



# The Booklist Project



Focus: Culturally- Responsive Author Study  
Booklist

Eve Bunting

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## **Eve Bunting Author Study Booklist**



**Grade Level: Second-Fourth; WIDA Level: Developing and up**

**Eve Bunting** was born on December 19<sup>th</sup>, 1928 in Maghera, a village in Northern Ireland. She emigrated to the United States in 1958, moving to California where she has lived ever since. During her college years, Bunting began writing for a Creative Writing course where she discovered her love for writing. When she learned that people did not know the folk tale *The Two Giants*, a tale she highly valued, Bunting published the retelling of this story for the world to come to know. From then on, Bunting decided to write more children's stories, as she highly enjoyed sharing her experiences with them through writing. "One of my greatest joys is writing picture books. I have discovered the pleasures of telling a story of happiness or sorrow in a few simple words. I like to write picture books that make young people ponder, that encourage them to ask questions. 'Why did that happen, Mom? Could it happen again? Can't we help? What can we do?'" <http://www.kidsreads.com/authors/eve-bunting>

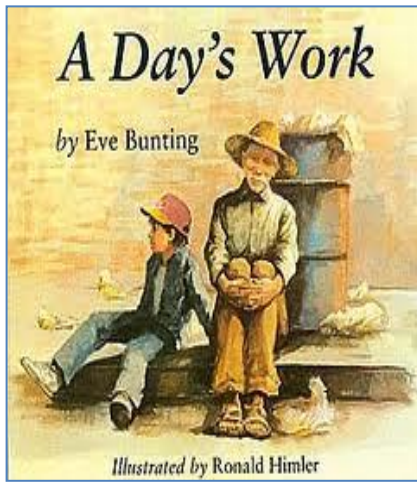
As of 2012, Eve Bunting has written more than 200 stories including: picture books, nonfiction texts, and novels. The subjects of her stories are mostly on difficult matters that people face, such as death, loss, racism, divorce, war, etc... The illustrations to go along with the text are vibrant and make the story more realistic. Bunting has won the following awards for her astounding picture books: Golden Kite Award from the Society of Children's Book Writers, the PEN Los Angeles Center Literary Award for Special Achievement in Children's Literature, and the Edgar award, by the Mystery Writers of America. <http://www.scholastic.com/teachers/contributor/eve-bunting>, <http://www.readwritethink.org/classroom-resources/calendar-activities/author-bunting-born-ireland-20366.html>. Eve Bunting has also taught several writing courses at the University of California.

<http://www.youtube.com/watch?v=5-xAtg5dqto>

above link ^Reading Rocket, Meet the author: Eve Bunting

## Book List:

1. **Bunting, Eve. (1994). *A Day's Work*.  
New York, NY: Houghton Mifflin  
Company. [ISBN 0-395-67321-6**



### **Summary:**

“A Day’s work” is a heartwarming story that teaches a lesson on the importance of having good morals. The main character is a boy named Francisco who sets off with his grandfather “abuelo” to find him work for the day. Abuelo just moved from Spain to California with Francisco and his mother so he does not know any English and Francisco must translate for him. When Francisco spots a gardening truck he tells the owner, Ben, that his Abuelo is a gardener and that the two of them will work for him for the day. After letting Francisco and Abuelo garden for the day, Ben comes back to see that they made a huge mistake with his plants, discovering that Francisco lied about Abuelo being a gardener. Abuelo grows mad with Francisco for lying about this and tells Francisco to promise Ben that they will make it up to him the next day. Through this incident Francisco learns that it is much more important to be honest than to lie to get what you want.

English language learners will enjoy this story because they may have had parents or family members try to do whatever they can to get a job in order to make it in America. Abuelo does not know any English which makes it much harder for him to find work, therefore having to rely on his

grandson to seek out a job for him. Ells may be able to relate, knowing how hard it is for someone who does not know English and has to find work in America. They may be familiar with the difficulties of the language barrier while working and how easy it can be to make a simple mistake because of it. This story also contains Spanish words and phrases throughout it, such as “*hace frio, senora, abuelo,*” etc...that Ells might e enjoy seeing within the context.

**WIDA Level:** Expanding

**Reading Level:** Grade Level 3.1

**Interest Level:** Kindergarten-second grade

**Guided Reading Level:** K

**Lexile measure:** 350L

**DRA:** 24

**Genre:** General Fiction

**Formats the book is available:** Paperback, hardcover, Kindle, Audible Audio edition.

**Available for viewing:** [www.amazon.com](http://www.amazon.com),  
<http://books.google.com>

### **Lesson plan suggestions:**

[http://techcoachcorner2.org/thirdgradeunit2.html#a days work](http://techcoachcorner2.org/thirdgradeunit2.html#a%20days%20work)

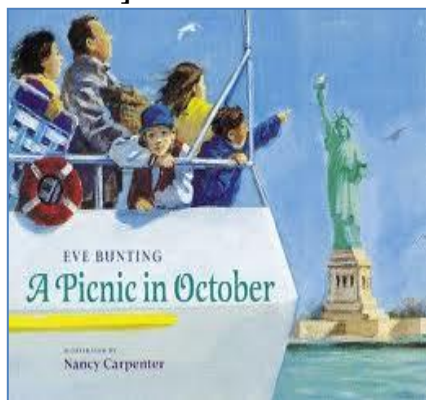
The above site is a fabulous site full of resource tools to use in the classroom, before, during, and after reading “A Day’s Work.” There are “building background” suggestions that teach what “chorizos” are, and other tools to teach about the Mexican heritage as well as words used in the story like “*hace,*” etc..., prior to reading this story to the class. There is a “daily fix it,” that includes sentences from the story for students to correct. There are also some comprehension activities for students to do after reading, and a Cloze paragraph that also connects to the events in the story.

<http://readingtokids.org/Books/BookView.php?bookID=00000414>

The above site provides a list of before, during, and after reading questions to use

with “A day’s work,” as well as some project ideas to do with students afterwards. The focus is on thinking about lessons that they have been taught by adults, just like Francisco was taught in the story. A fun “translating” activity is also mentioned in this text which would be a good way for students to feel and connect to the two main characters in the story.

2. **Bunting, Eve. (1999). *A Picnic in October*. New York, NY: Harcourt Brace & Company. [ISBN 0-15-201656-2]**



### **Summary:**

“A Picnic in October” is about a family who is taking a trip to Liberty Island for a picnic in order to celebrate “Lady Liberty’s” birthday. The main character is a young boy named Tony who is reluctant to go on this annual trip to Liberty Island to meet up with his extended family. He thinks it is too cold for this and is a bit embarrassed by how much they make of this trip. However, once the ferry arrives to the island he realizes that this venture is so important to his grandmother because it represents her immigration from Italy to America. He begins to understand why his family goes on this picnic every year and learns that it is significant to his family’s history.

English language learners would appreciate this story because they may be immigrants themselves or have family members who migrated from another country. This story references Ellis Island

which Ells would certainly be familiar with as they may have family members who made the journey to Ellis Island as well. Besides the immigration theme of this story, Italian words such as “bella” are used within the context which Ells may enjoy seeing and saying aloud. The illustrations in this book are vibrant and they beautifully portray the Statue of Liberty and New York City which Ells may have read about or even been to with their families. Overall, the immigration theme will certainly be one that Ells could connect to their own lives in various ways.

**WIDA Level:** Expanding

**Reading Level:** Grade Level 3.8

**Interest Level:** Kindergarten-second grade

**Guided Reading Level:** P

**Lexile Measure:** 310

**DRA:** 38

**Genre:** General Fiction & Historical Fiction

**Formats the book is available:**

Hardcover and paperback

**Available for viewing:** <http://books.google.com>

### **Lesson plan suggestions:**

<http://www.cotwcourses.net/elementary/projects/mjacobs/immigration.htm>

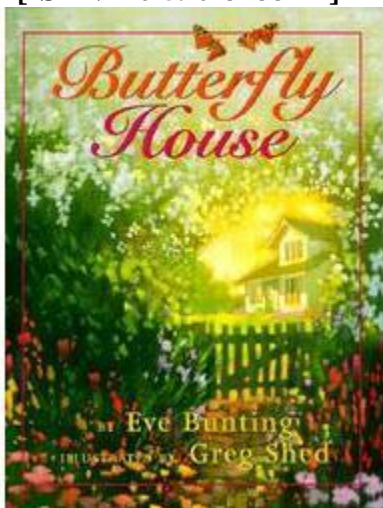
This site provides a full lesson plan to use when reading this story to students. It focuses on the theme of “immigration,” teaching students about immigrants who specifically came from Ireland to America. It is a great lesson plan to use in lieu of an entire unit on immigration.

<http://www.brighthubeducation.com/preschool-lesson-plans/123486-statue-of-liberty-lesson-plan/>

The above site contains a lesson plan that says it will be good for preschool

students in teaching about Lady Liberty. However, this is a great lesson plan to teach ESLs about Lady Liberty and how it is such an important symbol of our country. A list of other texts to use in a Thematic unit on symbols of our country are also provided. The objective of this lesson plan is to provide students with important facts about this topic, to help strengthen their speaking and listening skills.

3. **Bunting, Eve. (1999). *Butterfly House*. New York, NY: Scholastic Press. [ISBN - 0-590-84884-4]**



**Summary:**

“Butterfly House” is a beautiful story about a young girl who saves a caterpillar from being eaten from a blue jay. Her grandfather and she then make a “butterfly house” for the caterpillar in order for it to transform in to a butterfly. They take care of the caterpillar for several days and then once it becomes a butterfly, the little girl and her grandfather release it from the box to fly out in to nature. Towards the end of the story the young girl is now an old woman admiring the butterflies that fly around her. She believes that they remember how she once saved a caterpillar from death when she was little, and is why they come to visit her every spring.

English language learners can appreciate this story because it teaches respect for

nature and responsibility. They may have a pet of their own that they take care of and can relate to what the girl and her grandfather had to do in order to raise the caterpillar just right. This story also allows them to think about how important nature is and may allow them to understand how certain insects grow. They may have held a caterpillar before or seen a butterfly and they may be able to understand more about this mysterious process that the caterpillar must undergo in order to become a butterfly.

**WIDA Level:** Expanding

**Reading Level:** Grade Level 5.1

**Interest Level:** Kindergarten-third grade

**Guided Reading Level:** N

**Lexile Measure:** 500L

**DRA:** 30-34

**Genre:** General Fiction

**Formats the book is available:**

hardcover, paperback

**Available for preview:** [www.amazon.com](http://www.amazon.com)

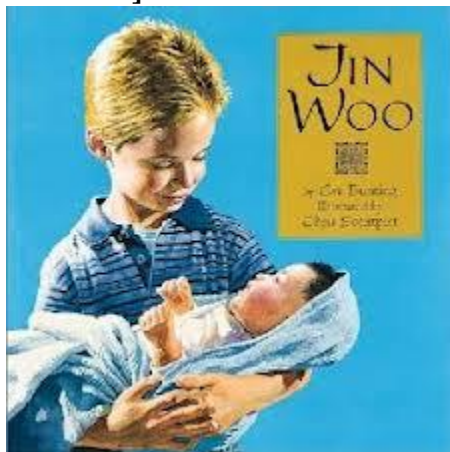
**Lesson plan suggestions:**

<http://teacher.scholastic.com/activities/bu/guide.htm>

This site provides a list of lesson plans to use during a science unit on studying insects and how they grow and develop. There are other references and stories to read to help teach this to students in grades K-4.

\*The last page of this text includes directions to making a “butterfly house” which might be a fun activity to do with students during science, after reading this story.

4. Bunting, Eve. (2001). *Jin Woo*. New York, NY: Houghton Mifflin Company [ISBN 0-395-93872-4]



### Summary:

“Jin Woo” is a heart-warming story about a family who is adopting a baby from Korea. The story is told in first person point of view by the main character, David, the mother and father’s young son. Throughout the story, the son expresses his negative feelings about his new sibling’s arrival. He feels as though his parents are so excited about getting the new baby boy and he feels left out. He wonders if they were as happy when they adopted him. When the parents notice how he is feeling, they try comforting him and finally David realizes that his parents will still love him just as much when the new baby comes. The story ends with David happy to have his new baby brother after all.

ESL students can relate to this book if they have had to transition from being the only child in their family, to getting a new sibling. They could also relate to this story if they were adopted or know anyone who has been adopted. These connections could help them better understand what David is going through.

**WIDA Level:** Expanding  
**Reading Level:** Grade Level 2.6  
**Interest Level:** Kindergarten-second grade  
**Guided Reading Level:** L  
**Lexile measure:** 390L

**DRA:** 28  
**Genre:** General Fiction  
**Formats the book is available:**  
Hardcover, kindle  
**Available for view:** [www.amazon.com](http://www.amazon.com),  
<http://books.google.com>

### Lesson plan suggestions:

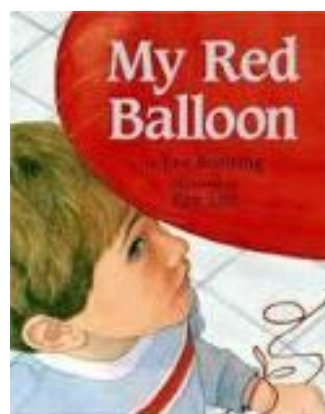
<http://www.soentpiet.com/jinwoo.htm#wool>

The lessons included in this site are meaningful and can help integrate the theme of adoption from Korea in several main subjects. It can help strengthen student skills in all areas.

[http://www.houghtonmifflinbooks.com/readers\\_guides/bunting/jinwoo.shtml#activities](http://www.houghtonmifflinbooks.com/readers_guides/bunting/jinwoo.shtml#activities)

This site directs you to an activity to use with students during Language Arts. They write letters to their parents, pretending they are an adopted infant like Jin Woo, expressing the feelings they would have being an adopted immigrant. Then they write another letter pretending they are the age they are now and how they feel in America.

5. Bunting, Eve. (2005). *My Red Balloon*. Honesdale, Pennsylvania: Boyds Mills Press, Inc. [ISBN 1-59078-263-1]



### Summary:

“My Red Balloon” is a story about a young boy and mother who are about to reunite with the father after he has been overseas. In order for his father to recognize him when they go to greet

him at the pier, the boy brings a red balloon that says “Welcome Home.” However, he loses grasp of the balloon while waiting for his father, and is nervous that he won’t know he is his son. The balloon ends up colliding with the father as he is walking off the ship and he catches it after all. They reunite with one another and are so happy to be back together as a family.

ESL students can relate to this story if they have someone or know of someone who has been in the military, whether a sibling, father, mother, cousin, uncle, friend, etc... They might relate to the main character’s belief that his father would not recognize him or might not love him because it has been so long since they had last seen each other. They could relate to the yearning that this boy has felt, in order to be with his dear father once again.

**WIDA Level:** Developing-expanding  
**Reading Level:** Grade Level 2.4  
**Interest Level:** Kindergarten-second grade  
**Guided Reading Level:** J  
**Lexile measure:** 550L  
**Dra:** 18-20  
**Genre:** General Fiction  
**Formats the book is available:** hardcover  
**Available for view:** <http://books.google.com>

### Lesson plan suggestions:

<http://www.brighthubeducation.com/esl-lesson-plans/103632-the-red-balloon-movie/>

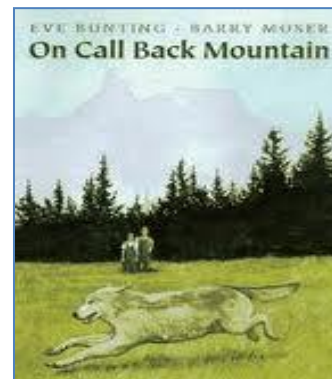
This site directs you to a lesson plan to use specifically with ESL learners especially. After reading “My Red Balloon,” teachers could show this movie “The Red Balloon,” to connect to the verbal telling of the story. This movie is a silent film which makes it a good movie to show ESLs. They can translate it afterwards and compare the main character in the movie to little boy in the book “My Red Balloon.”

<http://www.uwex.edu/ces/4h/omk/documents/MyRedBalloon.pdf>

This lesson plan teaches students how to create a stress ball, to help them deal with the loss of

someone in their lives. It allows for meaningful discussion on how someone might feel about a dad, etc... who was deployed. The activity requires using red balloons and other ingredients as well. This lesson allows for good kinesthetic use.

### 6. Bunting, Eve. (1997). *On Call Back Mountain*. New York, NY: The Blue Sky Press. [ISBN 0—590-2592 9-6]



### Summary:

“On Call Back Mountain,” is a story about two boys, Ben and Joe who go to the mountains one summer with their family. It is an annual tradition for their family to visit their friend Bosco, an old man who lives up in the mountains where he raises his animals. The boys think highly of Bosco and how he treats and cares for his “ladies” the mules, and other animals on his farm. One night however, Bosco does not return their typical “good night” call and they realize something is wrong. The next morning they discover that Bosco had died of a heart attack. The boys are devastated by this and they seek out to explore nature on their own. They remember the wise words that Bosco would tell them about nature and they find peace within the mountains after all.

This story would be good for English language learners because it is full of vibrant illustrations of the mountains and animals that may lure them in. They could connect with this text especially if they know what it’s like to live on a farm, raising animals, etc... They may also enjoy seeing what it would be like to live up in the

mountains like the characters do. The book is full of the different animals that live up in the mountains which may also intrigue them.

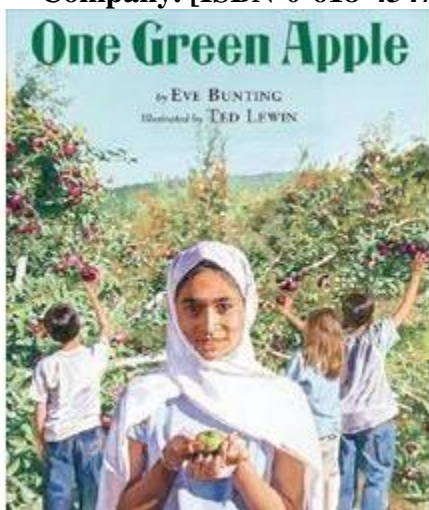
**WIDA Level:** Expanding-Bridging  
**Reading Level:** Grade Level 4.2  
**Interest Level:** Kindergarten-second grade  
**Guided Reading Level:** O  
**Lexile measure:** 500  
**Genre:** General Fiction  
**Formats the book is available:**  
Paperback  
**Available for view:** See hardcopy pages in file.

### Lesson plan suggestions:

[http://www.google.com/#hl=en&output=search&scient=psy-ab&q=On+Call+Back+Mountain+lessons&oq=On+Call+Back+Mountain+lessons&gs\\_l=hp.3...29547.34539.0.34773.31.19.1.9.10.1.312.3371.0j14j4j1.19.0.les%3B..0.0...1c.1.oMBTt8fYbdk&pbx=1&bav=on.2.or.r\\_gc.r\\_pw.r\\_qf.&fp=4624fb5637e33ac3&bpcl=35466521&biw=1280&bih=631](http://www.google.com/#hl=en&output=search&scient=psy-ab&q=On+Call+Back+Mountain+lessons&oq=On+Call+Back+Mountain+lessons&gs_l=hp.3...29547.34539.0.34773.31.19.1.9.10.1.312.3371.0j14j4j1.19.0.les%3B..0.0...1c.1.oMBTt8fYbdk&pbx=1&bav=on.2.or.r_gc.r_pw.r_qf.&fp=4624fb5637e33ac3&bpcl=35466521&biw=1280&bih=631)

\*Please click on the first search item that comes up once you have entered this in the search engine. It will bring you to a detailed, Microsoft word lesson plan that focuses on teaching about the ecosystem. There are various charts to use while teaching vocabulary and concepts on this document.

### 7. Bunting, Eve. (2006) *One Green Apple*. New York, NY: Houghton Mifflin Company. [ISBN-0-618-43477-1]



### Summary:

“One Green Apple” is a unique story about a young Muslim immigrant named Farrah who just moved to the United States. The story takes place on Farrah’s first day of school in America where her class goes to an apple orchard. During this trip to the orchard Farrah picks up on similarities and differences between her and the other students. She notices that they do not wear a dupatta like she does, yet they all wear t-shirts and jeans. The students are told to pick “one” apple while at the orchard and Farrah picks a tiny green apple that is different from the others. This represents the metaphor that she is different from the other students in her class. Together the class grinds their apples to make apple cider. She makes a new friend named Anna who teaches her the word “apple.” Towards the end of the story Farrah discovers that laughter is something else that makes her and the other students different. It lets the reader know that Farrah may fit in with the children after all, even if she comes from a different background.

English language learners should truly connect with this story of culture diversity and what it feels like to feel different from your classmates. They can most likely connect with Farrah as she feels like she doesn’t fit in with the other kids since she speaks a different language and dresses differently from them. Despite her differences, Farrah tries hard to figure out what makes them similar in order to unite her with these new children in this new country. As a result she makes a new friend who helps her feel more at ease about her move to America. ELLs should really be able to understand what Farrah is going through and it may instill hope within them, to know that although there are differences between cultures, there are ways to connect with people as long as they are patient and optimistic.

**WIDA Level:** Expanding-Bridging  
**Reading Level:** Grade Level 2.3  
**Interest Level:** Kindergarten-second grade  
**Guided Reading Level:** J  
**Lexile measure:** 450L  
**Genre:** General Fiction



**Formats the book is available:** hardcover, kindle, Audio CD library binding, Audible audio edition (unabridged)

**Available for viewing:** [www.amazon.com](http://www.amazon.com), [www.books.google.com](http://www.books.google.com)

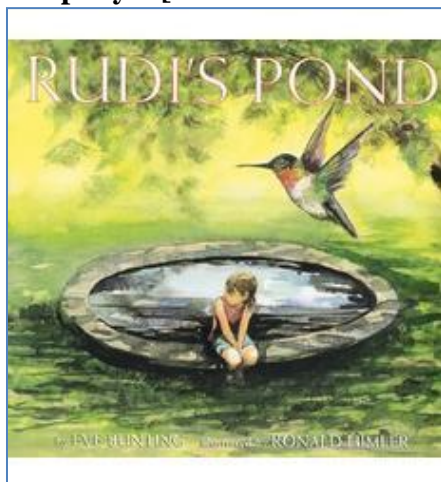
### Lesson plan suggestions:

<http://www.readwritethink.org/classroom-resources/lesson-plans/authoring-epilogue-that-helps-30753.html?tab=4#tabs>

This site provides you with several lesson plans that each tie in to teaching about character traits and how characters evolve within a story.

The site provides teachers with valuable resources to use in lieu of these lessons, such as character trait organizers, etc...

8. **Bunting, Eve. (1999) *Rudi's Pond*. New York, NY: Houghton Mifflin Company. [ISBN 0-395-89067-5]**



### Summary:

“Rudi’s Pond” is an emotional story about a young girl who loses her best friend Rudi to an illness. The story starts off with showing how well the two characters got along, showing their strong friendship. When Rudi dies, the young girl does not understand and wishes it were a terrible dream. The school says they want to come up with some type of memorial for Rudi and the young girl suggests the pond, since Rudi loved ponds. When she starts seeing a humming bird come around quite a bit she

wonders if it is Rudi acknowledging her and the lovely pond they dedicated to him. She realizes that he may still be around after all.

English Language learners might appreciate this story if they have ever lost someone in their lives. They can relate to the heartache and pain that the young girl experiences right after her friend’s death. However, in time a person comes to the understanding that life goes on and that person will always be with you no matter what. Whether you lose someone through death or from moving away, certain things may allow you to always think of them and remind you of memories you shared. This is a universal concept that any person can relate and one that ELLs may cherish.

**WIDA Level:** Developing-Expanding

**Reading Level:** Grade Level 2.8

**Interest Level:** Kindergarten-second grade

**Guided Reading Level:** N

**Lexile measure:** 500L

**Dra:** 30-34

**Genre:** General Fiction

**Formats the book is available:** Kindle Edition, hardcover, paperback

**Available for viewing:** [www.amazon.com](http://www.amazon.com),

### Lesson plan suggestions:

[http://viking.coe.uh.edu/~kmrzynowek/quest/asses\\_s\\_3/Reflection.htm](http://viking.coe.uh.edu/~kmrzynowek/quest/asses_s_3/Reflection.htm)

This lesson plan focuses on creating a story map for the story “Rudi’s Pond.” The students also make a hummingbird feeder as a fun project to do afterwards.

<http://mrgianfagna.weebly.com/>

This lesson plan is geared towards students in grades 9-12. The book is used in a Language Arts unit on fear, anger, and sadness, to help students get through a difficult time in their lives such as losing a loved one, etc... Students are asked to create their own picture books after reading this story. Students in elementary grades may also enjoy this lesson plan.

9. **Bunting, Eve. (1996) *Secret Place*.**

**New York, NY: Houghton Mifflin Company. [ISBN 0-395-64367-8]**



**Summary:**

“Secret Place” is a lovely story about a boy who lives in the city and discovers a “secret place,” where ducklings and other animals live. Throughout the story the boy talks about how loud the city is, with the trucks, etc...yet there lay a river below the freeway that many people do not know about, which is home to many animals. He admires the animals as they live so peacefully in this “secret place” within the city. Only a few other adults know about this place where nature lives about freely, away from the destruction of the city. They tell the boy to keep it to himself so that the city does not try and destroy this home for the animals by building above it. The little boy promises that he will certainly keep it a secret.

English language learners could certainly enjoy this story as they may be able to connect to it in several ways. They may live in the city and be familiar with the loud noises, trucks, and clutter that the city contains. They may have an admiration for animals and want them to stay protected from the city’s harm. They may enjoy the lovely illustrations of the different animals that this book contains, recognizing some that they see every day as well. This story can help them develop more of an appreciation for nature with the beauty that surrounds these animals. They may yearn to respect nature as best as they can, seeing how it is so easy for them to be harmed.

**WIDA Level:** Developing-Expanding  
**Reading Level:** Grade Level 2.8  
**Interest Level:** Kindergarten-second grade  
**Guided Reading Level:** L  
**Lexile measure:** 590L  
**Dra:** 28  
**Genre:** General Fiction, animal stories  
**Formats the book is available:** hardcover,  
**Available for viewing:** [www.amazon.com](http://www.amazon.com)

**Lesson plan suggestions:**

<https://sites.google.com/a/lfcisinc.org/opencourt/third-grade-1/secret-place-1>

This site directs you to a wonderfully prepared set of lesson plans centered around “Secret Place.” There are spelling words, vocabulary words, and comprehension questions to use during and after reading this text. There are also powerpoint presentations that explain other important skills to teach such as: compound words, antonyms, etc...all connecting to the story.

<http://www.nsta.org/publications/news/story.aspx?id=51509&print=true>

This site directs you to a lesson plan in which students examine a habitat over time and notice how it changes. This lesson plan helps students to appreciate nature and all that surrounds them, truly connecting to “Secret Place.”

**10. Bunting, Eve. (2000) *The Memory String*. New York, NY: Houghton Mifflin Company. [ISBN-0-395-86146-2]**



**Summary:**

“The Memory String” is a story about a young girl named Laura who is trying to deal with the loss of her mother, while also learning to accept her new stepmother, Jane. She takes comfort in talking to her cat, Whiskers, sharing her memories of her mother. Laura has a “memory string” full of buttons that each represent a fond memory of her mother. As she is telling Whiskers about each one, he leaps out of her hands and the buttons all scatter around the yard. When her stepmother plays a huge part in finding the most special button to Laura, it makes her rethink how she feels about Jane. Jane lets Laura know that she understands she cannot replace her mother which makes Laura look at her differently. The story ends by letting the reader know Laura may finally learn to accept her stepmother after all.

ESL students can appreciate this book because it deals with a concept in which many people can relate. The little girl is dealing with the loss of her mother and having to accept a new mother in her life, a circumstance in which many are sure to be familiar. The theme of “acceptance” can be taught; how it can be hard to let go of something we once loved, and accept

something new. Specific “memories” stand out to everyone. Therefore, ESLs may really enjoy being able to think of and recreate a memory of their own while listening to this story, or after discussion takes place about memories.

**WIDA LEVEL:** Developing-Expanding

**Grade Level:** 3.4

**Interest Level:** Kindergarten-second grade

**Guided Reading Level:** L

**Lexile Measure:** 290L

**Genre:** General Fiction

**Formats the book is available:** hardcover, Kindle Edition

**Available for viewing:** [www.amazon.com](http://www.amazon.com), [www.books.google.com](http://www.books.google.com),

**Lesson Plan Suggestions:**

<http://resource.deyogroup.com/330/CharacterTraits-Mini-Lesson.pdf>

The above website directs you to a meaningful lesson on Character traits while working with “The Memory String.” A step-by-step lesson plan is given along with graphic organizers to use and questions to ask to help students recognize character actions and traits.

[http://rwtverio.ncte.org/lessons/lesson\\_view\\_printer\\_friendly0c15.html?id=870](http://rwtverio.ncte.org/lessons/lesson_view_printer_friendly0c15.html?id=870)

The above site directs you to a lesson plan to use in lieu of teaching about time lines. Students make a time line of their own after reading “The Memory String,” and other chosen texts for this unit.

<http://oneextradegree.blogspot.com/2011/02/eve-bunting-author-study-memory-string.html>

This provides you with some activities to do following the reading of “The Memory String.”

REACH. INSPIRE. CONNECT.



## The Booklist Project

A Project of the  
M.Ed. In TESL Program,



Feinstein School of Education and Human Development  
Rhode Island College

For Further Information, Contact:  
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