



Joyful Reading and Creative Expression with Young Children: Planning Guide

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The logo for REL WEST features the letters 'REL' in a large, bold, black sans-serif font. To the left of 'REL' are three green circles of varying sizes, arranged vertically. Below 'REL' is the word 'WEST' in a smaller, bold, black sans-serif font. Underneath 'WEST' is the text 'Regional Educational Laboratory' and 'At WestEd' in a smaller, regular, black sans-serif font.

**JOYFUL READING AND CREATIVE
EXPRESSION WITH YOUNG CHILDREN:
PLANNING GUIDE**

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WELCOME AND OVERVIEW

Welcome to the Joyful Reading and Creative Expression community! Whether you're a classroom teacher, someone who supports or prepares teachers, or someone who works with young children outside of school, you'll find tips, templates, and resources in this planning guide. It will help you plan read aloud lessons that will engage children in critical thinking and discussions. It will also help you plan extension activities that will unleash children's innate creativity, cultivate their emotional intelligence, and promote their language and literacy development.



I designed this planning guide to be used in tandem with the video *Joyful Reading and Creative Expression with Young Children: Planning Tips and Tools*, which you can find here: https://youtu.be/NeAaq_oeHvM. The video and planning guide build on my research partnerships over the years with early childhood educators in preschool through the early elementary grades and from my own work as an early childhood educator.

The tips, templates, and resources you'll find in this guide will help you with the following

- choosing joyful, culturally affirming, and inclusive storybooks to read aloud to young children;
- crafting text-based comprehension questions that support meaning-making and critical thinking;
- supporting child-to-child text-based discussions that are meaningful and equitable;
- scaffolding children's understanding and use of the beautiful language, including vocabulary, found in stories;
- developing creative expression activities related to the storybook, including creative writing, visual arts, movement, mindfulness, kindness, and pretend play; and
- extending joyful reading and creative expression activities into children's homes through activity guides you can share with parents, families, and caregivers.

At the end of the guide, you'll find links to the research that frames this project and additional resources to support your in-depth learning about the topics addressed.

Here are some ideas for how to use the video and planning guide:

- In a **community of practice** you are part of: Play a section of the video each time you meet with your colleagues. Plan activities or lessons together, using the pause point prompts in the video and relevant materials in the planning guide. As needed, use the additional resources in the planning guide to strengthen the group’s knowledge and skills. Agree on what each person in the community will try out between meetings and the student work samples everyone will bring to the next meeting. When the group reconvenes, discuss successes and challenges, using the student work samples as evidence. Identify questions to investigate and next steps based on your discussion.
- In **one-on-one or team-based coaching** you provide: Watch the video and explore the planning guide ahead of time and use them to plan a lesson you will model in a teacher’s classroom. Use the additional resources to deepen your knowledge of specific instructional practices, as needed. Meet with the teacher(s) you coach to introduce them to the planning guide and video, and share with them how you planned the lesson you will model. Collaboratively identify some “look fors” that would demonstrate a successful lesson, and then model the lesson. After, discuss the observations, and guide the teacher(s) to plan a similar lesson, using the planning guide. If you are providing team-based coaching — once teachers have had time to try out some lessons they planned together — arrange for them to visit one another’s classrooms to learn something new. The next time the team meets to discuss successes and challenges, ask them to bring some evidence of student learning, such as a writing sample, observation notes, or an art piece.
- In **professional learning sessions** you facilitate or **courses** you teach: Watch the video and use the planning guide to identify specific topics, tools, tips, or resources you want to integrate into your existing curriculum. For example, you may want to model a specific strategy or lesson and then provide time for educators to process what they experienced. You could then support the educators to collaboratively plan a similar lesson or discuss how they’ll implement the strategy. Before you share the strategy or lesson, try to find a real classroom where you can implement it so that you’ll have authentic experiences to draw from when teachers ask specific questions.

Important to remember is that you, too, should experience joy and creativity as you bring more of it into the lives of the children and families you serve. Use innovation and imagination to adapt, enhance, and expand what you find in these resources. I hope you’ll find them useful in your work, and I look forward to hearing all about your adventures sometime in the near future!

With gratitude,

Pamela Spycher, PhD

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CHOOSING BOOKS AND ENHANCING YOUR LIBRARY

Joyful and Affirming Storybook Selection Tips

Are you looking for a joyful and affirming storybook to read aloud to young children? Are you searching for a book with engaging events and characters and a story children will want to interact with over and over again? Are you hoping to find a book with beautiful illustrations and rich language that spark children’s curiosity and ignite their imaginations?

Here are some key questions to help you choose just the storybook you’re looking for. You may not find all of the sub-questions addressed in the storybook you choose, but ideally, the book will satisfy all of the main questions.



Is the story complex and engaging?

- Does it have an engaging sequence of events? Will it hold young children’s interest if you read it multiple times?
- Does it have an interesting problem or a complication that needs to be resolved?
- Will children be able to discover new details and develop deeper understandings about the story each time they read it?
- Does the story have some kind of life lesson that’s relevant for young children?
- Does the book give children a lot to think about, talk about, write about, and creatively express themselves about?

Is the story culturally affirming and inclusive?

- Will your students see themselves authentically reflected in the story? Do the characters look like your students?
- Does the story accurately reflect the lives and experiences of your students, their families, and their communities?
- Does the story affirm who your students are as whole people?
- Does the story promote inclusivity and respect for different kinds of people?

Is the story language rich?

- Does the story use figurative language, such as similes, metaphors, or personification that helps children connect emotionally or through their senses?
- Is precise wording used to describe people, places, actions, feelings, or emotions?
- Does the story expose children to general academic (or Tier 2) vocabulary, such as *admire*, *repulsive*, *pleasantly*, or *determination*?

Is the story beautifully illustrated?

- Does the book feature impressive artwork?
- Do the illustrations tell more of the story than just the words alone?
- Do the illustrations inspire emotions, such as awe, joy, or curiosity?
- Does the artwork provide a model for children to emulate or inspire them in their own artwork?

Does the story cultivate emotional intelligence?

- Does the story promote children's positive sense of self?
- Does it help them to develop self-awareness?
- Does it help children appreciate different ways of thinking, world views, and strengths?
- Does the story allow children to feel empathy for others?
- Does it model kindness, compassion, or gratitude?
- Does the story provide opportunities for children to think critically about real problems and how they are resolved?
- Does it recognize and validate emotions and show how to work with them?

Classroom Library Enhancement Resources

Are you building a classroom library filled with joyful, culturally affirming, and inclusive books? These online resources will help you choose beautifully illustrated, language-rich, and engaging stories that affirm and include all children, promote emotional intelligence, and encourage creative expression.

Guide for Selecting Anti-Bias Children's Books

<https://www.teachingforchange.org/selecting-anti-bias-books>

This article from Teaching for Change offers detailed guidance on what to look for when selecting culturally affirming and inclusive children's literature and how to critically examine the books in your classroom library.



Early Childhood Anti-Bias Education Booklists

<https://socialjusticebooks.org/booklists/early-childhood/>

These booklists (over a dozen!) feature gorgeous storybooks — along with practical guidance to early childhood educators — that promote respect and fairness for all people.

Opening Up New Perspectives with Literature

<https://www.edutopia.org/article/opening-new-perspectives-literature>

Edutopia provides lots of information on how to select a culturally affirming collection of books that reflect students' lives, reveal other experiences, and help students expand their thinking.

Black Experiences: Affirmation and Resilience, Activism, and Resistance in 45 Books for preK–Grade 12

<https://ccbc.education.wisc.edu/booklists/?booklistId=1>

This booklist from Cooperative Children's Book Center has numerous books young children love. These books celebrate and affirm Black identity and speak the truth of Black experiences.

We Are Kid Lit Collective

<https://wtpsite.com/>

This website provides summer reading lists that focus on stories about and written by Black, Indigenous, and People of Color. Each list has many wonderful stories that bring joy to young children and affirm their cultures, languages, and experiences.

Reading Your Way to a Culturally Responsive Classroom

<https://www.naeyc.org/resources/pubs/yc/may2016/culturally-responsive-classroom>

This article from the National Association for the Education of Young Children (NAEYC) offers guidance, tips, and booklists for addressing race with young children through racially relevant children's literature.

Multicultural and Diverse Books for Preschool–Grade 2 (Lee and Low Books)

<https://www.leeandlow.com/prek-grade-2>

These book collections feature engaging and culturally responsive stories (available in multiple languages) that all children can identify with and enjoy.

PLANNING JOYFUL READING QUESTIONS AND DISCUSSIONS

Joyful Read Aloud

Lesson Planning Tips

Here are some tips for planning a joyful interactive read aloud with young children. This type of planning is helpful when you read the book several times over multiple days in a week. The learning goals for repeated interactive read alouds enable children to

- experience joy and feel affirmed;
- understand the story's sequence of events, its main problem or complication, and how it is resolved;
- relate to the life lesson(s) in the story;
- learn and use some of the new language(s) in the story;
- be able to retell the story, both orally and in writing; and
- be excited to express themselves creatively about the story.

Aim for these goals as you plan your lessons. Before you start writing down your lesson plans, be sure to read the book. This may sound obvious, but it's important to make sure YOU enjoy the story yourself and that you understand the sequence of events, who the characters are, how the main problem unfolds and is resolved, and the big takeaways, or life lessons. Your engagement with the story enhances children's experience with it.

Here are four big tips to consider while you plan your read-aloud lessons, along with a brief description of each one:

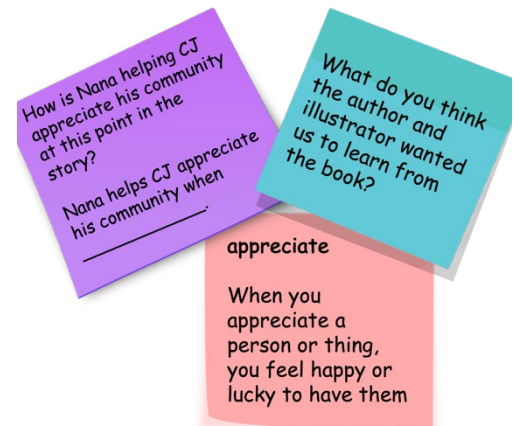
1. **Use Sticky Notes**
2. **Ask increasingly complex comprehension questions**
3. **Build in lots of student-to-student talk**
4. **Highlight powerful language**



Tip #1: Use Sticky Notes

Sticky notes are a great way to have your lesson notes handy when you need them as you read aloud to young children and engage them in text-based discussions. Here are some suggestions:

- As you plan, write your “lesson plans” on sticky notes.
- Stick the notes on the pages of the book where you’ll need them.
- Use a sticky-note template and print your questions directly onto the sticky notes (rather than handwriting them), then save the filled-out template for the future.



If you’re an instructional coach and modeling lessons in multiple classrooms, using the filled-out template really cuts down on preparation time. If you’re a teacher team and planning lessons collaboratively, each person can plan around a different book, and you can share your filled-out templates, which also saves everyone time and gives each person more lesson plans.

Tip #2: Ask Different Types of Comprehension Questions

Young children are capable of understanding and engaging deeply with complex ideas and sophisticated language in complex texts. We just need to give them the chance to meet these high expectations by providing a high level of support. That starts with asking good comprehension questions, questions that invite critical thinking and authentic discussion. While the questions start with the basics, they become increasingly complex each time you read the text to gradually build and deepen children’s understanding. There are four main types of comprehension questions:

- On-the-surface questions
- Below-the-surface questions
- Deeper-dive questions
- Ride-the-wave questions

On-the-surface questions have to do with what the text says literally. They help children understand the basics of the story, like who the characters are, where and when the events take place, and the sequence of events.

- Examples from *Last Stop on Market Street*¹:
 - Who is this story mostly about?
 - Where is the story taking place?
 - What just happened?

Below-the-surface questions have to do with what the text means. They ask children to interpret, make inferences, and draw conclusions about things that are not explicitly stated, based on the words or illustrations in the story.

¹The storybook used throughout the video that accompanies this planning guide.

- Examples from *Last Stop on Market Street*:
 - How is CJ feeling when he says, “Sure wish I had one of those”? How do we know?
 - How is Nana helping CJ to see beauty in his community?

Deeper-dive questions have to do with analysis and evaluation of the text. These questions ask children to think critically about the bigger themes or life lessons in the story, and they challenge them to form their own opinions.

- Examples from *Last Stop on Market Street*:
 - What do you think the author wanted us to learn from the book?
 - How did CJ change from the beginning to the end of the book? Why did he change?

Ride-the-wave questions help children connect emotionally to the story in a way that helps them understand events, characters’ motivations, or the story’s life lessons.

- Examples from *Last Stop on Market Street*:
 - Have you ever felt disappointed or jealous because someone had something you wanted?
 - How would you feel if you had a Nana like CJ’s Nana and why?



Tip #3: Build in Lots of Student-to-Student Talk

A lot of learning happens through authentic and meaningful talk, so it’s critical to create as many opportunities as possible for children to pause and discuss the story in meaningful ways. Here are a few planning ideas for supporting this type of authentic talk:

- Go back over the questions you wrote to make sure they’re written in a way that promotes thinking and discussion (you may need to try responding to some of the questions yourself). Prioritize open-ended questions that don’t have one “right” answer.
- Add open-ended language frames to some questions to offer more support to children, if they need it. Use appropriately complex grammar and new vocabulary to stretch children in their language development.

Examples from *Last Stop on Market Street*:

- CJ probably feels _____ because _____.
- Nana helps CJ appreciate his community when _____.
- If I had a Nana like CJ, I would feel _____ because _____.

Tip #4: Highlight Powerful Language

Vocabulary: Pause to explain, in child-friendly ways, general academic (Tier 2),² words that are important for understanding the story and useful to children when they discuss or retell the story or engage in original story writing. Use gestures and movement to support comprehension. Some examples to highlight from *Last Stop on Market Street* are:

- Word: surrounded
- Child-friendly explanation: When you're surrounded by something, that thing is all around you.
- Movement: Let's all use our arms to show how something would surround us.

Figurative Language: Pause to explain and have children ponder the beautiful literary phrasing in stories that promote visualization, imagination, curiosity, or connection. Spend some time “unpacking” the various meanings in the phrases and sentences you choose to highlight. Use movement and gestures to support children’s comprehension and allow time for children to ask questions about the language. Some examples to highlight from *Last Stop on Market Street* are:

- “The outside air smelled like freedom.”
- “. . . the sound gave him the feeling of magic.”
- “. . . the stray-cat shadows moving across the wall.”



²Everyday (Tier 1) words are basic, everyday words that most native English-speaking children know when they come to school, such as “chair,” “go,” “happy.” General Academic (Tier 2) words are high-utility academic words likely to be useful across disciplinary areas, such as “search,” “appreciate,” and “describe.” Domain-specific (Tier 3) words are discipline-bound academic words that carry content meaning, such as “pollen” and “metamorphosis.”

5-Day Interactive Storybook Reading Routine

Day 1. Interactive Read Aloud: “On-the-surface” Questions

Students become familiar with the story, discuss “On-the-Surface” (literal comprehension) questions, and begin to notice the language in the text. The teacher explains new expressions and words while reading.

Day 2. Interactive Read Aloud: “Below-the-Surface” Questions

Students develop deeper understandings of the text by discussing “Below-the-Surface” (inferential comprehension) questions and begin to notice the story’s organization and literary features (e.g., dialogue). The teacher explains new expressions and words while reading.

Day 3. Interactive Read Aloud with Guided Retelling: “Deeper-Dive” Questions

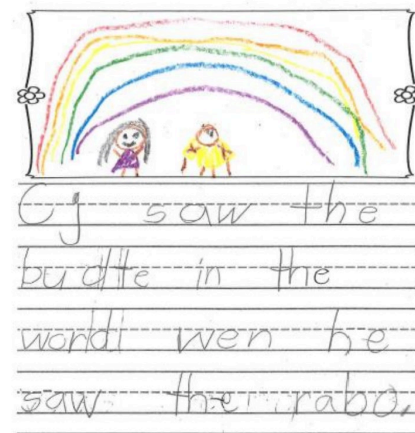
Students use their understanding of the now-familiar text to explore more deeply how the text is organized and notice more of the language used in it. The teacher charts any notes about the story’s organization, important events, and language — all from ideas offered by students — as the class reads the text. Students discuss “Deeper-Dive” questions about the story’s themes, life lessons, and big ideas.

Day 4. Jointly Reconstruct the Story and Students Write Their Versions

Students orally retell the story and “rehearse” their independent writing of it by co-constructing a written version with their teacher and peers (the teacher writes, prompts, and nudges). Active negotiation about what to write occurs among the students. Students then write their own versions of the story using success criteria and create illustrations about significant (to them) parts of the story. Alternatively, students might write a new ending, use different characters or settings, or make themselves the main character.

Day 5. Students Share their Writing with Peers and Get Feedback

Students read their stories to a partner or two to provide and receive feedback, using the same success criteria they used to write. Students engage in creative extension activities related to the story and the week’s discussions, such as dramatic play, art projects, additional creative writing, or other tasks the students are interested in pursuing.



Interactive Read Aloud Sticky Notes: Blank Template

How to use this template:

1. Type your text (questions, language frames, words to highlight) on a blank version of the template.
2. Stick your sticky notes to another blank version of the template.
3. Place your sticky notes page in the printer (upside down) and print your questions onto the notes.

The image shows a large rectangular frame with a thin black border. Inside this frame, there are six smaller rectangular boxes, also with thin black borders, arranged in a 3x2 grid. Each box is empty and intended for a sticky note.

Last Stop on Market Street Sticky Notes: Sample Comprehension Questions

What is this story mostly about?

Where is the story taking place?

What's happening here?

How is CJ feeling when he says, "Sure wish I had one of those?"
How do we know?

CJ probably feels ____ because ____.

How is Nana helping CJ appreciate his community at this point in the story?

Nana helps CJ appreciate his community when ____.

How did CJ feel when he listened to the music? What was he imagining?

What words does the author use to show us that something's about to change?

What do you think Nana meant by, "Sometimes when you're surrounded by dirt, CJ, you're a better witness for what's beautiful?"

Have you ever felt disappointed or jealous because someone had something you wanted?

Who does CJ encounter as he and Nana travel through their community?

How did CJ change from the beginning to the end of the book? What made him change?

What do you think the author and illustrator wanted us to learn from this book?

PLANNING POWERFUL LANGUAGE LEARNING FROM STORYBOOKS

Powerful Vocabulary Lesson Planning Tips

Joyful and affirming storybooks offer many opportunities to highlight powerful language, including the beautiful literary language we find in stories and general academic vocabulary that can be used more widely. In complex storybooks, there is language that is unfamiliar to children, so highlighting language while you're reading (for example, pausing to explain new words or figurative language) supports their comprehension of the story. Not only that, repeatedly exposing children to this new and powerful language and intentionally drawing their attention to it is the main way children develop language.

Vocabulary to highlight while reading includes general academic vocabulary words, such as *surrounded*, *familiar*, *determination*, *glance*, *wonder*, *witness*, and *appreciate*. These are words that are important for understanding the story while you're reading it, and they're also words that children can start using when they talk about the story or write their own stories. Pausing to explain words or figurative language while reading is brief. For example, when you come to the word *surrounded*, you might explain it by saying, "When you're surrounded by something, that thing is all around you." You may also wish to reinforce understanding with a gesture by adding, "Let's all use our arms to show how something would surround us."

In addition to highlighting new words while reading, you can teach a small number of the words from the story explicitly. This explicit and more intense attention to strategically selected words increases the likelihood that the children will use them in their discussions and writing. Here's a three-phase routine for teaching general academic vocabulary explicitly. Before using the routine, make sure you've already read the story at least once (so that the children have heard the word) and that the children are familiar with "think-pair-share" (silently thinking about a question and then sharing ideas with a partner).



Powerful Vocabulary Teaching Routine

Phase 1: Reintroduce the Word

Step 1: Have the children say the word and remind them where they heard it.

- Say the word, and then have children say it with you chorally.
- Clap the syllables together.
- Write the word on chart paper or show a word card.
- If there's a cognate in a child's home language, provide it.
- Briefly remind the children where in the book they heard the word.

Step 2: Provide a child-friendly definition.

- Say the definition of the word two times using a complete sentence and words the children know. (You may need more than one sentence, but make sure to keep it short.)
- Invite the children to "echo" the definition. Say a chunk of the definition (e.g., "when you're surrounded by something") and then have the children "echo" it. Then, say the next chunk and have the children say it. Then, say the whole definition with the children (chorally).

Step 3: Explain the meaning of the word more fully, using the context of the book.

- Show the children the page in the book where the word appears.
- Remind them what was happening at that point in the story, using the new word they're learning.
- Try to repeat the new word multiple times as you're explaining and invite the children to say the word with you by pausing before you say it and gesturing the invitation.

Step 4: Provide examples of how the new word can be used in other situations.

- Create a few sentences with the word in it and say them aloud.
- Make sure the sentences have situations the children can connect with and are interested in. Using your relatives, friends, or pet(s) is always a winner!
- Include gestures, photographs, or drawings.

Phase 2: Have the Children Use the Word Meaningfully (This is the heart of the lesson!)

Step 5: Support children to use the word in a conversation with a partner.

- Make sure to teach the children how to conduct a think-pair-share (T-P-S) conversation before discussing the first vocabulary lesson.
- Ask the children a guiding question with a child-friendly scenario to meaningfully use the word. Make sure it's the type of question that prompts more than a one-word response.

- Provide THINK TIME for the children to think of an original idea. (You can also provide an example, a model, to get them started.)
- Provide an open-ended language frame including the word. Use this opportunity to stretch children grammatically (for example, by using “because”). Have the children say the language frame chorally with you to make sure they are comfortable with it.
- Give the children time to whisper (into their pretend “microphone”) their language frame with their chosen idea. You may have to model this move the first few times.
- Invite the children to take turns sharing their sentence with a partner and ask them to keep talking about what they shared until you signal to them.

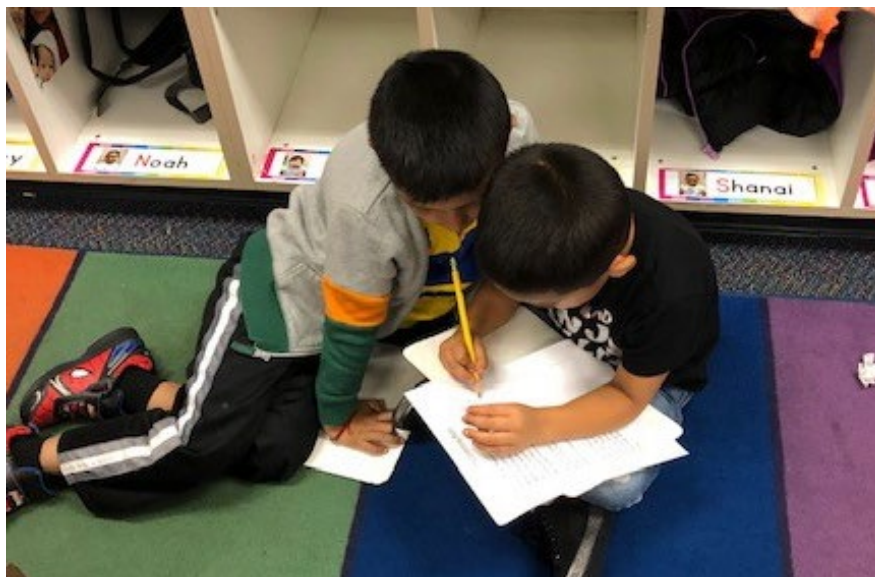
Phase 3: Check for Understanding and Develop Word Knowledge Over Time

Step 6: Ask short-answer questions to reinforce and clarify understanding.

- Ask several one-word response questions (for example, “Is this an example of ___?”).
- Observe how the children respond.
- If many children don’t respond as anticipated, stop and clarify the word’s meaning using the given example.
- When children do respond as anticipated, acknowledge this and reinforce the child-friendly definition (for example, “yes that is an example of ___ because we said that it means ___”).

Step 7: Repeat the word chorally and challenge the children to use the word frequently.

- Say something like, “Today we learned a new word, and that new word is _____ (children say the word chorally). When you go home today, teach the word to someone in your family.”
- For the rest of the day and in the days that follow, use the word frequently, and encourage the children to use it in their speaking and writing.
- Post the word on a “Big Kids” word wall, along with a drawing or photo, so that children can refer to it when they write.



Powerful Vocabulary Lesson Planning Template

Word: _____

Phase 1: Reintroduce the Word

Step 1: Have students say the word and remind them where they heard it.

Step 2: Provide a student-friendly definition.

Step 3: Explain the meaning of the word more fully, using the context of the book.

Step 4: Provide examples of how the new word can be used in other situations.

Phase 2: Have the Children Use the Word Meaningfully (*This is the heart of the lesson!*)

Step 5: Support the students to use the word in a conversation with a partner.

- Guiding question #1:
 - Open-ended language frame #1:
- Guiding question #2:
 - Open-ended language frame #2:
- Guiding question #3:
 - Open-ended language frame #3:

Phase 3: Check for Understanding and Develop Word Knowledge Over Time

Step 6: Ask short-answer questions to reinforce and clarify understanding.

Step 7: Repeat the word chorally and challenge the children to use the word frequently.

Powerful Vocabulary

Sample Lesson

Word: appreciate

Phase 1: Reintroduce the Word

Step 1: Have children say the word and remind them where they heard it.

- Today we're going to learn a new word and that word is "appreciate."
- Say "appreciate" (say it chorally).
- Let's clap the syllables: a-pre-ci-ate
- You might know this word in Spanish. It is "apreciar."
- In *Last Stop on Market Street*, CJ learns to appreciate, or feel happy about, the people and things in his community.

Step 2: Provide a child-friendly definition.

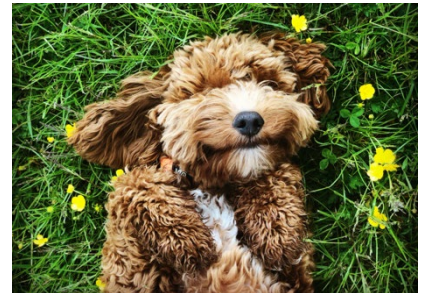
- When you appreciate a person or a thing, you feel happy or lucky to have them in your life.
- Let's say that together a couple of times.

Step 3: Explain the meaning of the word more fully, using the context of the book.

In *Last Stop on Market Street*, CJ learns to *appreciate* his community. He learns to feel happy about the people he meets and the things Nana shows him. He learns to *appreciate* them. (Show illustrations in the story where CJ is learning to *appreciate* things or people.)

Step 4: Provide examples of how the new word can be used in other situations.

- When I get home from work each day, my dog Bella greets me with a big kiss. (Show photo of Bella.) I really *appreciate* Bella when she does that. I feel lucky to have her in my life.
- Yesterday, when you all helped me clean up after we did our art project, I *appreciated* your help. I'm happy when you help me, so I *appreciate* you.
- When we had our family literacy night last week, I *appreciated* all the delicious food your families brought to share. It was so delicious, and I felt lucky to have it, so I *appreciated* it. (Show photos of the food table.)



Phase 2: Have the Children Use the Word Meaningfully (This is the heart of the lesson!)

Step 5: Support the students to use the word in a conversation with a partner.

- Guiding question #1: Who is someone you appreciate at home? Why?
- Open-ended language frame #1: “At home, I appreciate _____ because _____.”
- Guiding question #2: What is something you appreciate at school? Why?
- Open-ended language frame #2: “At school, I appreciate _____ because _____.”
- Guiding question #3: What do you think I might appreciate? Why?
- Open-ended language frame #3: “You might appreciate _____ because _____.”

Phase 3: Check for Understanding and Develop Word Knowledge Over Time

Step 6: Ask short-answer questions to reinforce and clarify understanding.

If this is an example of something you would “appreciate,” say “appreciate.” If it’s not, say “don’t appreciate.”

- I argue with my friend at school. (don’t appreciate)
- My friend helps me with my drawing. (appreciate)
- My mom gives me food I think is disgusting. (don’t appreciate)
- My mom gives me a bowl of my favorite ice cream. (appreciate)
- I help my friends find a good book to read. (appreciate)

Step 7: Repeat the word chorally and challenge the children to use the word frequently.

Today we learned a new word, and that new word is “appreciate.” Let’s say that together. When you go home today, I want you to teach the word “appreciate” to someone in your family. (Put the word on the word wall with a photo of Nana teaching CJ to appreciate his community.)

Last Stop on Market Street Sticky Notes Sample: Language

Pause and explain:

freedom
surrounded
witness
appreciate
encounter
community

Use gestures/sounds:

freckled
ducked
patter
creaked
sighed
sagged
lurched
hummed
plucking
swirling
crashing
glanced
arcing

Visualize/Imagine

- “air smelled like freedom”
- “bus that breathes fire”
- “watch the world with their ears”
- “feel the magic of music”
- “sunset colors swirling over crashing waves”
- “hawks slicing through the sky”
- “butterflies dancing free”
- “stray-cat shadows moving across the wall”

freedom

When you feel freedom, you feel like you can do anything you want, and nobody can stop you.

surrounded

When you're surrounded by something, that thing is all around you.

(Gesture with arms.)

appreciate

When you appreciate a person or thing, you feel happy or lucky to have them.

JOYFUL READING AND CREATIVE EXPRESSION HOME-SCHOOL ACTIVITY GUIDES

Joyful Reading and Creative Expression: Tips

Joyful and affirming storybooks lend themselves to a universe of creative expression activities. These activities give children opportunities to explore how to communicate through the arts, recognize their emotions and feelings, and develop a positive sense of self. This section provides a *Joyful Reading and Creative Expression Guide* in both English and Spanish and includes a blank template and completed guide examples for five books. These guides can be used both at school and at home.



The first page of the *Joyful Reading and Creative Expression Guide* is a place to write a summary of the book, and it offers some comprehension questions that parents and families can ask their children as they enjoy the book at home.

The second page of the guide is where you can plan all sorts of creative expression activities.

There are six creative expression categories in each guide:

- Creative Writing
- Visual and Digital Arts
- Kindness and Community
- Mindfulness and Self-Awareness
- Movement and Music
- Pretend Play



Joyful Reading and Creative Expression Guide: Planning Template (English)

Title, Author, Illustrator:

Ideas for enjoying the book at home

Created by:

About the Book:



Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?



While Reading:

- What do you notice in the picture?
- What do you think about what we just read?
- What are you curious about now?



After Reading:

- What did you think about the book?
- How did it make you feel?
- What was your favorite part?

Jump into Joyful Reading!

Invite your child to share their thinking and ask questions as you enjoy the book together. The main thing is to have fun and enjoy one another's company as you read together. Here are some things you can say and do to create a joyful reading experience for your child.






Turn the page over for
creative expression ideas!



Created by Pam Spycher, REL West at WestEd, 2021

Creative Expression Activities

After you read the book, unleash your imagination and creativity! Use the ideas below to choose your own adventure. What other ideas did the book inspire your amazing mind to think of?

 Creative Writing	 Visual and Digital Arts	 Kindness and Community
 Mindfulness and Self-Awareness	 Music and Movement	 Pretend Play

Created by Pam Spycher, REL West at WestEd, 2021

Joyful Reading and Creative Expression Guide: Planning Template (Spanish)

Título, autor, ilustrador:

Ideas para disfrutar el libro en casa

Creado por:

Sobre el Libro:



Antes de leer:

- ¿Qué notas sobre la portada?
- ¿Qué piensas sobre el título?
- ¿Qué crees que descubriremos en este libro?



Mientras leen:

- ¿Qué notas en la imagen?
- ¿Qué piensas sobre lo que acabamos de leer?
- ¿Qué te da curiosidad ahora?



Después de leer:

- ¿Qué piensas del libro?
- ¿Cómo te hizo sentir?
- ¿Cuál fue tu parte favorita?

¡A disfrutar una lectura divertida!

Invite a su niño o niña a compartir sus pensamientos y haga preguntas mientras disfrutan del libro juntos. El objetivo principal es divertirse y disfrutar de la compañía mientras leen juntos. Aquí hay algunas cosas que puede decir y hacer para crear una experiencia de lectura entretenida para su niña o niño.

¡De vuelta a la página para ver ideas de expresión creativa!



Creado por Pam Spycher, REL West en WestEd, 2021

Actividades para la Expresión Creativa

Después de leer el libro, ¡desata tu imaginación y creatividad! Utiliza las siguientes ideas para elegir tu propia aventura. ¿Qué otras ideas inspiraron el libro en tu mente increíble?

 Escritura Creativa	 Artes Visuales y Digitales	 Amabilidad y Comunidad
 Conciencia Plena y Autoconciencia	 Movimiento, Música, y Drama	 Juego Imaginativo

Creado por Pam Spycher, REL West en WestEd, 2021

Joyful Reading and Creative Expression Guide: *Last Stop on Market Street* (English)

Last Stop on Market Street

By Matt de la Peña,
Illustrated by Christian Robinson



Ideas for enjoying the book at home

Created by Pam Spycher

About the Book:

This is a beautiful story that mirrors the diverse world we live in. One day, a young boy named CJ and his Nana take a trip on a bus through their neighborhood. CJ is having a hard time seeing the beauty in his neighborhood, and he feels that some things are not fair, like having to ride the bus. As the story progresses, Nana teaches CJ to appreciate the experience of riding the bus, the different people they meet on it, and the beauty in their community. At the end of the story, CJ and Nana arrive at the last bus stop to volunteer in a meal program that serves people in need. Through its words and artwork, this story teaches children that all people are valuable and that there is beauty all around us, if we just learn to notice it.

Jump into Joyful Reading!

Invite your child to share their thinking and ask questions as you enjoy the book together. The main thing is to have fun and enjoy one another's company as you read together. Here are some things you can say and do to create a joyful reading experience for your child.



Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?



While Reading:

- What do you notice in the picture?
- What do you think about what we just read?
- What are you curious about now?



After Reading:

- What did you think about the book?
- How did it make you feel?
- What was your favorite part?
- What do you think the author wanted us to learn from this story?

Turn the page over for creative expression ideas!



Created by Pam Spycher, REL West at WestEd, 2021

Creative Expression Activities

After you read the book, unleash your imagination and creativity! Use the ideas below to choose your own adventure. What other ideas did the book inspire your amazing mind to think of?

 <h3>Creative Writing</h3> <p>Write and illustrate your own version of the story in <i>Last Stop on Market Street</i>. Here are some questions to help you:</p> <ul style="list-style-type: none"> • Where does the story begin? • How is CJ feeling at the beginning of the story? What does he say? • Where are CJ and Nana in the middle of the story? • Who do CJ and Nana meet on their bus ride? • How is CJ feeling when he is on the bus? What does he say? • How does Nana help CJ? What does she say to help him? • Where are CJ and Nana at the end of the story? • What does CJ learn in the story? 	 <h3>Visual and Digital Arts</h3> <p>Draw, paint, or take a photograph of a place or a person in your community. What makes your community beautiful? What makes the person valuable?</p> <ul style="list-style-type: none"> • Once you have your drawing, painting, or photograph, write an artist statement about your creation. • You can use these language frames to get you started: • This is _____. • Some things that make this person/place beautiful are _____. • This person/place is valuable because _____. 	 <h3>Kindness and Community</h3> <p>In <i>Last Stop on Market Street</i>, CJ and Nana do something kind for their community by feeding people at a meal program. What is something kind that you can do for your community?</p> <p>Here are a few ideas you can do with a parent, family member, or caregiver:</p> <ul style="list-style-type: none"> • Take a walk around your neighborhood. Smile at and say hello to the people you encounter. • Make your neighborhood more beautiful. Maybe you could pick up trash on the sidewalk or plant some flowers in your front yard. • Visit a grandparent or an elderly neighbor. Ask them questions about their life, tell them some things about you, or tell them your favorite stories.
 <h3>Mindfulness and Self-Awareness</h3> <p>In <i>Last Stop on Market Street</i>, CJ learned that every person is valuable. Remind yourself each day how valuable and special you are.</p> <p>Pick three things to say to yourself over and over again during the day. You can pick different things each day, if you want to.</p> <p>Here are some ideas to get you started:</p> <ul style="list-style-type: none"> • I am kind. • I am creative. • I am fun to be with. • I am helpful. • I am a good friend. • I am peaceful. • I am talented. • I am strong. 	 <h3>Music and Movement</h3> <p>In <i>Last Stop on Market Street</i>, CJ closes his eyes and learns to feel the magic of music. Ask an adult to play some music. Perhaps they could play music that's new for you.</p> <p>Close your eyes and listen carefully.</p> <ul style="list-style-type: none"> • What do you see in your imagination when you listen to this music? • What do you feel in your body as you listen to this music? • When you're ready, open your eyes and describe what you saw and felt. 	 <h3>Pretend Play</h3> <p>Find one or two friends and pretend to be the characters in <i>Last Stop on Market Street</i>. Choose who will be CJ, who will be Nana, and who will be one or more of the other characters in the story.</p> <p>As you pretend, say the things your character said in the story, and do the actions that they did. You can also make up new things your character would say.</p> <p>You can use costumes, props, puppets, dolls, figurines, or other creative materials to retell the story. The most important thing is to have fun!</p>

Created by Pam Spycher, REL West at WestEd, 2021

Joyful Reading and Creative Expression Guide: *Last Stop on Market Street* (Spanish)

Última parada de la calle Market

Por Matt de la Peña,
Ilustrado por Christian Robinson

Ideas para disfrutar el libro en casa

Creado por Pam Spycher



Sobre el Libro:

Esta es una hermosa historia que refleja la diversidad del mundo en que vivimos. Un día, un niño llamado CJ y su Nana hacen un viaje en autobús por su barrio. A CJ le cuesta ver la belleza de su barrio, y siente que algunas cosas no son justas, como tener que ir en autobús. A medida que avanza la historia, Nana enseña a CJ a apreciar la experiencia de viajar en autobús, las diferentes personas que conocen en él y la belleza de su comunidad. Al final de la historia, CJ y Nana llegan a la última parada del autobús para trabajar como voluntarios en un programa de comidas que atiende a personas necesitadas. A través de sus palabras y obras de arte, esta historia enseña a los niños que todas las personas son valiosas y que hay belleza a nuestro alrededor, si sólo aprendemos a notarla.

¡A disfrutar una lectura divertida!

Invite a su niño o niña a compartir sus opiniones y haga preguntas mientras disfrutan del libro juntos. El objetivo principal es divertirse y disfrutar de la compañía mientras leen juntos. Aquí hay algunas cosas que puede decir y hacer para crear una experiencia de lectura entretenida para su niña o niño.



Antes de leer:

- ¿Qué notas sobre la portada?
- ¿Qué piensas sobre el título?
- ¿Qué crees que descubriremos en este libro?



Mientras leen:

- ¿Qué notas en la imagen?
- ¿Qué piensas sobre lo que acabamos de leer?
- ¿Qué te da curiosidad ahora?



After Reading:

- ¿Qué piensas del libro?
- ¿Cómo te hizo sentir?
- ¿Cuál fue tu parte favorita?
- ¿Cuáles son algunas cosas buenas que puedes decir sobre ti?



¡De vuelta a la página para ver ideas de expresión creativa!



Creado por Pam Spycher, REL West en WestEd, 2021

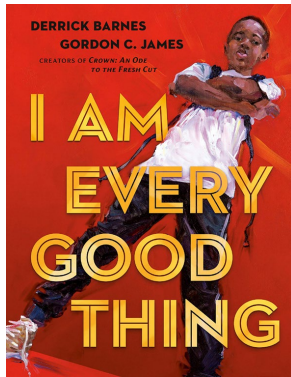
Actividades de expresión creativa

Después de leer el libro, ¡desata tu imaginación y creatividad! Utiliza las siguientes ideas para elegir tu propia aventura. ¿Qué otras ideas inspiró el libro en tu mente increíble?

 Escritura Creativa	 Artes Visuales y Digitales	 Amabilidad y Comunidad
<p>Escribe e ilustra tu propia versión de la historia de la <i>Última parada del la calle Market</i>. Aquí tienes algunas preguntas que te ayudarán:</p> <ul style="list-style-type: none"> • ¿Dónde comienza la historia? • ¿Cómo se siente CJ al principio de la historia? ¿Qué dice? • ¿Dónde están CJ y Nana a mitad de la historia? • ¿A quién conocen CJ y Nana en su viaje en autobús? • ¿Cómo se siente CJ cuando está en el autobús? ¿Qué dice? • ¿Cómo ayuda Nana a CJ? ¿Qué dice ella para ayudarlo? • ¿Dónde están CJ y Nana al final de la historia? • ¿Qué aprende CJ en la historia? 	<p>Dibuja, pinta o toma una fotografía de un lugar o una persona de tu comunidad. ¿Qué hace que tu comunidad sea hermosa? ¿Qué hace que la persona sea valiosa?</p> <p>Una vez que tengas tu dibujo, pintura o fotografía, escribe una declaración de artista sobre tu creación.</p> <ul style="list-style-type: none"> • Puedes utilizar estos marcos lingüísticos para empezar: • Esto es _____. • Algunas de las cosas que hacen bella a esta persona/lugar son _____. • Esta persona/lugar es valiosa porque _____. 	<p>En la <i>Última parada del la calle Market</i>, CJ y Nana hacen algo bondadoso y amable por su comunidad alimentando a las personas en un programa de comidas. ¿Qué es lo que puedes hacer por tu comunidad?</p> <p>Aquí hay algunas ideas que puedes hacer con un padre, familiar o cuidador:</p> <ul style="list-style-type: none"> • Pasea por tu barrio. Sonríe y saluda a la gente que encuentres. Haz que tu barrio sea más bonito. Tal vez puedas recoger la basura de la acera o plantar algunas flores en tu jardín. • Visita a un abuelo o a un vecino mayor. Hazles preguntas sobre su vida, cuéntales algunas cosas sobre ti o cuéntales tus historias favoritas.
 Conciencia Plena y Autoconciencia	 Movimiento, Música, y Drama	 Juego Imaginativo
<p>En la <i>Última parada del la calle Market</i>, CJ aprendió que cada persona es valiosa. Recuerdate cada día lo valioso y especial que eres.</p> <p>Elige tres cosas para decirte a ti mismo una y otra vez durante el día. Puedes elegir cosas diferentes cada día, si quieres.</p> <p>Aquí hay algunas ideas para empezar:</p> <ul style="list-style-type: none"> • Soy amable. • Soy creativo. • Es divertido estar conmigo. • Soy útil. • Soy un buen amigo. • Soy pacífico. • Soy talentoso. Soy fuerte. 	<p>En la <i>Última parada del la calle Market</i>, CJ cierra los ojos y aprende a sentir la magia de la música. Pídele a un adulto que ponga música. Quizás puedan poner música que sea nueva para ti.</p> <p>Cierra los ojos y escucha atentamente.</p> <ul style="list-style-type: none"> • ¿Qué ves en tu imaginación cuando escuchas esta música? • ¿Qué sientes en tu cuerpo al escuchar esta música? • Cuando estés listo, abre los ojos y describe lo que has visto y sentido. 	<p>Busca a uno o dos amigos y finge ser los personajes de la <i>Última parada del la calle Market</i>. Elige quién será CJ, quién será Nana y quién será uno o varios de los otros personajes de la historia.</p> <p>Mientras finges, di las cosas que tu personaje dijo en la historia y haz las acciones que hizo. También puedes inventar cosas nuevas que diría tu personaje.</p> <p>Puedes usar disfraces, accesorios, títere, muñecos, figuritas u otros materiales creativos para volver a contar la historia. ¡Lo más importante es divertirse!</p>

Creado por Pam Spycher, REL West en WestEd, 2021

Joyful Reading and Creative Expression Guide: *I Am Every Good Thing* (English)



I Am Every Good Thing

By Derrick Barnes,
Illustrated by Gordon C. James

Ideas for enjoying the book at home

Created by Pam Spycher

About the Book:

Before reading this book with your child, find out a little bit about it so you can help your child experience joyfulness while reading with you. This is a book about being proud of everything that makes us who we are. It's about self-love and the power of affirmations. Children will see themselves reflected in the Black narrator of this book because he tells us how talented, smart, hilarious, loving, and curious he is—just like all children are. Sometimes he is afraid, but then he remembers that he is brave, hopeful, and worthy of kindness, respect, safety, and happiness. Your child will relate to the beautiful ideas in this book, delight in the beautiful illustrations, and be inspired creatively.

Jump into Joyful Reading!

Invite your child to share their thinking and ask questions as you enjoy the book together. The main thing is to have fun and enjoy one another's company as you read together. Here are some things you can say and do to create a joyful reading experience for your child.



Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?



While Reading:

- What do you notice in the picture?
- What do you think about what we just read?
- What are you curious about now?



After Reading:

- What did you think about the book?
- How did it make you feel?
- What was your favorite part?
- What are some good things you can say about yourself?

Turn the page over for
creative expression ideas!



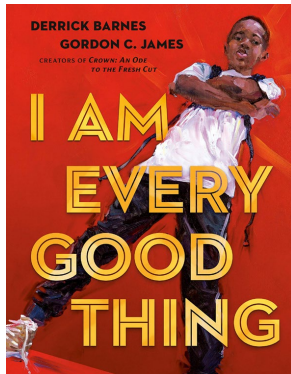
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Creative Expression Activities

After you read the book, unleash your imagination and creativity! Use the ideas below to choose your own adventure. What other ideas did the book inspire your amazing mind to think of?

 <p>Creative Writing</p> <p>Craft an “I Am” poem. Start each line with “I am ...” and try to use some of the words from the book.</p> <p>You can write the poem on your own or tell someone your words, and they can write it. If you want to, draw a picture to go with your poem.</p>	 <p>Visual and Digital Arts</p> <p>Draw, color, paint, collage, or build something that shows what you are thinking or feeling about the book. Your creation might be about ...</p> <ul style="list-style-type: none"> • your favorite part of the book • how the book makes you feel • one of the affirmations from the book 	 <p>Kindness and Community</p> <p>Begin and end each day with kind and loving self-talk.</p> <p>Choose affirmations from the book or your own words. Here’s an example:</p> <ul style="list-style-type: none"> • I am loved. • I am safe. • I am kind. • I am every good thing.
 <p>Mindfulness and Self-Awareness</p> <p>Sit very still or lie down somewhere comfortable. Close your eyes and be very still. Take three slow, deep breaths and fill your belly up with air. Notice how it makes you feel calmer.</p> <p>Now, breathe normally, and imagine that you are breathing in all the love in the world and then breathing out all your love to the world.</p> <p>Open your eyes and give yourself a big hug. Smile. You are loved!</p>	 <p>Movement, Music, and Drama</p> <p>Put on your favorite song, and dance! When the music stops, freeze! Your parent, family member, or caregiver will say some words from the book. When the music starts again, show what those words mean through dance. Here are some of the words you might hear:</p> <ul style="list-style-type: none"> • a nonstop ball of energy • the glow of moonbeams • a cool breeze • a roaring flame of creativity • the boom-bap-boom-boom-bap • waves crashing gently on the shore 	 <p>Pretend Play</p> <p>How about writing and illustrating your own “I am” book?</p> <p>Start by talking about all the things that are good about you (at least 10!). You can begin each page with “I am ...” or pick your own way to begin.</p> <p>If you want to, you can borrow some of the beautiful ideas, words, and pictures from “I Am Every Good Thing” and use them in your book. Or, you can make your book completely unique.</p> <p>This is all about you!</p>

Created by Pam Spycher, REL West at WestEd, 2021



Soy todo lo bueno

Por Derrick Barnes,
Ilustrado por Gordon C. James

Ideas para disfrutar el libro en casa

Creado por Pam Spycher

Sobre el Libro:

Este es un libro sobre estar orgulloso de todo lo que nos hace ser quienes somos. También es una lección sobre la importancia de querernos a nosotros mismos a través de afirmaciones. Los niños se verán reflejados en el narrador de este libro, un niño negro, mientras nos cuenta lo talentoso, inteligente, divertido, cariñoso y curioso que es. A veces tiene miedo, pero luego recuerda que es valiente pero luego recuerda que es valiente, esperanzado, y digno de bondad, respeto, seguridad, y felicidad. Todos los niños pueden identificarse con las palabras y las ideas de este libro y se deleitarán con las hermosas ilustraciones que inspirarán su propia creatividad.

¡A disfrutar una lectura divertida!

Invite a su niño o niña a compartir sus pensamientos y haga preguntas mientras disfrutan del libro juntos. El objetivo principal es divertirse y disfrutar de la compañía mientras leen juntos. Aquí hay algunas cosas que puede decir y hacer para crear una experiencia de lectura entretenida para su niña o niño.



Antes de leer:

- ¿Qué notas sobre la portada?
- ¿Qué piensas sobre el título?
- ¿Qué crees que descubriremos en este libro?



Mientras leen:

- ¿Qué notas en la imagen?
- ¿Qué piensas sobre lo que acabamos de leer?
- ¿Qué te da curiosidad ahora?



Después de leer:

- ¿Qué piensas del libro?
- ¿Cómo te hizo sentir?
- ¿Cuál fue tu parte favorita?



¡De vuelta a la página para ver ideas de expresión creativa!



Creado por Pam Spycher, REL West en WestEd, 2021

Actividades para la Expresión Creativa

Después de leer el libro, ¡desata tu imaginación y creatividad! Utiliza las siguientes ideas para elegir tu propia aventura. ¿Qué otras ideas inspiraron el libro en tu mente increíble?

 Escritura Creativa	 Artes Visuales y Digitales	 Amabilidad y Comunidad
<p>Escribe un poema "Yo soy." Empieza cada línea con "Yo soy." e intenta utilizar algunas de las palabras del libro.</p> <p>Puedes escribir el poema por tu cuenta o decirle a alguien tus palabras y ellos pueden escribirlo.</p>	<p>Dibuja, colorea, pinta, haz un collage o construye algo que muestre lo que estás pensando o sintiendo sobre el libro. Podría tratarse de...</p> <ul style="list-style-type: none"> • Tu parte favorita. • Cómo te hace sentir. • Una de las afirmaciones del libro. 	<p>Comienza cada día y termina cada día con un diálogo interno amable y amoroso.</p> <p>Elige afirmaciones del libro o di esto:</p> <ul style="list-style-type: none"> • Me aman. • Estoy a salvo. • Soy amable. • Soy todo lo bueno.
 Conciencia Plena y Autoconciencia	 Movimiento, Música y Drama	 Juego Imaginativo
<p>Siéntate muy quieto o recuéstate en un lugar cómodo. Cierra los ojos y quédate muy quieto. Respira profundamente tres veces y llena tu estómago de aire. Nota como te hace sentirse más calmado.</p> <p>Ahora, respira normalmente e imagina que estás inhalando todo el amor del mundo y luego exhalando todo tu amor por el mundo.</p> <p>Abre los ojos, date un gran abrazo y sonríe. ¡Te aman!</p>	<p>¡Pon tu canción favorita y baila! Cuando la música se detenga, tus padres, familiares o la persona que te cuida dirán una palabra o frase del libro. Cuando la música comience de nuevo, muestra bailando lo que esas palabras significan. Estas son algunas de las palabras que puedes escuchar:</p> <ul style="list-style-type: none"> • Una bola de energía sin parar • El resplandor de los rayos de luna • Una brisa fresca • Una llama rugiente de creatividad • El boom-bap-boom-boom-bap • Olas que se rompen suavemente en la orilla 	<p>¿Qué tal escribir e ilustrar tu propio libro "Yo soy?"</p> <p>Comienza hablando de todas las cosas buenas de ti (¡al menos 10!). Puedes comenzar cada página con "Yo soy..." o elegir tu propio camino para comenzar. Si lo deseas, puedes tomar prestadas algunas de las hermosas ideas, palabras e imágenes de <i>Soy todo lo bueno</i> y usarlas en tu libro. O puedes hacer que tu libro sea completamente único. ¡Todo esto se trata de ti!</p>

Creado por Pam Spycher, REL West en WestEd, 2021

Esther the Wonder Pig

By Steve Jenkins, Derek Walter, and Caprice Crane
Illustrated by Cori Doerrfield



Ideas for enjoying the book at home

Created by Pam Spycher

About the Book:

Once upon a time, dads Steve and Derek adopted a “mini” pig named Esther. They fell in love with their new baby right away, but they had no idea that she would get so big!

Esther quickly grew too large for her bed and their small apartment. She got into everything and made lots of messes. But her dads still loved her. She just kept getting bigger!

Find out what Esther’s parents do to solve this problem and make sure Esther feels safe and loved forever.

This is a true story that children will love to read. They can find out more about Esther at her website: <https://www.estherthewonderpig.com>

Jump into Joyful Reading!

Invite your child to share their thinking and ask questions as you enjoy the book together. The main thing is to have fun and enjoy one another’s company as you read together. Here are some things you can say and do to create a joyful reading experience for your child.



Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?



While Reading:

- What do you notice in the picture?
- What do you think about what we just read?
- What are you curious about now?



After Reading:

- What did you think about the book?
- How did it make you feel?
- What was your favorite part?
- What are some good things you can say about yourself?

Turn the page over for
creative expression ideas!



Created by Pam Spycher, REL West at WestEd, 2021

Creative Expression Activities

After you read the book, unleash your imagination and creativity! Use the ideas below to choose your own adventure. What other ideas did the book inspire your amazing mind to think of?

 Creative Writing	 Visual and Digital Arts	 Kindness and Community
<p>Write a poem about Esther using the letters in her name to start each line. To help you get started, here are some things Esther likes to do: eating, sleeping, walking, bathing, playing, snuggling, foraging, exploring.</p> <p>E S T H E R</p> <p>You can write the poem together with an adult or on your own. Include a picture with your poem to make it extra special!</p>	<p>Visit Esther's website. https://www.estherthewonderpig.com</p> <p>Explore what Esther looks like, what she likes to do, who her family is, and where she lives.</p> <p>Look at the illustrations in the book for ideas.</p> <p>Then, draw, paint, or collage a beautiful picture of Esther. Maybe you want to put yourself in your creation!</p>	<p>Think about an animal in your life. Maybe you have a pet dog or cat or goldfish. Or, maybe someone in your family or one of your neighbors has an animal. Or, maybe you want to think about Esther.</p> <p>Can you think of one kind thing you could do that would make that animal's life happier and more peaceful?</p> <p>How do you think the animal will feel after you do the kind thing?</p> <p>How will you feel?</p> <p>After you do the kind thing, talk with someone about how it made you feel to be kind to an animal.</p>
 Mindfulness and Self-Awareness	 Movement, Music, and Drama	 Pretend Play
<p>Sit comfortably. Place your hands over your heart. You can close your eyes, if you want to. Take a few deep breaths.</p> <p>Think about a person or an animal you love and who loves you.</p> <p>Notice how you feel when you think about this person or animal.</p> <p>Send love and a kind wish their way. What would make them feel good?</p> <p>Think about another person or animal you love and notice how you feel. Then, send them love and a kind wish.</p> <p>Open your eyes and take a few deep breaths. Notice how you feel.</p>	<p>There are lots of animals in this book: Esther (a pig), her siblings (two dogs and two cats), and lots of farm animals (chickens, ducks, and goats).</p> <p>Pretend you are one of these animals.</p> <p>How would you move?</p> <p>What would you say?</p> <p>What would you do?</p> <p>Then, pretend you are another animal.</p> <p>What does your body feel like when you are pretending to be animals?</p>	<p>Retelling stories and making up your own stories is fun! Here are a couple of ideas you can try after reading this book:</p> <p>Retell Esther's story with someone. Use the illustrations to act out the story as you retell it together. Make sure to use your acting skills as you say what the characters are saying or what they might be thinking.</p> <p>Create your own Esther story. What do you think Esther will do next in her new home? Will she go on an adventure? Where to? You can tell your story to an adult, and they can write it down for you. Then, you can draw the pictures. Or, you can do the writing yourself. Have fun and be creative telling your own story!</p>

Created by Pam Spycher, REL West at WestEd, 2021

Esther, una cerdita maravillosa

Por Steve Jenkins, Derek Walter, y Caprice Crane

Ilustrado por Cori Doerrfield

Traducido por Aida Candelario Castro

Ideas para disfrutar el libro en casa

Creado por Pam Spycher



Sobre el libro:

Érase una vez, los papás Steve y Derek adoptaron una "mini" cerda llamada Esther. Se enamoraron de su nueva bebé de inmediato, ¡pero no tenían idea de que sería tan grande!

Esther rápidamente creció demasiado para su cama y su pequeño apartamento. Ella se metió en todo e hizo muchos líos. Pero sus papás todavía la querían. ¡Ella seguía creciendo!

Descubra lo que hacen los padres de Esther para resolver este problema y asegúrese de que Esther se sienta segura y querida para siempre.

Esta es una historia real que a los niños les encantará leer. Pueden encontrar más información sobre Esther en su sitio web: www.estherthewonderpig.com (solo disponible en inglés)

¡A disfrutar una lectura divertida!

Invite a su niño o niña a compartir sus opiniones y haga preguntas mientras disfrutan del libro juntos. El objetivo principal es divertirse y disfrutar de la compañía mientras leen juntos. Aquí hay algunas cosas que puede decir y hacer para crear una experiencia de lectura entretenida para su niño o niña.



Antes de leer:

- ¿Qué notas sobre la portada?
- ¿Qué piensas sobre el título?
- ¿Qué crees que descubriremos en este libro?



Mientras leen:

- ¿Qué notas en la imagen?
- ¿Qué piensas sobre lo que acabamos de leer?
- ¿Qué te da curiosidad ahora?



After Reading:

- ¿Qué piensas del libro?
- ¿Cómo te hizo sentir?
- ¿Cuál fue tu parte favorita?
- ¿Cuáles son algunas cosas buenas que puedes decir sobre ti?







¡De vuelta a la página para ver ideas de expresión creativa!



Creado por Pam Spycher, REL West en WestEd, 2021

Actividades de expresión creativa

Después de leer el libro, ¡desata tu imaginación y creatividad! Utiliza las siguientes ideas para elegir tu propia aventura. ¿Qué otras ideas inspiró el libro en tu mente increíble?

 Escritura Creativa	 Artes Visuales y Digitales	 Amabilidad y Comunidad
<p>Escribe un poema sobre Esther usando las letras de su nombre para comenzar cada línea.</p> <p>Para ayudarte a comenzar, aquí hay algunas cosas que a Esther le gusta hacer: comer, dormir, caminar, bañarse, jugar, acurrucarse, buscar comida, explorar.</p> <p>E S T H E R</p> <p>Puedes escribir el poema junto con un adulto o por tu cuenta. ¡Incluye una imagen con tu poema para que sea más especial!</p>	<p>Visita el sitio web de Esther. https://www.estherthewonderpig.com (solo disponible en inglés)</p> <p>Explora cómo es Esther, qué le gusta hacer, quién es su familia y dónde vive.</p> <p>Mire las ilustraciones del libro en busca de ideas.</p> <p>Luego, dibuja, pinta o haz un collage con una hermosa imagen de Esther. ¡Quizás quieras ponerte en tu creación!</p>	<p>Piensa en un animal en tu vida. Tal vez tengas un perro, un gato o un pez de colores como mascota. O tal vez alguien de tu familia o uno de tus vecinos tenga un animal. O quizás quieras pensar en Esther.</p> <p>¿Puedes pensar en algo amable que puedas hacer para hacer la vida de ese animal más feliz y tranquila?</p> <p>¿Cómo crees que se sentirá el animal después de que hagas algo tan amable?</p> <p>¿Cómo te sentirás?</p> <p>Después de hacer las cosas amables, habla con alguien sobre cómo te hizo sentir ser amable con un animal.</p>
 Conciencia Plena y Autoconciencia	 Movimiento, Música, y Drama	 Juego Imaginativo
<p>Siéntate cómodamente. Coloca las manos sobre el corazón. Puedes cerrar los ojos, si quieres. Respira profundamente unas cuantas veces.</p> <p>Piensa en una persona o un animal que quieres y que te quiere.</p> <p>Fíjate cómo te sientes cuando piensas en esta persona o animal.</p> <p>Envíales amor y un amable deseo. ¿Qué los haría sentir bien?</p> <p>Piensa en otra persona o animal que quieres y fíjate cómo te sientes. Luego, envíales amor y un amable deseo.</p> <p>Abre los ojos y respira profundamente unas cuantas veces. Fíjate cómo te sientes.</p>	<p>Hay muchos animales en este libro: Esther (una cerda), sus hermanos (dos perros y dos gatos), y muchos animales de granja (pollos, patos y cabras).</p> <p>Imagina que eres uno de estos animales. ¿Cómo te moverías?</p> <p>¿Qué dirías? ¿Qué harías?</p> <p>Luego, haz que eres otro animal.</p> <p>¿Cómo se siente tu cuerpo cuando haces que eres un animal?</p>	<p>¡Volver a contar historias e inventar las tuyas propias es divertido! Aquí hay un par de ideas que puedes probar después de leer este libro:</p> <p>Vuelve a contar la historia de Esther con alguien. Usa las ilustraciones para representar la historia mientras la cuentan juntos. Asegúrate de usar tus habilidades de actuación mientras dices lo que dicen los personajes o lo que podrían estar pensando.</p> <p>Crea tu propia historia de Esther. ¿Qué crees que hará Esther en su nuevo hogar? ¿Se embarcará en una aventura? ¿A dónde? Puedes contarle tu historia a un adulto para que la escriba por ti. Luego, puedes hacer los dibujos. O puedes escribirlo tú mismo. ¡Diviértete y sé creativo contando tu propia historia!</p>

Creado por Pam Spycher, REL West en WestEd, 2021

Drawn Together

by Minh Lê,
Illustrated by Dan Santat



Ideas for enjoying the book at home

Created by Pam Spycher

About the Book:

This is a beautifully told and illustrated story of a boy and his grandfather who struggle to communicate, and this leads to confusion, frustration, and silence. But when they sit down to draw together, magic happens. They discover they share a love of art and storytelling, and they work together to build an imaginary world even words can't describe.

Young children who have a hard time communicating with grandparents or other relatives across divides of language, culture, and age differences will be inspired to find creative ways to bond. They'll also delight in the vibrant artwork and the way much of the story is told through the illustrations.

You can watch the author, Minh Lê, talk about the book and read it aloud on PBS Books Storytime at https://www.youtube.com/watch?v=D9o_4YUF-vw

Jump into Joyful Reading!

Invite your child to share their thinking and ask questions as you enjoy the book together. The main thing is to have fun and enjoy one another's company as you read together. Here are some things you can say and do to create a joyful reading experience for your child.



Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?



While Reading:

- What do you notice in the picture?
- What do you think about what we just read?
- What are you curious about now?



After Reading:

- What did you think about the book?
- How did it make you feel?
- What was your favorite part?
- What do you think the author wanted us to learn from this story?







Turn the page over for
creative expression ideas!



Created by Pam Spycher, REL West at WestEd, 2021

Creative Expression Activities

After you read the book, unleash your imagination and creativity! Use the ideas below to choose your own adventure. What other ideas did the book inspire your amazing mind to think of?

 <p>Creative Writing</p> <p>In this story, the boy and his Grandpa create a new world together, one with imaginary creatures where they are like superheroes. Can you work with a grandparent or an older relative, neighbor, or family friend to write and illustrate a story about an imaginary world? Here are some things to think about:</p> <ul style="list-style-type: none"> • What does your world look, sound, and feel like? • What are you, the superheroes, doing? • What dangers do you encounter? • How do you help each other to overcome challenges? 	 <p>Visual and Digital Arts</p> <p>Much of this story is told with pictures, and there are many pages with no words at all. There are lots of ways to tell stories with no words. Now it's time for you to try!</p> <p>Draw or paint a picture, take a photo, or make a collage that tells a story. You might have the story in mind before you start creating, the story might emerge as you're creating, or the story might come to you when you're done.</p> <p>When your artwork is ready to share, find someone to tell your story to. You can even ask someone older to write down the words of your story as you tell it so you have it saved for later.</p>	 <p>Kindness and Community</p> <p>Do you have a grandparent or other family member you have a hard time communicating with? Can you find a creative way to tell them how much you love them? Here are some ideas you can try out:</p> <ul style="list-style-type: none"> • Write a letter telling them about yourself, and ask them to write you a letter. • Ask them to tell you about what their life was like when they were a child. • Ask them to take a nature walk with you, and take turns pointing out things you notice or are curious about. • Ask them if they can teach you how to cook one of their favorite dishes.
 <p>Mindfulness and Self-Awareness</p> <p>Sometimes when things are challenging, you can feel frustrated. When this happens, it helps to take some deep breaths and focus on being calm. Ask an adult to help you practice calming your mind and body using these steps:</p> <ol style="list-style-type: none"> 1. Sit in a comfortable position. 2. Close your eyes or "soften your gaze" by looking down past your nose. 3. Breathe in through your nose slowly, and fill your belly up like a balloon. Breathe out through your mouth slowly, and empty the balloon. 4. Ask an adult to say, "I breathe in and calm my mind. I breathe out and calm my body" as you are breathing. 	 <p>Music and Movement</p> <p>In the story, the boy and his Grandpa create an imaginary world where they are superheroes. They work together to battle a creature that's keeping them apart. Now it's your turn to move like a superhero!</p> <ol style="list-style-type: none"> 1. Ask an adult to put on some music that will help you get into a superhero mood. 2. Show with your body how it would look if YOU battled an imaginary creature. 3. Keep doing this as long as you can, and pay attention to what it feels like in your body to be a superhero like the boy and his Grandpa. 	 <p>Pretend Play</p> <p>Find a friend or family member, and pretend you are on an adventure in an imaginary world. You can do this inside or outside. Take turns adding new things to your world and doing new things in it. Here are some ideas to spark your imagination:</p> <ul style="list-style-type: none"> • What do you see or hear in your imaginary world? • Where are you going? • What or who do you encounter? • Are there mountains to climb? • Are there rivers to cross? • Is there danger on your adventure?

Created by Pam Spycher, REL West at WestEd, 2021

Dibujando Juntos

Por Minh Lê,
Ilustrado por Dan Santat

Ideas para disfrutar el libro en casa

Creado por Pam Spycher



Sobre el Libro:

Esta es una historia bellamente contada e ilustrada de un niño y su abuelo que luchan por comunicarse, lo que los lleva a la confusión, la frustración y el silencio. Pero cuando se sientan a dibujar juntos, se produce la magia. Descubren que comparten el amor por el arte y la narración, y trabajan juntos para construir un mundo imaginario que ni siquiera las palabras pueden describir.

Los niños pequeños a los que les cuesta comunicarse con sus abuelos u otros parientes por encima de las diferencias lingüísticas, culturales y de edad se sentirán inspirados para encontrar formas creativas de establecer vínculos. También se deleitarán con las vibrantes ilustraciones y con la forma en que gran parte de la historia se cuenta a través de las ilustraciones.

Puedes ver a el autor, Minh Lê, hablar del libro y leerlo en voz alta en PBS Books Storytime en

https://www.youtube.com/watch?v=D9o_4YUF-vw

¡A disfrutar una lectura divertida!

Invite a su niño o niña a compartir sus opiniones y haga preguntas mientras disfrutan del libro juntos. El objetivo principal es divertirse y disfrutar de la compañía mientras leen juntos. Aquí hay algunas cosas que puede decir y hacer para crear una experiencia de lectura entretenida para su niña o niño.



Antes de leer:

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- ¿Qué crees que descubriremos en este libro?



Mientras leen:

- ¿Qué notas en la imagen?
- ¿Qué piensas sobre lo que acabamos de leer?
- ¿Qué te da curiosidad ahora?



Después de leer:

- ¿Qué piensas del libro?
- ¿Cómo te hizo sentir?
- ¿Cuál fue tu parte favorita?
- ¿Qué crees que el autor quería que aprendiéramos de esta historia?







¡De vuelta a la página para ver ideas de expresión creativa!



Creado por Pam Spycher, REL West en WestEd, 2021

Actividades de expresión creativa

Después de leer el libro, ¡desata tu imaginación y creatividad! Utiliza las siguientes ideas para elegir tu propia aventura. ¿Qué otras ideas inspiró el libro en tu mente increíble?

 Escritura Creativa	 Artes Visuales y Digitales	 Amabilidad y Comunidad
<p>En esta historia, el niño y su abuelo crean juntos un nuevo mundo, uno con criaturas imaginarias en el que son como superhéroes. ¿Puedes trabajar con un abuelo o un pariente mayor, vecino o amigo de la familia para escribir e ilustrar una historia sobre un mundo imaginario? Aquí tienes algunas cosas en que pensar:</p> <ul style="list-style-type: none"> • ¿Cómo es tu mundo, cómo suena y cómo se siente? • ¿Qué harían ustedes, los superhéroes? • ¿Qué peligros encontrarán? • ¿Cómo se ayudarán mutuamente a superar los desafíos? 	<p>Gran parte de esta historia se cuenta con imágenes, y hay muchas páginas sin palabras. Hay muchas maneras de contar historias sin palabras. Ahora es el momento de intentarlo.</p> <p>Dibuja o pinta una imagen, toma una foto o haz un collage que cuente una historia. Puede que tengas la historia en mente antes de empezar a crear, puede que la historia surja mientras creas, o puede que la historia venga a ti cuando termines.</p> <p>Cuando tu obra esté lista para ser compartida, busca a alguien a quien contarle la historia. Incluso puedes pedirle a alguien mayor que escriba las palabras de tu historia mientras la cuentas para tenerla guardada para más adelante.</p>	<p>¿Tienes un abuelo u otro familiar con el que te cuesta comunicarte? ¿Puedes encontrar una forma creativa de decirles lo mucho que los amas? Aquí hay algunas ideas que puedes probar:</p> <ul style="list-style-type: none"> • Escribir una carta hablándoles de ti, y pedirles que te escriban una carta. • Pídeles que te cuenten cómo era su vida cuando eran niños. • Pídeles que den un paseo por la naturaleza contigo y que, por turnos, te señalen las cosas que observas o te resultan curiosas. • Pregúntales si pueden enseñarte a cocinar uno de sus platos favoritos.
 Conciencia Plena y Autoconciencia	 Movimiento, Música, y Drama	 Juego Imaginativo
<p>A veces, cuando las cosas son difíciles, puedes sentirte frustrado. Cuando esto ocurre, ayuda a respirar profundamente y concentrarse en la calma. Pide a un adulto que te ayude a practicar calmar tu mente y tu cuerpo siguiendo estos pasos:</p> <ol style="list-style-type: none"> 1. Siéntate en una posición cómoda. 2. Cierra los ojos o “suaviza tu mirada” mirando hacia abajo más allá de tu nariz. 3. Respira por la nariz lentamente y llena tu vientre como un globo. Exhala por la boca lentamente y vacía el globo. 4. Pide a un adulto que diga: “Inhalo y calmo mi mente. Exhalo y calmo mi cuerpo” mientras respiras. 	<p>En la historia, el niño y su abuelo crean un mundo imaginario en el que son superhéroes. Trabajan juntos para luchar contra una criatura que los separa. ¡Ahora te toca moverte como un superhéroe!</p> <ol style="list-style-type: none"> 1. Pide a un adulto que ponga una música que te ayude a ponerte en un estado de ánimo de superhéroe. 2. Muestra con tu cuerpo cómo sería si TÚ lucharas contra una criatura imaginaria. 3. Sigue haciendo esto todo el tiempo que puedas, y presta atención a lo que sientes en tu cuerpo al ser un superhéroe como el niño y su abuelo. 	<p>Busca a un amigo o familiar y finge que estás en una aventura en un mundo imaginario. Puedes hacerlo dentro o fuera de casa. Túrnense para agregar cosas nuevas a su mundo y hacer cosas nuevas en él. Aquí tienes algunas ideas para despertar tu imaginación:</p> <ul style="list-style-type: none"> • ¿Qué ves o escuchas en tu mundo imaginario? • ¿Adónde vas? • ¿Qué o quién te encuentras? • ¿Hay montañas que escalar? • ¿Hay ríos que cruzar? • ¿Hay peligro en tu aventura?

Creado por Pam Spycher, REL West en WestEd, 2021

Mango, Abuela, and Me

By Meg Medina,
Illustrated by Angela Dominguez



Ideas for enjoying the book at home

Created by Pam Spycher

About the Book:

This is a delightful story about the power of love and being open to new learning. One day, Mia's Abuela (grandmother) arrives to live with Mia and her parents. Abuela has left her sunny house with parrots, rivers, and palm trees behind in her home country. Mia tries to share her favorite book with Abuela and discovers that Abuela can't read the words in English. Mia doesn't speak enough Spanish to tell Abuela about herself. So, Mia decides to help Abuela learn English and to learn Spanish from her Abuela. When they cook empanadas together, they teach each other some new words (masa-dough, pasas-raisins). Then Mia sees a parrot in the pet-shop window and has the perfect idea for how to help them all communicate a little better.

Jump into Joyful Reading!

Invite your child to share their thinking and ask questions as you enjoy the book together. The main thing is to have fun and enjoy one another's company as you read together. Here are some things you can say and do to create a joyful reading experience for your child.



Before Reading:

- What do you notice about the cover?
- What do you think about the title?
- What do you think we will discover in this book?



While Reading:

- What do you notice in the picture?
- What do you think about what we just read?
- What are you curious about now?



After Reading:

- What did you think about the book?
- How did it make you feel?
- What was your favorite part?
- What do you think the author wanted us to learn from this story?







Turn the page over for
creative expression ideas!



Created by Pam Spycher, REL West at WestEd, 2021

Creative Expression Activities

After you read the book, unleash your imagination and creativity! Use the ideas below to choose your own adventure. What other ideas did the book inspire your amazing mind to think of?

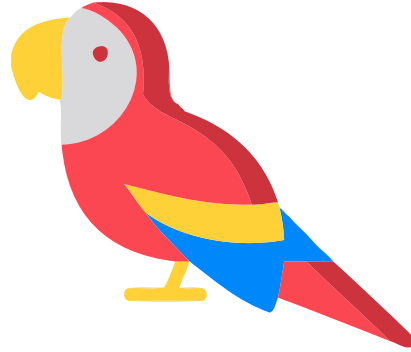
 <h3>Creative Writing</h3> <p>What happens next in Mango, Abuela, and Mia's story? Draw and write what might happen after the last page in the book. Here are some things to think about when you draw and write:</p> <ul style="list-style-type: none"> • Which characters are on the page? • Where are the characters? • What are the characters doing? • What are the characters saying? <p>When you're finished with your page, find a friend or two. Take turns showing one another what you drew and reading what you wrote.</p> <p>After each person shares, be sure to give them compliments. What did you like? What made you curious?</p>	 <h3>Visual and Digital Arts</h3> <p>Mango is a colorful and clever parrot who helps Mia and Abuela to communicate better. What kind of parrot would you like to have? Draw, paint, or create a collage of your own parrot. Ask an adult to find some photos or videos of parrots on the internet to see some examples. Here are some details to think about:</p> <ul style="list-style-type: none"> • What will you call your parrot? • What colors will you use for your parrot's feathers? • Where is your parrot? (ideas: in your home, in a tree, in the sky) • What is your parrot doing? (ideas: flying, perching, talking, observing) <p>After, you can write a description of your parrot, if you want to.</p>	 <h3>Kindness and Community</h3> <p>Do you have a grandparent or another relative, family friend, or neighbor like Mia's Abuela? Are they learning to speak your language better? Would you like to speak their language better? Here are some ideas you can try to help each other like Mia and Abuela did.</p> <ul style="list-style-type: none"> • Cook a dish together, and teach each other the words of each ingredient. • Teach each other common phrases, like "Hello. How are you today?" and practice saying them in both languages whenever you meet. • Write a bilingual A-B-C book together. • Teach each other a favorite song or poem in each language.
 <h3>Mindfulness and Self-Awareness</h3> <p>Ask an adult or older sibling to guide you through this "flying bird" meditation to help you feel calm:</p> <ol style="list-style-type: none"> 1. Find a quiet place, and sit comfortably on the floor or in a chair. Let your arms hang down loose at the sides of your body. Close your eyes or look softly down at your nose. 2. Breathe and flow: Inhale, and allow your arms to slowly float up. Exhale, and allow the arms to slowly float down. Repeat several times. 3. Focus on feeling as light as a bird and moving without any effort. Feel how light your arms are and how the air moves through your fingers. 4. Sit still and relaxed for a few moments. How do you feel? 	 <h3>Music and Movement</h3> <p>It's fun to pretend to be a parrot. Have you ever watched a parrot flying? Watch this video to see how magnificent they are:</p> <ol style="list-style-type: none"> 1. 5 Pet Macaw Parrots In Free Flight (https://www.youtube.com/watch?v=lvwqnc_6MCo) 2. Then, use your imagination to fly like a parrot. Do this where there is a lot of space so you can really soar. 3. Ask an adult to play the music from the video you watched as you fly. Listen carefully to how different parts in the music piece make you feel like moving in different ways. 	 <h3>Pretend Play</h3> <p>It's fun to retell a story with puppets. Here's an easy way to make some. Be sure to ask an adult for help, if you need it.</p> <ol style="list-style-type: none"> 1. Draw Mango, Abuela, and Mia on paper. Use the illustrations in the book to help you. 2. Draw an oval around each character. 3. Cut out each character along the lines of the oval. 4. Glue or tape each character onto a stick or piece of cardboard. <p>Now it's time to play! Act out the story using the puppets. If you want to, look at the pages in the book to help you remember important details.</p>

Created by Pam Spycher, REL West at WestEd, 2021

Joyful Reading and Creative Expression Guide: *Mango, Abuela, and Me* (Spanish)

Mango, Abuela y Yo

Por Meg Medina,
Ilustrado por Angela Dominguez



Ideas para disfrutar el libro en casa

Creado por Pam Spycher

Sobre el Libro:

Esta es una historia encantadora sobre el poder del amor y la apertura a nuevos aprendizajes. Un día, la abuela de Mia llega a vivir con Mia y sus padres. Abuela ha dejado atrás su casa soleada con loros, ríos y palmeras en su país natal. Mia intenta compartir su libro favorito con Abuela y descubre que ella no puede leer las palabras en inglés. Mia no habla suficiente español para hablarle a Abuela de sí misma. Así que Mia decide ayudar a Abuela a aprender inglés y a aprender español de su Abuela. Cuando cocinan empanadas juntas, se enseñan mutuamente algunas palabras nuevas (masa, pasas). Entonces Mia ve un loro en el escaparate de la tienda de animales y tiene la idea perfecta para ayudarles a comunicarse un poco mejor.

¡A disfrutar una lectura divertida!

Invite a su niño o niña a compartir sus opiniones y haga preguntas mientras disfrutan del libro juntos. El objetivo principal es divertirse y disfrutar de la compañía mientras leen juntos. Aquí hay algunas cosas que puede decir y hacer para crear una experiencia de lectura entretenida para su niña o niño.



Antes de leer:

- ¿Qué notas sobre la portada?
- ¿Qué piensas sobre el título?
- ¿Qué crees que descubriremos en este libro?



Mientras leen:

- ¿Qué notas en la imagen?
- ¿Qué piensas sobre lo que acabamos de leer?
- ¿Qué te da curiosidad ahora?



Después de leer:

- ¿Qué piensas del libro?
- ¿Cómo te hizo sentir?
- ¿Cuál fue tu parte favorita?
- ¿Qué crees que el autor quería que aprendiéramos de esta historia?







¡De vuelta a la página para ver ideas de expresión creativa!



Creado por Pam Spycher, REL West en WestEd, 2021

Actividades de expresión creativa

Después de leer el libro, ¡desata tu imaginación y creatividad! Utiliza las siguientes ideas para elegir tu propia aventura. ¿Qué otras ideas inspiró el libro en tu mente increíble?

 Escritura Creativa	 Artes Visuales y Digitales	 Amabilidad y Comunidad
<p>¿Qué sucede a continuación en la historia de Mango, Abuela y Mia? Dibuja y escribe lo que podría suceder después de la última página del libro. Aquí hay algunas cosas en que pensar cuando dibujes y escribas:</p> <ul style="list-style-type: none"> • ¿Qué personajes hay en la página? • ¿Dónde están los personajes? • ¿Qué hacen los personajes? • ¿Qué dicen los personajes? <p>Cuando hayas terminado tu página, busca uno o dos amigos. Túrñense mostrándose unos a otros lo que han dibujado y para leer lo que han escrito. Después de que cada persona comparta, asegúrate de darles complementos. ¿Qué te ha gustado? ¿Qué te ha despertado la curiosidad?</p>	<p>Mango es un loro colorido e inteligente que ayuda a Mia y Abuela a comunicarse mejor. ¿Qué tipo de loro te gustaría tener? Dibuja, pinta o crea un collage de tu propio loro. Pide a un adulto que busque algunas fotos o vídeos de loros en el Internet para ver algunos ejemplos. Aquí hay algunos detalles en que pensar:</p> <ul style="list-style-type: none"> • ¿Cómo vas a llamar a tu loro? • ¿Qué colores usarás para las plumas de tu loro? • ¿Dónde está tu loro? (ideas: en tu casa, en un árbol, en el cielo) • ¿Qué hace tu loro? (ideas: volar, posarse, hablar, observar) <p>Después, puedes escribir una descripción de tu loro, si lo deseas.</p>	<p>¿Tienes un abuelo u otro pariente, amigo de la familia o vecino como la abuela de Mia? ¿Están aprendiendo a hablar mejor tu idioma? ¿Te gustaría hablar mejor su idioma? Aquí hay algunas ideas que pueden intentar para ayudarse mutuamente como hicieron Mia y Abuela.</p> <ul style="list-style-type: none"> • Cocinar un plato juntos, y enseñarse mutuamente las palabras de cada ingrediente. • Enseñarse mutuamente frases comunes, como "Hola. ¿Cómo estás hoy?" y practicar a decirlas en ambos idiomas cada vez que se reúnan. • Escribir juntos un libro A-B-C bilingüe. • Enseñarse mutuamente una canción o poema favorito en cada idioma.
 Conciencia Plena y Autoconciencia	 Movimiento, Música, y Drama	 Juego Imaginativo
<p>Pide a un adulto o a un hermano mayor que te guíe a través de esta meditación del "pájaro volador" para ayudarte a sentirte tranquilo:</p> <ol style="list-style-type: none"> 1. Busca un lugar tranquilo y siéntate cómodamente en el suelo o en una silla. Deja que tus brazos cuelguen sueltos a los lados de tu cuerpo. Cierra los ojos o mira suavemente hacia la nariz. 2. Respira y fluye: Inhala y deja que los brazos floten lentamente hacia arriba. Exhala y deja que los brazos floten lentamente hacia abajo. Repítelo varias veces. 3. Concéntrate en sentirte ligero como un pájaro y en moverte sin ningún esfuerzo. Siente lo ligeros que son tus brazos y cómo el aire se mueve entre tus dedos. 4. Siéntate quieto y relajado durante unos instantes. ¿Cómo te sientes? 	<p>Es divertido fingir que eres un loro. ¿Has visto alguna vez volar a un loro? Mira este video para ver lo magníficos que son:</p> <ol style="list-style-type: none"> 1. 5 loros guacamayos en vuelo libre (https://www.youtube.com/watch?v=lvwqnc_6MCo) 2. Luego, usa tu imaginación para volar como un loro. Hazlo en un lugar donde haya mucho espacio para que realmente puedas volar. 3. Pide a un adulto que ponga la música del video que has visto mientras vuelas. Escucha atentamente cómo las diferentes partes de la pieza musical te hacen sentir que te mueves de diferentes maneras. 	<p>Es divertido volver a contar una historia con marionetas. Aquí hay una forma fácil de hacerlos. Asegúrate de pedir ayuda a un adulto, si lo necesitas.</p> <ol style="list-style-type: none"> 1. Dibuja a Mango, Abuela y Mia en un papel. Utiliza las ilustraciones del libro para ayudarte. 2. Dibuja un óvalo alrededor de cada personaje. 3. Recorta cada personaje siguiendo las líneas del óvalo. 4. Pega a cada personaje en un palo o en un trozo de cartón con pegamento o cinta. <p>Ahora es el momento de jugar. Representa la historia con las marionetas. Si quieres, mira las páginas del libro para ayudarte a recordar los detalles importantes.</p>

Creado por Pam Spycher, REL West en WestEd, 2021

ADDITIONAL RESOURCES AND RESEARCH BASE

Additional Resources

Ready to learn more? Visit our *Joyful Reading and Creative Expression* webpage (<https://ies.ed.gov/ncee/edlabs/regions/west/Resources/JoyfulReading>) to find additional tips, tools, videos, and resources, including our “Joyful, culturally affirming, and language-rich reading at school and at home” webinar series:

- *Joyful Reading and Creative Expression with Young Children: Planning Tips and Tools* [video]: https://youtu.be/NeAaq_oeHvM
- *Scaffolding Emergent Reading, Oral Language, and Writing for Dual Language Learners/English Learners in PreK–1st Grade* [webinar]: <https://youtu.be/elm5PVoAKt0>
- *Language & Literacy Development in PreK–1st Grade: Words and More* [webinar]: <https://youtu.be/r26DUAjvIrl>
- *Joyful Reading at School and at Home: A storybook reading routine* [webinar]: <https://youtu.be/4mK9pQG7Pz8>
- *Joyful Reading at School and at Home: Creative expression activities* [webinar]: https://youtu.be/hH_JVdYykBs
- *A Teaching Routine for Academic Vocabulary in Grades PreK–1* [video]: <https://youtu.be/Tc5Dpks3UKY>
- *Interactive Read alouds: Learning from books together* [video]: <https://youtu.be/eJcHzvmAcjY>
- *Interactive Writing Instruction Online with Young Children* [video]: <https://youtu.be/F64fcdzbEYk>

IES REL Regional Educational Laboratory Program

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Joyful Reading and Writing with Young Children

Research to Practice Guidance

These resources share practical strategies for teachers to promote joyful reading experiences and support language and literacy development for multilingual learners ages 3–8, with a particular emphasis on dual language learners and English learner students. The resources are based on the What Works Clearinghouse practice guide, “Improving Reading Comprehension in Kindergarten through 3rd Grade,” the National Clearinghouse for English Language Acquisition teaching practice brief, “Integrating Language Into Early Childhood Education,” and other research-based guidance.

Improving Reading Comprehension in Kindergarten through 3rd Grade

Integrating Language Into Early Childhood Education

Webinar Videos

Scaffolding Emergent Reading, Oral Language, and Writing for Dual Language Learners/English Learners in PreK–1st Grade

Learn about practical ideas for engaging young children with complex texts and supporting them to talk and write about the texts.

Agenda

Here are some free online resources to inspire you as you plan creative expression activities with young children:

- 33 Positive Affirmations for Kids: https://www.youtube.com/watch?v=Ud_eeFkzH4w
- Yoga with Adriene — Yoga for Kids: <https://yogawithadriene.com/?s=kids>
- 25 Fun Mindfulness Activities for Children and Teens: <https://positivepsychology.com/mindfulness-for-children-kids-activities/>
- Exploring the Lives of Farm Animals — Lessons that Teach Compassion, Grades K–3: <https://teachheart.org/wp-content/uploads/2021/03/Exploring-the-Lives-of-Farm-Animals-K-3-Guide.pdf>



- Bright Horizons — Learning through Play: <https://www.bright Horizons.com/family-resources?categoryFilters=Learning%20Through%20Play&>
- National Association for the Education of Young Children — Art: <https://www.naeyc.org/resources/topics/art>
- Preschooler creative learning and development: ideas and activities: <https://raisingchildren.net.au/preschoolers/development/creative-development/preschooler-creative-activities>

Research Base

The following research and practice guides frame the *Joyful Reading and Creative Expression* project. They are available for free online for more in-depth learning of the topics we address.

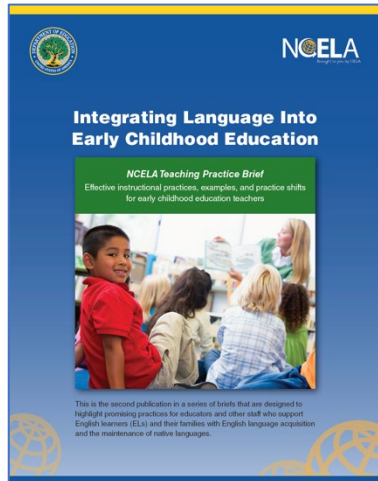
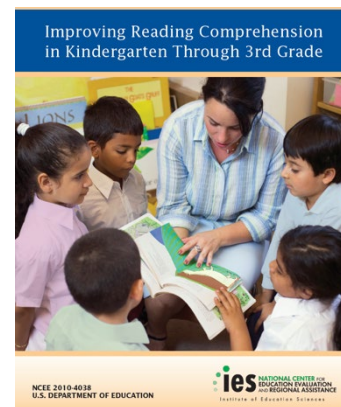
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Institute of Education Sciences, 2019): <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

Teaching Elementary School Students to Be Effective Writers (Institute of Education Sciences, 2018): <https://ies.ed.gov/ncee/wwc/PracticeGuide/17>

Improving Reading Comprehension in Kindergarten Through 3rd Grade (Institute of Education Sciences, 2010): <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Institute of Education Sciences, 2014): <https://ies.ed.gov/ncee/wwc/PracticeGuide/19>

Integrating Language into Early Childhood Education (U.S. Department of Education, 2020): <https://ncela.ed.gov/files/briefs/TeachingPracticeBrief-EarlyChildhood-Cover-06292020.pdf>



Promoting the Educational Success of Children and Youth Learning English: Promising Futures (National Academies of Sciences, Engineering, and Medicine, 2017): <https://www.nap.edu/download/24677>

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation (National Research Council, 2015): <https://www.nap.edu/download/19401>

*Every leaf that grows will tell you:
what you sow will bear fruit.
So if you have any sense my friend,
don't plant anything but love.*

~ Rumi

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