

PreK/K

Bee-Bim Bop by Linda Sue Park - A young girl enthusiastically helps her mother prepare Bee-Bim Bop, a traditional Korean rice dish, for her family. **Before reading,** discuss rhyming words, which are throughout the story. **During the reading, ask:** Which of the words on this page rhyme? **After reading, ask:** Do you have any favorite meals or are there any special foods that your family makes? If so, what? Do you ever help your family members cook? What is something you love about your families' dishes (taste, smell, color, etc.)?

Round Is a Mooncake: A Book of Shapes by Roseanne Thong - This book follows a young Chinese girl as she finds different shapes in objects around her neighborhood. **Before reading:** Review the definitions on the back of book to help students understand what is being talked about during the reading. **While reading:** Point out rhyming words throughout the story (each page has a rhyme, so there are lots to choose from). **Afterward, ask:** What are examples of shapes you see in your everyday lives? Can you think of things in the shape of a circle, square, rectangle? What other shapes do you know? Where might you see those shapes?

Grandma's Tiny House by JaNay Brown-Woods - This is a counting story involving grandma's tiny house and her big, big family. As the story progresses, more and more family members pile into grandma's house until there's no more room. Finally, one of the little girls has an idea - the yard is big enough for everyone! **Before Reading, ask:** Has anyone ever been to a gathering where there wasn't enough room for all the people there? **During the reading:** Ask simple predictive questions about the numbers throughout the story, such as "What number do you think will come next?" You might also pause on the page where the little girl says, "I know!" and ask students what they think the solution will be. **At the end, ask:** Where do you gather with your families for special days? Is it a grandparent's house like in the story, your own house, or somewhere else? Is it far away or close by? How do you get there (car, train, plane, etc.)?

Grumpy Pants by Claire Messer - This story follows a penguin who is having a very grumpy day. He tries all sorts of activities to make himself less grumpy, but nothing seems to work until he jumps in the bath. He slowly starts to feel better as he continues to do more activities that he enjoys. **Before reading, ask:** Has anyone ever felt grumpy and had a hard time feeling better? **After reading, ask:** What do you do when you feel grumpy or upset? What did Penguin do when he was grumpy? Do any of the things the penguin tried help you feel better when you're in a grumpy mood? What is something that always makes you feel better?

Too Many Carrots by Katy Hudson - In this story, Rabbit loves collecting carrots, so much so that his house is too full of carrots for him to sleep inside. Throughout the story, Rabbit goes from friend to friend, asking for a place to sleep. But each time he brings more carrots, and the friend then has to join Rabbit in the search for a new place to sleep. Eventually, all of Rabbit's friends' houses have collapsed because of his carrots. He realizes the only solution is to clear out all the carrots from his house and share the shelter with his friends. **Before reading, ask:** Does anyone collect anything? Where do you store them? **During the reading:** Ask students to predict what might happen next when Rabbit and his friends encounter another house. Pause before the end of the story to ask how they think the problem might get resolved. **After reading,** discuss how the story portrays the importance of sharing. Ask: What can we learn from Rabbit's experience? What is something that is more fun when shared with others (games, toys, etc.)?

1st Grade

Duck on a Bike by David Shannon - The story follows Duck, who rides a bike past a variety of farm animals. Each animal thinks something different about Duck as he rides by. In the end, all the animals ride bikes together despite their original opinions about Duck. **Before reading, ask:** Has anyone ever been nervous to try something new? **During the reading,** discuss whether the other farm animals' opinions of duck matter? **After reading, ask:** Do you think first impressions are always correct? Do you think it is important to try new activities before making a judgement about them? Why or why not? Have the students think of examples of activities that may have seemed silly at first but ended up being fun.

Oh No, George! by Chris Haughton - This story follows a dog as he is faced with different temptations (cake, cats, dirt, etc.). In the first half of the story, George continues to give into the temptations but after his owner Harry comes back, he feels bad about giving in and begins to resist the temptations. **Before reading, ask:** Has anyone ever had fun doing something, only to realize after that they made a big mess? **While reading:** Pause on the pages that say, "What will George do?" and allow the students to give their answers. **After reading:** Discuss the word temptation. What does it mean? Ask if students can think of some examples of temptations. What are some ways to respond to being tempted by something we shouldn't do?

Lia & Luis: Who Has More? by Ana Crespo - This book follows a brother and sister, Lia and Luis, as they compare snacks. They use a variety of measurements to determine who has more food. There is a glossary at the end of the book that goes over the Portuguese words that appear in the story. **Before or during the reading:** Review the glossary with students to become familiar with translations. **While reading,** pause as needed to reference the glossary. Ask students how they think Lia and Luis feel when they are comparing items? **After reading, ask:** Does it always matter if everything is even? When someone asks the question, "Who has more?," what are some different ways to measure that? What measurements did Lia and Luis use? Can the students think of any others that weren't described in the story?

Peter's Chair by Ezra Jack Keats - This story is about how Peter struggles when his parents are getting his old items (crib, highchair, etc.) ready for his new baby sister. Peter decides to "run away" by sitting outside. He sits in his old chair, which he realizes is too small for him now. Then he decides that since the chair is too small for him, he will ask his parents to paint it pink for his sister. **Before reading, ask:** Has anyone had to share items with a sibling or another family member? How did it make you feel? **After reading,** discuss how Peter's feelings change throughout the story. How does Peter feel in the beginning when his crib and highchair are being painted pink? What changes his mind?

Usha and the Big Digger by Amitha Jagannath Knight - This story is about two sisters, Usha and Aarti, and their cousin, Gloria, who look at constellations together but disagree on the images they see in the sky. Aarti sees the Big Dipper, Usha sees the big digger, and Gloria sees the big kite. Once Usha figures out that the images look different depending on which way they're lying on the ground, she is able to find all three images and shares this with Aarti and Gloria. **Before reading,** discuss perspective and how views can change depending on the angle we see them from. **After reading, ask:** Why couldn't the three characters see the same images at first? Was one person's view right and the others wrong? What are some other things that might look different depending on how you look at them (drawings, clouds, etc.)?

2nd Grade

Bear Ate Your Sandwich by Julia Sarcone-Roach - In this story, the narrator tells a little girl an elaborate story about a bear eating someone's sandwich. In the end, we learn that the narrator is a dog and the tone at the end of the story implies that the dog was actually the one who ate the sandwich but made up the story so he wouldn't have to admit what he did. You will notice that the pictures do not always match the words on the page. **Before reading:** Ask the students to think of a time that they were told a silly story that didn't quite make sense. **During the reading, ask:** What is different about the pictures and the words on this page? **After reading, ask:** Do you believe the dog's story? Why or why not? What reasons might the dog have to lie?

Ruby Finds a Worry by Tom Percival - This story follows Ruby who, at first finds a small worry that grows bigger the more she tries to ignore it. No one can see her worry, and it makes her feel all alone until she meets a boy who also has a worry. Together, they learn that the best thing to do with a worry is to talk about it. **Before reading, ask:** What does the word “worry” mean? **During the reading:** Ask the students to pay attention to how Ruby looks during the beginning, middle and end of the story. What do they think her facial expressions mean? **After reading, ask:** How did Ruby's feelings change when she began talking about her worry? Have you ever experienced something similar?

Jingle Dancer by Cynthia L. Smith - This story follows a young Indigenous girl, Jenna who has a dream to jingle dance at powwow. But Jenna's dress does not have any jingles and there isn't enough time to order them. Jenna asks four people to lend her one row of jingles each. They all agree, and Jenna's dream of jingle dancing comes true. **Before reading:** Go over the glossary in the back of the book to give the students important context before hearing the story. Ask students if they are familiar with what a powwow is? Review some of the information in the author's note. **After reading, ask:** Why do you think people were so willing to share their jingles with Jenna? Discuss whether there are any special days where the students' families or communities come together so that students can relate to the story using examples from their own lives.

Don't Touch My Hair! by Sharee Miller – Aria, a young black girl with beautiful curls, struggles with people always wanting to touch her hair. Her frustration builds when people continue to touch her hair without asking permission, and she finally tells everyone not to touch her hair. Once she sets that boundary, people respect it. They ask first and if the answer is “no” they listen. **Before reading,** discuss personal boundaries. **During the reading:** Stop at different points in the story and ask how students think Aria is feeling. **After reading:** Have another discussion about personal boundaries and consent (permission). You might use examples such as asking if you can give someone a hug. **Ask:** Why does it make Aria so uncomfortable when people touch her hair without asking her? What happens when she sets the boundary? What should we do when someone asks us to stop doing something? How does it make us feel when someone respects our boundaries?

Perfectly Norman by Tom Percival - In this story, a young boy named Norman unexpectedly grows wings. At first, he loves his wings, but shortly after his first flight he becomes ashamed of them. He decides to wear a big, heavy coat to cover them so no one will ever see, and then becomes very sad. However, he realizes that it's the coat that's making him sad, not the wings so he decides to take his coat off and show the world his wings. **Before reading:** Read the “Dear Reader” note on the inside cover. **While reading,** point out the different activities Norman was missing out on due to wearing his jacket. **After reading, ask:** Why does Norman choose to put the coat on and what makes him decide to take it off. What was he worried about? Why do you think he was afraid of being judged and made fun of? What happened when he took the coat off? How did being himself make him feel? **After discussion, ask:** What makes each of you unique? Only ask them to share with the group if they are comfortable doing so.

3rd Grade

Snail and the Whale by Julia Donaldson - In this story, a snail, who has dreams of sailing and seeing the world, befriends a whale. Together, they travel the world seeing all sorts of wonderful places. One day, the whale gets lost, swims too close to shore and ends up beached. The snail quickly makes a plan and saves the whale's life with the help of a class of schoolchildren. **Before reading:** Ask students what they think makes a good friendship? **After reading, ask:** How did the snail and the whale show friendship to one another? Discuss how their different sizes helped them in different ways. Despite being so small, how did the snail think outside of the box to come up with a solution to save the whale? Can you think of other ways the snail might have been able to save the whale?

Anansi and the Moss-Covered Rock by Eric A. Kimmel - In this folklore retelling, Anansi the spider encounters a strange moss-covered rock. He discovers that the rock will make anyone who says the magic words unconscious for a period of time. Anansi, a trickster, brings animal after animal to the moss-covered rock and tricks them into saying the magic words so he can take their food. Little Bush Deer sees what Anansi is doing and, to help get the animals their food back, fools Anansi with his own trick. **Before reading:** Ask students if they know what a folktale is (passed down orally, meant to teach a lesson). Tell them to think about what lesson this folktale is teaching. **During the reading:** Ask students how they think Anansi's tricks are going to work in the end? **After reading, ask:** What is the moral or lesson of the story?

A Bike Like Sergio's by Maribeth Boelts - In this story, Ruben desperately wants a bike like his friend Sergio, but his family can't afford to buy one. When Ruben finds a bill on the ground, he picks it up thinking it's just one dollar. However, when he realizes that it's \$100, he struggles between wanting to buy himself a new bike and doing the right thing. **Before reading:** Ask students to think about a time they wanted something someone else had. **While reading:** Ask students what they think Ruben should do during different points in the story. **After reading, ask:** What are some reasons Ruben felt so conflicted when he found the money? Why does he have mixed emotions when he gives it back? How do his feelings change when he tells his parents? Ask if students have ever had a moment when doing the right thing meant not getting something they wanted.

Previously by Allan Ahlberg - This book weaves together several fairy tales into one story. The timeline of the story moves backwards, in reverse chronological order. It starts with Goldilocks leaving the three bears' house, and then moves backwards in time intersecting with other fairy tales until we reach the classic "once upon a time." **Before reading,** discuss what the word "previously" means. **During the reading:** Pause as the story progresses to make sure the students are following the timeline. **After reading, ask:** Were you familiar with any of the fairy tales mentioned in the book? What was different about the way this book retold these fairy tales? Did you find it easy or hard to follow the timeline of the story?

Brave and the Fox by Nicola Davies - In this story, Brave, a young Inuit girl, finds herself far away from her home, floating on a piece of cracked ice in the Arctic Ocean. She uses the tools her Granny gave her to keep fire, water, and food close as she makes her way home to Blue Mountain and she finds a friend along the way. **Before reading,** discuss the importance of accepting help from others. **After reading, ask:** Do you think that Brave could have survived without Fox? What are ways that you've been helped by family members or friends? Why does Brave's Granny say that fire, water, and food are the items to keep close? Why are each of these items important? What are some other examples of items that are essential to survival?

4th Grade

Hot Day on Abbott Avenue by Karen English - Best friends Kishi and Renée, are fighting. Kishi bought the last blue ice pop and left none for Renée. Different adults try to get the girls to help them with various tasks, but they refuse to do anything together. That is, until they hear a game of Double Dutch happening down the street. They quickly get drawn to the game. This time when the ice cream truck comes Kishi shares half of her blue ice pop with Renée and the girls make up. **Before reading:** Ask students to think about how weather can affect their mood. Do they ever feel glum on a rainy day, or grumpy if they are too cold or hot? **During the reading:** Ask students how they think Kishi and Renee are feeling at different points in the story. **After reading, ask:** Why were the girls mad at each other and what happened in the story to bring them back together? What are other ways Kishi and Renée could have solved their problem?

Farmer Will Allen and the Growing Table by Jacqueline Briggs Martin - This is the true story of Will Allen, a former basketball star turned farmer who dreams of everyone, everywhere having the skills and resources to grow good food for themselves. The story follows Will as he realizes his dream, developing a huge garden on a plot of inner-city land. **Before Reading:** Ask students to think about a goal that might seem too big to achieve. **During the reading:** Point out the ways in which Will faced challenges and obstacles when trying to achieve his goals. **After reading, ask:** What are some obstacles Will overcame to achieve his goal? How does Will Allen’s story make you feel about your personal goals that may seem too big to achieve? Has anyone ever been to a farm or does anyone grow vegetables at home? Why is Will Allen’s mission an important one? What is community agriculture and what are some ways you could participate in it?

Mango, Abuela, and Me by Meg Medina - This story follows Mia and her *abuela* (grandmother) as they learn each other’s languages. At first, when Abuela moves in with Mia and her family, they cannot understand each other. But with time and practice, and a little help from a parrot named Mango, Mia learns Spanish, Abuela learns English, and they can finally communicate with ease. **Before reading:** Ask students if they have ever had a difficult time communicating with someone due to a language barrier? What did they do? **After reading, ask:** Who knows another language? Do your families speak different languages at home? For students who only speak English, have you ever helped someone learn English? Are you interested in learning other languages? Why or why not? What are ways you can communicate with someone without speaking?

The Hula-Hoopin’ Queen by Thelma Lynne Godin – It’s the day of Miz Adeline’s birthday party. Kameeka accidentally sets the oven to the wrong temperature and messes up the cake. On her way to the store to buy more ingredients, she runs into her hula-hoop rival Jamara and can’t help but to start hoopin.’ She loses track of time and doesn’t have time to bake a new cake but Kameeka has an idea. Then she and Jamara learn who the real hula-hoopin’ queen of 139th street is! **Before reading:** Ask the students to think of a time when they felt competitive. **After reading,** discuss what it means to “make the best of a situation” and to improvise. Ask: Has anyone ever had to improvise when something didn’t go as planned? What would you have done if you were in Kameeka’s shoes? What could she have done differently? How did she make up for her mistakes?

The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry - In this book, a man comes into the rainforest and begins to chop down a Kapok tree. When he grows tired and falls asleep, animals from the tree come to him one by one and explain to him the importance of the Kapok tree. When the man awakes, he goes to strike the tree again, but after hearing the animals’ pleas, reconsiders and walks away from the forest. **Before reading:** Briefly discuss how varying aspects of nature impact one another due to all being a part of an ecosystem. **After reading, ask:** What is the lesson/message of this story? How is the message of important to us? What are ways you can make positive impacts on the environment? * In the Author’s Note there is a paragraph the author would have included in the book, had the story been written today, and further explanations about rain forest preservation and the impact it has on the climate.

5th Grade

The Eleventh Hour: A Curious Mystery by Graeme Base - This book is a series of very complicated puzzles, all wrapped up in the story of a birthday party. Horace the elephant has meticulously planned an extravagant birthday party for himself, including a huge feast for all his friends. When his friends arrive, they are immediately drawn to the feast, but Horace explains that there are many games to be played before they can eat. By the time they are done with all the games, the feast is missing! Clues about who the culprit is are scattered all throughout the book. **Before reading:** Prompt students to pay close attention to the details of to help solve the mystery at the end of the book. **After reading, ask:** Who do you think did it? Discuss different options and look through the pages to see if they can find any clues. If there is not be enough time to find the correct solution explain that the book is being donated to the classroom and encourage the students to look through the book more closely and read the explanations in the back on their own time if they are curious.

Rescue and Jessica: A Life-Changing Friendship by Jessica Kensky - When Rescue graduates from service dog training, he is excited and nervous about meeting his new partner. Jessica, an amputee, is also excited and nervous to meet Rescue. As they work together, a beautiful friendship unfolds. **After reading, ask:** What is a service dog? How do they help people? What kind of tasks do you imagine service dogs can help with (can be examples from the book or their own ideas)? What should you do when you see a service dog in public? **Discuss** the importance of letting service dogs do their job and observing from a distance. How did Jessica and Rescue help one another? Have you ever needed the support of another person or pet?

The United States v. Jackie Robinson by Sudipta Bardhan-Quallen - This is the true story of “Jackie” Robinson, who first made history by winning a segregation case in the army and then by breaking the color barrier in major league baseball. The story shares details of his life from being part of the first black family in an all-white neighborhood, to playing varsity sports in college, to being recruited to the army and winning a segregation case, to playing for the Brooklyn Dodgers. **After reading, ask:** How did this story add to your knowledge of the history of segregation and the civil rights movement in America? Why did Jackie Robinson feel conflicted after being court-martialed? What does it mean to stand up for what is right?

The Wump World by Bill Peet - The Wump creatures live peacefully in Wump World, with no predators and no problems until one day, huge swarms of creatures called Pollutians from the planet Pollutus arrive in giant spaceships. The Wumps go into hiding while the Pollutians nearly destroy their planet. They create cities, factories, and highways all while demolishing the grass and trees until they themselves can no longer breathe the air. When they leave Wump World in search of a new planet, the Wumps come out of hiding to find a changed world. **Before reading,** ask students how they take care of items, people, or places that they care about? What motivates them to take good care of them? **After reading,** discuss that the Pollutians leave Wump World once they realize they have created too much damage, but leave the Wumps behind. What lesson is the story trying to teach us? How did the author use word-play to help us understand that message?

The Youngest Marcher by Cynthia Levinson - This book recounts the true story of young civil right activist, Audrey Faye Hendricks. When Audrey is nine years old and hears the grown-ups talking about plans to end segregation, she wants to help but doesn’t know how until Mike (Dr. Martin Luther King, Jr.) suggests filling the jails. When no grown-ups volunteer, Jim Bevel comes up with a plan to fill the jails with children. Audrey volunteers and becomes the youngest person arrested. She spends one week in juvenile hall and while she is there, all the rooms fill up and no one else can be arrested. Soon after, segregation is ended in the City of Birmingham. **Before reading, ask:** Prompt students to reflect on how Jackie Robinson’s brave actions caused positive change. **After reading, ask:** Has anyone heard of this story before? What characteristics did Audrey possess that allowed her to be an activist? Who else in this story showed bravery (*parents, family members, community members*)? Do you think the result would have been the same if the community did not come together to carry out this plan? Who are some other notable figures from the movement?