

FAMILY ACTIVITY PLAN



Future Ready Five

READY to THRIVE

Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Cover and Title: What do you think this story might be about? Have you ever felt excited to start something new like Little Bat?

During Reading

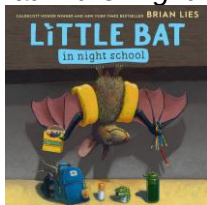
2. Little Bat has everything he needs for school. Can you point to something he is bringing? What do you like to take with you when you go somewhere special?
3. Little Bat is very eager to go to school. Why do you think he keeps asking if it's time to go yet?
4. When Little Bat meets the other bats, they don't want to play with him. How do you think that makes Little Bat feel? What would you do if you were Little Bat?
5. Miss C turned on more lights in the classroom. What did Ophelia think would happen? Why did Little Bat say it was just a myth?
6. At art time, Little Bat feels upset when he sees someone else's artwork. What does the ferret say to help him feel better? Do you think practicing something makes you better at it?
7. Little Bat spills juice and helps clean it up. What do you do when you make a mess? How do you think Little Bat felt after he cleaned up?

After Reading

8. Little Bat learned a lot on his first night of school. What was your favorite part of the story? What do you think Little Bat will do next time at school?

Materials

Little Bat in the Night School



Video for Read Aloud



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1. Cover and Title: What do you think the story will be about just by hearing the title, "Daddy Speaks Love"?

During Reading

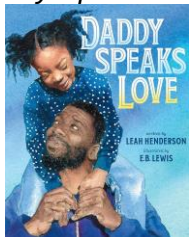
2. Daddy says "shh, baby bird, I've got you" when the baby cries. How do you think the baby feels when Daddy says that?
3. What kinds of adventures do you think Daddy and the child might go on together? What adventure would you like to go on?
4. Daddy says it's okay to make mistakes. Have you ever made a mistake? What happened, and how did you feel afterward?
5. Daddy talks about how the world isn't always fair. What do you think Daddy is trying to teach the child?
6. Daddy talks about heroes and wanting a world where everyone is treated fairly. Can you think of a hero you know or someone who makes you feel safe?
7. At the end, the child and Daddy are speaking together. What do you think they are saying? How do you feel when you talk to someone you love?

After Reading

8. What was your favorite part of the story? Why did you like it?
9. How do you think the child in the story feels about their daddy?

Materials

Daddy Speaks Love



Video for Read Aloud



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1. What do you think soul food is? Have you ever had a special meal with your family?
2. Why do you think everyone gathers at Granny's house on Sundays? Do you have a place where your family gathers?

During Reading

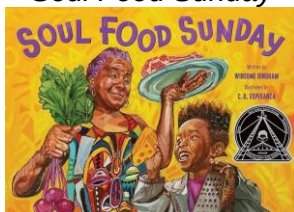
3. Granny says it's time for the child to learn how to cook. What do you think they will make? Have you ever helped in the kitchen?
4. The child learns how to grate cheese. What does it feel like to work hard on something? Can you think of something you worked hard on?
5. Granny says the greens have to be cleaned really well. Why do you think it's important to clean the greens? What do you help clean at home?
6. The child's hand and arm hurt, but they don't quit. Why do you think they kept going? What do you do when something is difficult?
7. Granny says that cooking together makes the food special. Why do you think cooking with family is important? Have you ever cooked with your family?
8. At the end, Granny tastes the sweet tea and says it's the best she's ever had. How do you think the child feels when Granny says that? How do you feel when someone likes something you made?

After Reading

9. What was your favorite part of the story? Why did you like it?
10. If you could help make a special meal with your family, what would you like to cook?

Materials

Soul Food Sunday



Video for Read Aloud



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1. Looking at the title and cover, what do you think "May Among the Stars" might be about? Have you ever dreamed about what you want to be when you grow up?
2. What do you know about astronauts and space? Do you think it would be fun or challenging to travel to space?

During Reading

3. Why does May want to see Earth from space? How do her parents encourage her dream?
4. What does May do to learn more about becoming an astronaut? How does she prepare for her dream?
5. How does May feel when her teacher, Ms. Bell, suggests she should be a nurse instead of an astronaut? Why is she disappointed?
6. What advice does May's mother give her after the conversation with Ms. Bell? How does this advice help May keep believing in her dream?

After Reading

7. How did May's belief in her dream and hard work help her achieve her goal? What lesson can you learn from May's story?
8. If you could achieve any dream, what would it be? How would you work toward making that dream come true?

Materials

Mae Among the Stars



Video for Read Aloud



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1. Looking at the title and cover, what do you think "Change Sings: A Children's Anthem" might be about? Have you ever heard the word "anthem" before, and what do you think it means in this context?
2. What kinds of changes do you think are important for the world? How do you think children can be a part of making positive change?

During Reading

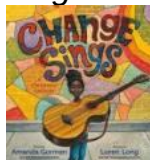
3. How does the book describe the sound of change? Why do you think the author chose to describe change as something that sings or hums?
4. What does it mean when the book says, "I use my strengths and my smarts, take a knee to make a stand"?
5. How does this reflect taking action for change? How does the narrator show courage and tolerance? What are some examples in the story of building bridges instead of walls?

After Reading

6. How did the book make you feel about your own ability to create change? What actions can you take to make the world a better place?
7. If you were to sing an anthem of change, what would your song be about? How would you inspire others to join you in making a difference?

Materials

Change Sings



Video for Read Aloud



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Before Reading

1. Looking at the title and cover, what do you think "The Me I Choose to Be" might be about? Have you ever thought about all the different things you can be or do in your life?
2. What does it mean to "choose to be" something? How do you make choices about who you are and what you do?

During Reading

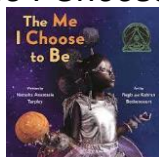
3. How does the book describe creativity and curiosity? What does it mean when it says, "if I meet an obstacle, I just begin again"?
4. What different roles or identities does the narrator explore, like being a "planet," "bridge builder," or "star"? How do these roles help express different parts of who they are?
5. How does the narrator describe feeling both joyful and sad? What does this tell you about the range of emotions we can all experience?

After Reading

6. How did the narrator show that they have the power to choose who they want to be? What parts of the story resonated with you the most?
7. If you could choose to be anything or anyone, what would you choose? How do you see yourself using creativity and curiosity in your own life?

Materials

The Me I Choose to Be



Video for Read Aloud



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Instructions

Before Reading

1. What do you think this poem will be about?

During Reading

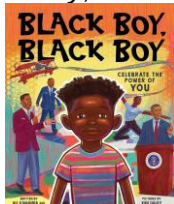
2. Who is Colin Kaepernick, and what is he doing in the picture? Why do you think that's important?
3. Can you dream big like Martin Luther King? What do you dream about?
4. Can you be brave like William Goines? What do you think he did that was brave?
5. What do you think inspirational means? Can you think of things that make you feel happy and excited, like Chinua Achebe's poems?
6. Why do you think the poet Chinua Achebe's work is described as inspirational? How might reading his poems inspire black boys?
7. What do you think it means to break boundaries? Can you think of something new or different you'd like to try, like President Barack Obama?
8. Look at the pictures. How do you think the boy feels when he sees faces that look like him? Why is that important?"
9. What do you think the boy is feeling at the end of the poem? How can you be proud of what you do, just like the boy in the story?

After Reading

10. What black boy/man do you think the author should include in this book?

Materials

Black Boy, Black Boy



Video for Read Aloud



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Before Reading

1. Looking at the title and cover, what do you think "Sulwe" might be about? Have you ever felt different or wished you could change something about yourself?
2. What do you know about stars and the night sky? How do you think the name "Sulwe," which means "star," relates to the story?

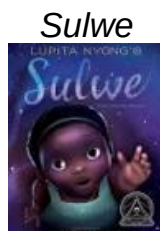
During Reading

3. How does Sulwe feel about her dark skin, and why does she wish to look different? How do the names she is called at school affect her?
4. What does Sulwe do in an attempt to change her appearance? How does this show how deeply she feels about being different?
5. What important lesson does Sulwe's mother teach her about beauty and self-worth? How does this lesson begin to change Sulwe's perspective?

After Reading

6. How did Sulwe's journey to accepting her own beauty unfold throughout the story? What made her realize that she is beautiful just as she is?
7. If you were Sulwe's friend, how would you help her see her inner and outer beauty? How can we support others who might feel different or unworthy?

Materials



Video for Read Aloud



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1. Can you guess what Jabari is going to do today?

During Reading

2. How does Jabari feel when his machine doesn't fly the first time?
3. Why does Jabari say he doesn't need any help at first?
4. What do you think Jabari's dad means when he suggests Nika could be a partner?
5. What do you think Jabari and Nika are trying to figure out together?
6. How does Jabari feel when things aren't working out with the flying machine?
7. What does Jabari's dad suggest for dealing with frustration?
8. Why do you think Jabari changed his mind and let Nika help? Can you think of a time when you needed help with something?

After Reading

9. Why do you think it's important to work together with others sometimes?
10. How do you feel when you try really hard and finally succeed?

Materials



Video for Read Aloud



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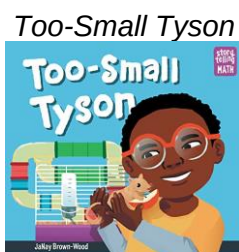
During Reading

2. How do you think Tyson feels when he mentions taking more steps? Can you relate this to any experiences you've had?
3. Have you ever had a situation where you wanted to help but were told not to? How did it make you feel? How might Tyson be feeling in this part of the story?
4. What do you think might have happened to Swish? Why do you think Tyson's brothers initially ask him not to worry?
5. What creative ways does Tyson try to help find Swish? Can you think of other ways he could have approached the situation?
6. How do Tyson and his brothers react when they finally find Swish? How does Tyson feel about being the 'Lil' Man' at the end of the story?

After Reading

7. What was your favorite part of the story?

Materials



Video for Read Aloud



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Before Reading

1. Looking at the cover, what do you think this book might be about? Who do you think the neighbors are?
2. Have you ever taken a walk in your neighborhood? What do you usually see or do when you walk around?

During Reading

3. When the book says, "Even when the neighborhood is crowded and everyone is hurrying, we take our time," why do you think it's important to take your time?
4. What do you think it means when the neighbors say, "Thank you, neighbor"? How does saying "thank you" make people feel?
5. Look at the picture where someone says, "I love your new bracelet." How do you think the person with the bracelet feels when they hear that?
6. Why do you think it's important to help our neighbors, like when someone says, "Can someone help me on my way?"

After Reading

7. Why do you think the neighborhood feels like home for the people in the story? What makes your neighborhood feel special to you?
8. Can you think of a time when you said "thank you" to someone? How did it make them feel, and how did it make you feel?

Materials

Thank You, Neighbor

Video for Read Aloud



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1. What do you think the word "neighbors" means? Who are some of your neighbors?
2. Looking at the cover, what do you see? How do you think the people in the picture feel about their neighborhood?

During Reading

3. When the book says, "We start our days in different ways," what are some things you do to start your day? How might your neighbors start their day differently?
4. The story mentions "Helping Hands just in case." Why do you think it's important to help others in your community? Can you think of a time when you helped someone?
5. How do you think the people in the community feel when they see a "friendly smile" or a "familiar face"? How does it make you feel when someone smiles at you?
6. The book talks about "celebrating diversity." What do you think that means? Can you think of something special about your family that you can share with your neighbors?

After Reading

7. What do you think makes a community special? What do you like most about your community?
8. Can you think of one way you can show kindness to your neighbors or help in your community?

Materials

All Are Neighbors

Video for Read Aloud



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1. What do you think it means when someone says, "You matter"? How does it make you feel?

During Reading

2. When the book talks about "The small stuff, too small to see," what do you think it's talking about? Can you think of anything small that's important even though we can't see it easily?
3. The story says, "When everyone thinks you're a pest." Have you ever felt like that? How did it make you feel, and what do you think you can do when you feel that way?
4. In the book, the sun is described as "really gassy." Why do you think the author included the sun in a story about mattering? How is the sun important to us?
5. When the book says, "Sometimes you feel lost and alone," how do you think the little dog in the picture feels? What helps you feel better when you feel alone?

After Reading

6. What do you think the author wanted to tell you with this book? Why is it important to remember that you matter?
7. Can you think of someone in your life who might need to hear that they matter? How can you tell them or show them that they are important to you?

Materials

You Matter

Video for Read Aloud



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1. Have you ever had a friend who moved away or did you move to a new place? How did that make you feel?
2. Looking at the cover, what do you think the story is about? How do you think the characters in the picture feel?

During Reading

3. you think makes someone a best friend? Do you have a best friend?
4. Why do you think the big truck is described as having its mouth wide open? What do you think it's doing?
5. When Daniela and Evelyn spin in circles and fall to the floor, why do you think they are holding on so tight? How do you think they are feeling about Evelyn moving away?
6. Why does Daniela press a heart sticker on Evelyn's cheek before she leaves? What do you think that heart sticker means to them?
7. After Reading Questions:

After Reading

8. How do you think Daniela will feel after Evelyn moves away? What can she do to stay in touch with Evelyn?
9. If a friend of yours was moving away, what would you do to show them that they are still important to you?

Materials

Evelyn Del Rey is Moving Away

Video for Read Aloud



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Before Reading

1. What do you think makes someone a best friend? Do you have a best friend? What do you like to do together?
2. Looking at the cover, what do you think the story might be about? How do you think the characters feel about each other?

During Reading

3. When Lily says, "Tamika is my best friend. She just doesn't know it yet," why do you think she feels that way? How do you think Lily can show Tamika she wants to be friends?
4. Lily wants to have a bathing suit like Tamika's. Why do you think it's important to Lily to have the same bathing suit? How does it make her feel when Tamika doesn't notice?
5. When Tamika and Lily finally play together, why do you think Lily is so happy? How do you feel when you get to play with a friend you like?
6. When Tamika doesn't notice Lily's dive, how do you think Lily feels? What could Lily do when she feels upset like that?

After Reading

7. At the end of the story, Lily decides to play with Keisha instead of trying to be friends with Tamika. Why do you think she made that choice? How can you be a good friend to someone who might feel left out?
8. Have you ever wanted to be friends with someone who didn't seem to want to play with you? What did you do, and how did you feel?

Materials

My Best Friend

Video for Read Aloud



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Before Reading

1. What are some things you like to do with your mom or someone special? How do they make you feel?
2. Looking at the cover, what do you think the story is about? What do you notice about the characters on the cover?

During Reading

3. When Mama says, "Good morning to you," how do you think that makes the little girl feel? How do you feel when someone says good morning to you?
4. The little girl notices the clouds outside are "wearing shadows." What do you think she means by that? How do you feel when it's a rainy day?
5. Why do you think the little girl wants to wear her silver dress and shoes? How does she feel when Mama tells her it's not a silver dress day?
6. When the little girl and Mama go outside, they see moss on the sidewalk. The little girl calls it "velvet." What do you think she means by that? What does the moss feel like?

After Reading

7. At the end of the day, Mama reads to the little girl, and they laugh together. Why do you think this is a special moment for them? What do you like to do before bed?
8. What is your favorite part of spending time with your mom or someone special? How do those moments make you feel?

Materials

Me & Mama

Video for Read Aloud



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Before Reading

1. What do you think makes a house feel like a home? What are some special things in your home that you love?
2. Looking at the cover, what do you notice about the house and the people in it? What do you think the story might be about?

During Reading

3. When Lucia shows us the door to her home and calls it a "magic Puerta," why do you think she feels that way? What makes the door special to her?
4. Lucia talks about building forts in the living room, or "Sala." Have you ever built a fort at home? What do you like to do in your living room?
5. In the kitchen, or "Cocina," Lucia's family gathers to cook and eat together. Why do you think it's important for her family to spend time together in the kitchen? What do you like to do in your kitchen?
6. Lucia talks about playing in the backyard, or "Patio," with her cousins. What games do you like to play outside? Why do you think she loves playing in the backyard?

After Reading

7. Lucia describes many special places in her home. Which room or place in your home is your favorite, and why?
8. Lucia's family does a lot of things together that make their home feel special. What are some things you do with your family that make your home feel like a happy place?

Materials

Mi Casa is My Home

Video for Read Aloud



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Before Reading

1. What do you think a hijab is? Have you ever seen someone wearing a hijab? How do you think it makes them feel?
2. Looking at the cover, what do you notice about the people in the picture? What do you think the story might be about?

During Reading

3. When Grandma is in the kitchen, why do you think she carefully folds her hijab? How do you think she feels when she's baking?
4. Mama wears a bright pink hijab at work. Why do you think she chooses that color? How do you feel when you see someone wearing bright colors?
5. Auntie's hijab is described as "funky and cool" with a handmade jewel. What does that tell you about Auntie's style? How do you like to express your style?
6. When the story talks about Iman earning her black belt, it says her sporty hijab stays in place. Why do you think it's important for her hijab to stay in place while she's doing karate? What activities do you like to do that make you feel strong and confident?

After Reading

7. The girl in the story sees many different ways that the women in her life wear their hijabs. How do you think seeing these examples makes her feel about wearing her own hijab?
8. What is something special you wear or do that makes you feel proud and confident, just like the girl in the story feels with her hijab?

Materials

Under My Hijab

Video for Read Aloud



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1. Have you ever been so excited about something that you couldn't sleep? What was it, and how did it make you feel?
2. Looking at the cover, what do you think this story is about? Who do you think Amos McGee is, and where might he be going?

During Reading

3. When Amos McGee accidentally falls asleep in the kitchen, why do you think that happens? Have you ever been so tired that you almost fell asleep somewhere unusual?
4. Amos McGee misses the bus and feels sad because he thinks he won't have time for an outing with his friends. How do you think he feels when he realizes he's late? What would you do if you missed something important?
5. The animals at the zoo help Amos by doing his chores while he rests. Why do you think the animals decided to help him? How do you feel when someone helps you with a big task?
6. When the tortoise finds Amos's favorite hat, how do you think Amos feels? Have you ever lost something special and then found it again? How did that make you feel?

After Reading

7. At the end of the story, Amos and his friends catch the afternoon bus and go on their outing. Why do you think this is a special moment for Amos and his friends? What do you like to do with your friends?
8. Amos's friends surprised him by doing something nice when he was tired. Can you think of a

Materials

Amos McGee Misses the Bus

Video for Read Aloud



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1. Have you ever felt nervous about going to school or starting something new? What made you feel that way?
2. Looking at the cover, what do you think the pigeon might feel about going to school? Why do you think that?

During Reading

3. When the pigeon says, "I already know everything," do you think he really believes that? Why might he be saying it?
4. The pigeon starts to worry about what might happen at school, like what the teacher will be like or if there will be math. Have you ever worried about something before it even happened? How did you handle those feelings?
5. When the pigeon asks, "What if I learned too much?" and worries that his head might pop off, what do you think he really means? Why might learning a lot feel overwhelming to him?
6. The pigeon realizes that school has everything he's worried about, like experts, books, and other birds to play with. How do you think this makes him feel? Why might he change his mind about going to school?

After Reading

7. At the end of the story, the pigeon is excited to go to school. Why do you think his feelings changed? Have you ever felt scared about something at first but then ended up enjoying it?
8. What are you most excited or nervous about when it comes to school? How can you prepare

Materials

The Pigeon Has to Go to

Video for Read Aloud



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1. What do you think it means to be kind? Can you think of a time when someone was kind to you?
2. Looking at the cover, what do you think this story might be about? How do you think Leo feels about going to kindergarten?

During Reading

3. When Leo says he's worried about his first day of kindergarten, why do you think he feels that way? Have you ever felt worried about starting something new?
4. Miss Perry talks about turning the kindergarten classroom into a "Kinder Garden." What do you think she means by that? How can the children help make their classroom a place of kindness?
5. When Leo helps Lanisha pick up the blocks after they fall, how do you think that makes her feel? Why do you think Leo decided to help her, even though he was feeling nervous?
6. When the other students start to notice and share the kind things Leo has done throughout the day, how do you think that makes Leo feel? Why is it important to recognize when someone is being kind?

After Reading

7. At the end of the story, Leo feels proud of being kind in kindergarten. What are some ways you can be kind at school or at home?
8. Leo was worried about going to kindergarten, but he discovered that he already knew how to be kind. How can you use kindness to make new situations feel less scary?

Materials

Kindergarten: Where Kindness

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. What do you think it means to be brave? Can you think of a time when you tried something new, even if it was a little scary?
2. Looking at the cover, what do you think the story might be about? What do you think will happen to Mel?

During Reading

3. When Mel decides it's time to learn to fly, why do you think she feels scared but still wants to try? How do you think you would feel if you were in Mel's place?
4. As Mel starts to fall, all the different animals try to help her. Why do you think they want to help Mel? How do you think Mel feels as she's falling?
5. When Mel finally catches a fish and starts to fly, how do you think she feels? What do you think made her able to fly after all that falling?
6. The animals cheer for Mel as she flies back up. Why do you think they are so happy for her? How do you feel when you see someone achieve something difficult?

After Reading

7. At the end of the story, Mel feels proud because she learned to fly. What is something you've learned to do that made you feel proud?
8. Mel didn't give up, even though she was scared. How can you be brave like Mel when you try something new?

Materials

Mel Fell

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. What do you think it means to be a "queen" in kindergarten? How do you think a queen might act at school?
2. Looking at the cover, what do you notice about the girl wearing the tiara? What do you think her first day of kindergarten will be like?

During Reading

3. When Mama places the tiara on MJ's head and calls her the "Queen of Kindergarten," how do you think that makes MJ feel? How would you feel if someone called you a queen or king?
4. At school, MJ remembers that queens are kind and caring when she helps Rhina feel better. Why do you think it's important for MJ to be kind to her new classmate? How would you help someone who is feeling sad?
5. When MJ chooses to be the window monitor, she remembers that queens brighten up a room. How do you think MJ brightens up the classroom by opening the blinds? What other ways can you brighten someone's day?
6. Throughout the day, MJ helps her classmates and even shares her lunch with Leo. Why do you think sharing and helping others is important to MJ? How do you feel when someone shares or helps you?

After Reading

7. At the end of the story, MJ feels proud of doing all the "queen" things her Mama told her about. What are some ways you can be like MJ and show kindness at school or at home?

Materials

The Queen of Kindergarten

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. What do you think the title "It Fell From the Sky" means? What do you think might fall from the sky in the story?
2. Looking at the cover, what do you notice about the different insects? What do you think they might do when something unusual falls from the sky?

During Reading

3. When the mysterious object first falls from the sky, why do you think all the insects have different ideas about what it might be? What would you think if you saw something strange fall from the sky?
4. The spider decides to create an exhibit called Wonderville to show off the object. Why do you think he wants to charge the other insects to see it? How do you think this makes the other insects feel?
5. As the ticket prices go up and the lines get longer, why do you think the other insects start to grumble? What might be a better way for the spider to share the wonder from the sky?
6. When the "five-legged creature" (a child) takes the object back, how do you think the spider feels being left alone? What does the spider learn from this experience?

After Reading

7. At the end of the story, the spider spins a new web and more wonders fall from the sky. What do you think the spider will do differently this time? How can you share something special with others in a kind way?

Materials

It Fell From the Sky

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. What do you think a family reunion is? Have you ever been to a big gathering with your family? What was it like?
2. Looking at the cover, what do you notice about the people in the picture? How do you think they feel about being together?

During Reading

3. At the beginning of the story, the boy doesn't want to go to the family reunion. Why do you think he feels that way? How do you feel when you have to do something new or meet new people?
4. When the boy arrives at the reunion and sees people who look like him, how do you think that changes the way he feels? Why might it be special to see family members who look like you?
5. The boy starts to have fun playing games with his cousins and eating with his family. Why do you think he begins to enjoy the reunion? What are some of your favorite things to do with your family?
6. During the reunion, the boy hears stories about his family and learns about where they come from. Why do you think it's important for him to learn about his family's history? What stories have you heard about your own family?

After Reading

7. By the end of the story, the boy says the family reunion was better than video games. Why do you think he changed his mind? What did he enjoy most about the reunion?

Materials

Family Reunion

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. What do you think it feels like when someone you love has to go away for a while? Have you ever missed someone who was far away?
2. Looking at the cover, what do you think the story might be about? Who do you think is in the middle, and how do you think she

During Reading

3. When Mommy leaves for her work trip, how do you think the little girl feels? Why do you think she feels that way?
4. The girl and Mama try to keep busy by doing things they enjoy, like going to the cafe and watching movies. Why do you think it's important for them to keep busy while missing Mommy? What do you like to do to feel better when you miss someone?
5. When the girl talks to Mommy on the phone, they compare how much they miss each other to all the rain in California and all the snow in Minnesota. How do you think this helps them feel connected even when they're apart?
6. On Sunday, the girl picks flowers for each day Mommy was gone. Why do you think she does this? How do you think she feels knowing Mommy is finally coming home?

After Reading

7. At the end of the story, the girl finally feels just right when she snuggles between Mama and Mommy. How do you feel when your family is all together after being apart?
8. What are some ways you can stay connected with someone you love, even if they have to be

Materials

Mama and Mommy and Me in

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. What do you think it would be like to live with a grandparent who doesn't speak the same language as you? How do you think you would communicate with them?
2. Looking at the cover, what do you notice about the girl, her grandmother, and the parrot? What do you think?

During Reading

3. When Mia first meets her Abuela, she feels shy because they don't speak the same language. Why do you think that makes her feel shy? How would you feel in her situation?
4. Mia and Abuela start to teach each other words in English and Spanish. Why do you think it's important for them to learn each other's languages? How do you think it helps them get closer?
5. When Mia sees the parrot in the pet shop, she thinks it will help Abuela feel more at home. Why do you think Mia believes the parrot will help? How does Mango, the parrot, bring them together?
6. As Abuela learns more English, she starts talking to the neighbors and telling Mia stories about Abuelo. How do you think learning a new language changes Abuela's life? How does it make Mia feel?

After Reading

7. By the end of the story, Mia and Abuela are able to talk to each other and share stories. How do you think their relationship has changed? What did they do to get closer?
8. Mia and Abuela worked hard to understand each other, and it brought them closer as a family.

Materials

Mango, Abuela, and Me

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. What do you think it means to go "down home"? Have you ever visited a place that feels special to your family?
2. Looking at the cover, what do you think the story might be about? Who do you think the characters are, and where do you think they're going?

During Reading

3. As the family drives to the reunion, Lil Alan feels excited but also worried. Why do you think he's worried? What would you bring to a family celebration?
4. When Lil Alan sees Granny's house and all the family arriving, how do you think he feels? What do you think makes a family gathering special?
5. Lil Alan worries that he doesn't have anything to share at the celebration. How do you think that makes him feel? What would you do if you were in his shoes?
6. During the celebration, each family member shares something meaningful. How does Lil Alan finally find his own way to contribute? Why do you think it's important to him to share something too?

After Reading

7. By the end of the story, Lil Alan finds a special way to connect with his family's history and land. How do you think he feels after sharing his tribute? What did he learn about his family?
8. Lil Alan's family reunion is full of love, stories, and special moments. What do you enjoy most when you spend time with your family?

Materials

Going Down Home with Daddy

Video for Read Aloud



FAMILY ACTIVITY PLAN



Future Ready Five

READY to THRIVE

Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. What do you think the story might be about just by looking at the cover?
2. What do you think Omu is cooking in her big pot?

During Reading

3. Why do you think Omu decides to share her stew with the little boy?
4. How do you think the people feel when they smell Omu's stew?
5. What do you think will happen when Omu runs out of stew?

After Reading

6. Why did everyone come back to Omu's house at the end? How do you think that made Omu feel?
7. What can you learn from Omu about sharing and kindness?
8. Have you ever shared something special with others? How did it make you feel?

Materials

Thank You, Omu!

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. What did you see?
2. The book is called 'Look What I Found in the Woods.' What do you think the boy and his dad might find in the woods?

During Reading

3. What do you think Tim will find next in the woods? Have you ever seen a snake before?
4. Can you count the bees with me? How many bees are there?
5. What do you think Tim will do with the berries? What would you do if you found lots of berries?
6. How do you think Tim feels after eating the berries? What foods make you say 'Yum'?

After Reading

7. Can you remember some of the things Tim and his dad found in the woods? Which one was your favorite?
8. If you were going on a walk in the woods, what would you hope to find? Why?

Materials

*Look What I Found in the
Woods*

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Look at the cover of the book. What do you think might make Bear mad? How do you act when you're mad?
2. The title is "Mad, Mad Bear!" What do you think will happen to Bear when he's mad?

During Reading

3. Why do you think Bear is mad about having to leave the park for a nap? How do you feel when you have to stop playing?
4. Bear thinks it's "no fair." Have you ever felt like something wasn't fair? What happened?
5. What do you think Bear is going to do when he feels very, very mad?
6. How does Bear start to feel better? What do you do to feel better when you're mad?

After Reading

7. What did Bear do after he took a nap? How did that help him feel better?
8. If you were Bear, what would you do when you're mad? Would you try the same things as Bear to feel better?

Materials

Mad, Mad Bear!

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the cover, what do you think "Grandpa Grumps" might be about? How do you think Daisy will feel meeting her grandpa for the first time?
2. Have you ever met a family member for the first time? How did you feel? What were you excited about?

During Reading

3. Why do you think Grandpa isn't smiling or acting jolly when Daisy first meets him?
4. How does Daisy try to make Grandpa smile? What would you do to cheer someone up if they seemed grumpy?
5. What do you think Daisy's mom means when she says Grandpa shows love in other ways? Can you think of ways people show love without smiling?
6. How does Grandpa finally show Daisy that he loves her? How did that make Daisy feel?

After Reading

7. What did Daisy learn about her grandpa by the end of the story? How did their relationship change?
8. If you were going to visit a grandparent or family member, what would you do to make them happy? How would you show them you care?

Materials

Grandpa Grumps

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title, "Grandma's Tiny House," what do you think might happen in the story? How do you think the family will fit into a tiny house?
2. Have you ever had a big family gathering? Where did everyone fit? What did you do together?

During Reading

3. As more people arrive at Grandma's house, what do you think will happen? Do you think everyone will be able to fit?
4. How many people or things can you count coming into Grandma's house? Who do you think will come in next?
5. What do you think Grandma and her family will do when the house gets too full? How would you solve this problem?
6. How does the family solve the problem of the house being too small? Do you think moving the dinner outside was a good idea?

After Reading

7. What did you like most about the big family gathering at Grandma's house? How did they make everyone fit?
8. If you were having a big family gathering, where would you want it to be? How would you make sure everyone has a place?

Materials

Grandma's Tiny House

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think the Berenstain Bears will do in this story? Have you ever played football or watched it on TV?
2. Why do you think playing football might be fun? What other games do you like to play with your family?

During Reading

3. Why do the cubs decide to go outside and play football instead of watching the game on TV?
4. What happens when Honey, the smallest cub, gets the football? How does she score a touchdown?
5. Why does Grizzly Gran decide to join the cubs in playing football? How does she help her team score?
6. What do you think will happen when all the grown-ups go outside to play football? How do you think they'll have fun together?

After Reading

7. What did you like most about the story? Would you rather play football or watch it on TV? Why?
8. If you were playing football with your family, what role would you want to play? How would you help your team?

Materials

Let's Play Football

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think this story will be about? Have you ever played basketball before?
2. How do you think a basketball might feel if it could talk? What would it say to you?

During Reading

3. What does the basketball want to do when it says, "Take me out to play"? Why do you think it's excited to go outside?
4. How do you think the basketball feels when it says, "Spin with me, dance with me on concrete"? Can you imagine the basketball bouncing and spinning?
5. What do you think will happen when the basketball says, "Watch me go go go"? How do you think it feels flying through the air?
6. Why do you think the basketball wants to "swish through clouds so high"? How would you feel if you were playing with the basketball?

After Reading

7. What did you enjoy most about this story? Do you think playing basketball would be as fun as the basketball makes it sound?
8. If you could play any game with a basketball, what would it be? How would you have fun with it?

Materials

Let's Play Basketball

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think "Stella's Stellar Hair" might be about? How do you feel about your hair when you're getting ready for a special day?
2. Have you ever had a day when your hair didn't do what you wanted? What did you do to fix

During Reading

3. Why does Stella visit all her aunts? What does she hope they can help her with?
4. How does each aunt style Stella's hair? Which hairstyle do you think is the most fun or interesting?
5. What does Auntie Solana mean when she says, "There's really no such thing as hair not acting right"? How do you think that makes Stella feel?
6. How does Stella combine all the different hairstyles into something that's just right for her? What do you think about her final look?

After Reading

7. What did Stella learn about her hair by the end of the story? How did it make her feel to create a style that was totally her own?
8. If you could create a fun and special hairstyle for a big event, what would it look like? How would you make it uniquely yours?

Materials

Stella's Stellar Hair

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think the little girl will find as a gift for her Amma? Have you ever picked out a special gift for someone you love?
2. What kinds of things do you think you might find at a busy market in India? What would you want to buy?

During Reading

3. Why does the girl explore different colors at the market? How do you think she's deciding what to get for her Amma?
4. What are some of the colorful things she finds, like the saffron orange strands or the Lotus pink flowers? Which color or item do you think Amma would like best?
5. Why do you think the girl picks a blue bangle as her final choice? How do you think Amma will feel when she sees the gift?
6. What do you notice about how the market is described? Can you imagine the sights, sounds, and smells of the market as the girl explores?

After Reading

7. How did the girl feel about choosing a gift for her Amma? Do you think she made a good choice with the blue bangle?
8. If you were at a market like the one in the story, what would you choose to buy as a gift? How would you make your choice?

Materials

A Gift for Amma

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think "My Papi Has a Motorcycle" will be about? Have you ever gone on a special ride with someone in your family?
2. What do you think it would feel like to ride on a motorcycle? Where would you want to go?

During Reading

3. Why is the girl excited when she hears her papi's truck pull into the driveway? What does this tell you about their relationship?
4. As they ride through the city, what are some of the places they pass by? Which place do you think is the most important to the girl and her papi?
5. How does the girl feel as they ride through their neighborhood? What sights, sounds, and smells make this ride special for her?
6. What do you notice about how the girl describes her city? How do you think the city is changing, and how does that make her feel?

After Reading

7. What do you think the girl learned about her city during the ride with her papi? How did it make her feel closer to both her family and her neighborhood?
8. If you could take a ride through your own neighborhood, what places would you want to visit? How would you describe them?

Materials

My Papi Has a Motorcycle

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think "In a Jar" might be about? Have you ever collected anything special?
2. What kinds of things do you think could be collected in a jar? How would you feel if you could keep memories in a jar?

During Reading

3. Why do you think Llewellyn likes to collect things in jars? How do the jars help him remember the things he's seen and done?
4. What are some of the unusual things that Llewellyn and Evelyn collect together? Which one do you think is the most magical?
5. How does Llewellyn feel when Evelyn tells him she is moving? What does he do to stay connected to her?
6. What do you think it means when Llewellyn's heart feels like an "empty jar"? How does Evelyn help him feel better?

After Reading

7. How did Llewellyn and Evelyn stay connected even after she moved away? What do you think this says about friendship?
8. If you could collect anything in a jar, what would it be? How would you share it with someone special to you?

Materials

In a Jar

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think "Early One Morning" might be about? What do you think the boy might be searching for?
2. What do you usually eat for breakfast? Have you ever helped find or gather food for breakfast?

During Reading

3. Why do you think the boy is visiting different places like the gate, truck, and tractor? What do you think he's searching for?
4. What do you think the boy is looking for when he passes the cow, sheep, and ponies? Do any of these animals give us something to eat?
5. As the boy keeps walking, what do you think he will find at the end of his search? Have you figured out what "they" are yet?
6. When the boy finally finds what he's looking for, were you surprised? Why or why not?

After Reading

7. How did the boy finally find what he was searching for? What made his search interesting or surprising?
8. If you were searching for breakfast like the boy, what would you look for? Where would you go to find it?

Materials

Early One Morning

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think "Cece Loves Science and Adventure" might be about? Do you enjoy exploring and learning new things outside?
2. Have you ever gone camping or done something adventurous with friends? What kind of science do you

During Reading

3. Why does Cece bring extra items in her backpack? How does being prepared help her during the camping trip?
4. What challenges do the Adventure Girls face when setting up their tent? How do they work together to solve the problem?
5. How does Cece use science to predict the storm? What trick does she remember from her meteorology lesson?
6. When the GPS doesn't work, how do Cece and her friends find their way back to the campsite? What tools and skills do they use?

After Reading

7. How did Cece and her friends use teamwork and science to solve the problems they faced during their adventure? Why do you think working together is important?
8. If you were an Adventure Girl like Cece, what science tools or knowledge would you bring on a camping trip? How would you use them to solve problems?

Materials

*Cece Loves Science and
Adventure*

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think "Pete the Cat: Too Cool for School" might be about? Have you ever had trouble deciding what to wear to school?
2. What does "being cool" mean to you? Do you think it's important to be yourself when choosing w

During Reading

3. Why does Pete ask everyone what he should wear? How do you think Pete feels when he listens to everyone's suggestions?
4. How does Pete look after he puts on all the clothes that others suggest? Why do you think he feels hot and uncomfortable?
5. What do you think Pete will do after realizing he looks and feels silly? What would you do if you were in Pete's situation?
6. How does Pete feel when he finally wears his favorite clothes? Why do you think being himself makes him feel cool?

After Reading

7. What lesson did Pete learn about being cool? How can you apply this lesson to your own life?
8. If you could give Pete advice on what to wear, what would you tell him? How would you encourage him to be himself?

Materials

*Pete the Cat: Too Cool for
School*

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think "The Camping Trip" might be about? Have you ever been on a camping trip or thought about going on one?
2. What do you think you would need to bring on a camping trip? How do you think it would feel to spend t

During Reading

3. How does Ernestine feel about going on her first camping trip? What does she pack to bring with her?
4. What challenges does Ernestine face when she tries to set up the tent and go swimming? How does she deal with these challenges?
5. What does Ernestine think about the hike and the dinner? How does she react to the different experiences she has during the trip?
6. Why does Ernestine have trouble sleeping at night? How does Aunt Jackie help her feel better?

After Reading

7. How did Ernestine's feelings about the camping trip change from the beginning to the end? What did she learn from the experience?
8. If you were to go on a camping trip, what would you be most excited about? What do you think might be challenging, and how would you handle it?

Materials

The Camping Trip

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think "Trucks on Trucks" might be about? How many different types of trucks can you think of?
2. Do you have a favorite kind of truck? What do you think might happen if one truck was on top of another truck?

During Reading

3. Why do you think the author shows so many different combinations of trucks, like a "blue truck on a red truck" or a "small truck on a large truck"? What do you notice about how the trucks are stacked or paired together?
4. Which truck combination do you think is the most fun or interesting? Why do you think the author included trucks of different sizes and colors?
5. How do the different trucks change as the story progresses? Do you notice any patterns or surprises in the way the trucks are paired?
6. What do you think it would be like to drive a truck that's carrying another truck on top of it? How do you think the drivers feel?

After Reading

7. How many different types of trucks did you see in the book? Which one was your favorite, and why?
8. If you could create your own truck combination, what would it look like? Would you choose specific colors, sizes, or types of trucks?

Materials

Trucks on Trucks

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think "When Lola Visits" might be about? Have you ever had a special visit from a grandparent or family member?
2. What do you think it would be like to spend the summer with your Lola (grandmother)? What activities

During Reading

3. How does the girl know that summer has arrived? What are some of the smells and activities that remind her of summer?
4. What special foods does Lola make during her visit? How do these foods make the girl feel connected to her culture and family?
5. How does the girl feel when Lola unpacks her suitcase? What does the smell of the items remind her of?
6. What emotions does the girl experience when it's time for Lola to leave? How does she cope with Lola's departure?

After Reading

7. How did Lola's visit make summer special for the girl? What memories will she carry with her after Lola leaves?
8. If you could spend a summer with a special family member, what activities would you want to do together? How would you make the most of your time with them?

Materials

When Lola Visits

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

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Reading Comprehension*

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Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think "Yucky Worms" might be about? Do you think worms are yucky or interesting?
2. Have you ever seen a worm in your garden or on a walk? What did you think of it?

During Reading

3. Why does the boy in the story think worms are yucky at first? How does Gran change his mind about worms?
4. What do worms eat, and how do they help the garden? How does Gran explain the importance of worms to the boy?
5. What surprising things does the boy learn about worms, like how they move or how they help plants grow? Which fact did you find most interesting?
6. Why is it dangerous to be a worm? What animals or situations can harm them?

After Reading

7. How did the boy's feelings about worms change from the beginning to the end of the story? What made him see worms in a new way?
8. If you were to find a worm in your garden, what would you do? Would you want to learn more about it, like the boy in the story?

Materials

Yucky Worms

Video for Read Aloud



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Reading Comprehension*

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Instructions

Before Reading

1. Looking at the title and cover, what do you think "Mindful Mr. Sloth" might be about? What kind of personality do you think Mr. Sloth has?
2. Have you ever been in a hurry to do something? How do you think it might feel to slow down and take your time instead?

During Reading

3. Why does Sasha have only one speed—fast? How does this affect the way she does things?
4. What happens when Mr. Sloth tries to do activities with Sasha, like playing doctor or building a rocket? How does Sasha react to Mr. Sloth's slower pace?
5. During the race, Mr. Sloth asks Sasha to stop several times. What does he want her to notice, and how does she feel about it at first?
6. How does Sasha's perspective change when she finally listens to Mr. Sloth and takes in her surroundings? What new things does she notice?

After Reading

7. How did Sasha's experience with Mr. Sloth change her view on doing things quickly versus slowly? What did she learn about the benefits of slowing down?
8. If you were Sasha, how would you balance going fast and taking your time? What activities would you like to slow down and enjoy more?

Materials

Mindful Mr. Sloth

Video for Read Aloud



FAMILY ACTIVITY PLAN



Target

Dialogic Reading

Activity

*Oral Language/
Reading Comprehension*

Goal

Enhance oral language and reading comprehension skills by actively participating in discussions about the story.

Instructions

Before Reading

1. Looking at the title and cover, what do you think "Friends are Friends, Forever" might be about? Have you ever had a friend move away, or have you moved away from a friend?
2. What do you think it would be like to move to a new place? How would you stay conn

During Reading

3. How does Dandan feel about moving away from her best friend? What special traditions do they share before she leaves?
4. What gift does Dandan's friend give her, and why is it important? How does it help Dandan feel connected to her old friend?
5. How does Dandan feel when she first arrives in America? What challenges does she face as she adjusts to her new home?
6. How does Dandan's new friend Christina help her feel more at home? What do they do together that helps Dandan feel connected to her past?

After Reading

7. How did Dandan manage to keep her connection to her old friend while making new memories with Christina? What does this story teach about the importance of friendship?
8. If you were in Dandan's situation, what would you do to stay connected with an old friend? How would you make new friends in a new place?

Materials

Friends are Friends, Forever

Video for Read Aloud

