'll know you're polite. And if you gobble down a piece of chocolate like there's no tomorrow, I'll see that you're a lot like me. 😊

With the help of a handful of brave students to assist me, we'll make characters come alive and learn to both read and write in a whole new way.

### But What Goes Wrong?

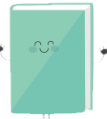


A story isn't about all the wonderful things that happen to a character; it's about that character's challenges, rough spots, and obstacles on the journey. A character has a goal she wants to reach and things must go wrong along the way to that goal to make the story exciting.

We'll work as a group to add in plenty of fun and accomplishments for our main character, but we'll also ask, "What goes wrong?"

Exhibit A: Which one of these is more interesting? Tom, who goes and gets ice cream and then goes home OR Ruthie who gets a cone so high that the top three scoops of ice cream fall and splatter on the top of her head? Yes, I agree. 😊

### Become an Information Detective!



Most people think of research when it comes to nonfiction, but writers need to find information for all types of writing. Whether you're working on an essay or a novel, you'll need details, facts, and info you don't have yet.

We'll learn how to be "Information Detectives" and where to find details to make your settings more real, your characters more well-rounded, and your story more engaging!

# PRESENTATION OPTIONS

## SMALL GROUPS

SO, I HAVE THIS IDEA... What Can I Do with It? 

An idea is a precious spark of imagination, and kids are full of them. This interactive session will show students how to nurture those sparks and grow them into something amazing. Whether it turns into a picture, an article, a comic strip, or a story, creating it is the best part.

I'll also share my journey from my first publication (A 3<sup>rd</sup> grade, district anthology picture of a bunny!) to my debut novel. Students will then have time to ask questions. My goal is to make sure they know this—You have the power to turn those ideas into anything you can imagine. 😊

REVISION - Perfecting the Recipe 

A story isn't finished after the first draft—that's why we call it a *first* or a rough draft. It's known as a Work-in-Progress. Editing and revising are important steps in the writing process and published books have gone through many revisions.

Changes make our writing better, but we have to learn what to add and what to take away to get just the right mix. I'll share what it takes to get a book published and show students some tricks that will help fine-tune their own writing.



## AUTHOR VISIT DETAILS



★ My honorarium for 2018-2019 is \$700.00 for local visits. If your school is more than 45 miles from the Greater Buffalo area, the fee is \$900 plus transportation and lodging fees (if needed).

★ This includes your choice of up to four presentations (30-50 minutes each) in the form of assemblies, classroom workshops, or grade level workshops. Presentations can be repeated for different groups.

★ An author lunch with students will be included at no additional cost, if desired. Teachers should choose students ahead of time.

★ The honorarium is due on the day of my visit.

★ Teacher guides are available on my website for all of my books.

★ I'm happy to work with your local independent bookstore to coordinate book sales or direct you to my publisher for a discount, and am happy to sign books during the school day.

★ Technology requests: a Smartboard or projector and screen are helpful for some of my presentations. For groups larger than 1-2 classrooms, a microphone is appreciated.

★ I'd love to be interviewed prior to the visit by some of your students for a school newspaper or announcements. Letters from classes are also a great way for us to chat before or after the visit, and they will get a reply from me!

**SKYPE VISITS** - I offer a limited number of FREE 20-minute Q&A Skype visits to classrooms, after school clubs, girl scout/boy scout troops, and book clubs! Please contact me for more info.

## So, I Have This Idea . . . What Can I Do with It?

KINDERGARTEN, FIRST, SECOND

### Text Types and Purposes:

[CCSS.ELA-Literacy.W.K.3](#) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

[CCSS.ELA-Literacy.W.1.3](#) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

[CCSS.ELA-Literacy.W.2.3](#) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

THIRD, FOURTH, FIFTH

### Text Types and Purposes:

[CCSS.ELA-Literacy.W.3.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-Literacy.W.3.3.a](#) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-Literacy.W.4.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-Literacy.W.4.3.a](#) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-Literacy.W.5.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-Literacy.W.5.3.a](#) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

SIXTH, SEVENTH, EIGHTH

### Text Types and Purposes:

[CCSS.ELA-Literacy.W.6.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.6.3.a](#) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-Literacy.W.7.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.7.3.a](#) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-Literacy.W.8.3](#) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.8.3.a](#) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.



## What a Character!

KINDERGARTEN, FIRST, SECOND

### Key Ideas and Details:

[CCSS.ELA-Literacy.RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.

[CCSS.ELA-Literacy.RL.1.3](#) Describe characters, settings, and major events in a story, using key details.

[CCSS.ELA-Literacy.RL.2.3](#) Describe how characters in a story respond to major events and challenges.

### Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[CCSS.ELA-Literacy.RL.2.7](#) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

THIRD, FOURTH, FIFTH

### Key Ideas and Details:

[CCSS.ELA-Literacy.RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-Literacy.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### Text Types and Purposes:

[CCSS.ELA-Literacy.W.3.3.a](#) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-Literacy.W.4.3.a](#) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-Literacy.W.5.3.a](#) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

SIXTH, SEVENTH, EIGHTH

### Craft and Structure:

[CCSS.ELA-Literacy.RL.6.6](#) Explain how an author develops the point of view of the narrator or speaker in a text.

[CCSS.ELA-Literacy.RL.7.6](#)

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

[CCSS.ELA-Literacy.RL.8.6](#)

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### Text Types and Purposes:

[CCSS.ELA-Literacy.W.6.3.a](#) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-Literacy.W.7.3.a](#) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-Literacy.W.7.3.d](#) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

[CCSS.ELA-Literacy.W.8.3.a](#) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-Literacy.W.8.3.d](#) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

## Turn Your Senses ON!

KINDERGARTEN, FIRST, SECOND

### Key Ideas and Details:

[CCSS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.1](#) Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

### Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[CCSS.ELA-Literacy.RL.2.7](#) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

THIRD, FOURTH, FIFTH

### Key Ideas and Details:

[CCSS.ELA-Literacy.RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-Literacy.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### Text Types and Purposes:

[CCSS.ELA-Literacy.W.3.3.b](#) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

[CCSS.ELA-Literacy.W.4.3.d](#) Use concrete words and phrases and sensory details to convey experiences and events precisely.

[CCSS.ELA-Literacy.W.5.3.d](#) Use concrete words and phrases and sensory details to convey experiences and events precisely.

SIXTH, SEVENTH, EIGHTH

### Craft and Structure:

[CCSS.ELA-Literacy.RL.6.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

[CCSS.ELA-Literacy.RL.7.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

[CCSS.ELA-Literacy.RL.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### Text Types and Purposes:

[CCSS.ELA-Literacy.W.6.3.d](#) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

[CCSS.ELA-Literacy.W.7.3.d](#) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

[CCSS.ELA-Literacy.W.8.3.d](#) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

## But What Goes Wrong?

KINDERGARTEN, FIRST, SECOND

### **Text Types and Purposes:**

[CCSS.ELA-Literacy.W.K.3](#) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

[CCSS.ELA-Literacy.W.1.3](#) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

[CCSS.ELA-Literacy.W.2.3](#) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

THIRD, FOURTH, FIFTH

### **Text Types and Purposes:**

[CCSS.ELA-Literacy.W.3.3.a](#) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-Literacy.W.4.3.a](#) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-Literacy.W.5.3.a](#) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

SIXTH, SEVENTH, EIGHTH

### **Text Types and Purposes:**

[CCSS.ELA-Literacy.W.6.3.a](#) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-Literacy.W.7.3.a](#)

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-Literacy.W.7.3.c](#)

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

[CCSS.ELA-Literacy.W.8.3.a](#)

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

[CCSS.ELA-Literacy.W.8.3.c](#)

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.



## Revision - Perfecting the Recipe

KINDERGARTEN, FIRST, SECOND

### **Production and Distribution of Writing:**

[CCSS.ELA-Literacy.W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

[CCSS.ELA-Literacy.W.1.5](#) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

[CCSS.ELA-Literacy.W.2.5](#) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

THIRD, FOURTH, FIFTH

### **Production and Distribution of Writing:**

[CCSS.ELA-Literacy.W.3.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

[CCSS.ELA-Literacy.W.4.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

[CCSS.ELA-Literacy.W.5.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SIXTH, SEVENTH, EIGHTH

[CCSS.ELA-Literacy.W.6.5](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[CCSS.ELA-Literacy.W.7.5](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[CCSS.ELA-Literacy.W.8.5](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.