

How to Use Your Literacy Explorer Kit

1. Review the books and guides. We use the term *story share* to indicate a read aloud or story time for families. All activities were designed to offer options during a story share. Which story will best fit your event? Choose one book or hold an event for each book! See the **Family Literacy Event Guide Overview** (pg. 2) for more information.
2. Promote the event to families – distribute information to them about the celebration. We’ve included a promotional flyer to post and share with families.
3. Prepare for your event. We have provided many options on how to welcome families, share the book, and engage with them after reading.
 - a. Select the activities that fit your shared space and families – or do them all!
 - b. Carefully review the guide to be sure you have all materials prepared, are familiar with the book you are reading, and have all materials ready for families to take home. Suggested supply lists are included in each guide.
4. Add your own flair to the event. We assume you might modify activities or add your own ideas to the read aloud.

Thank You

We create free resources with the support of expert reviewers. We would like to thank the Charleston County Public Library (South Carolina), Gravette Public Library (Arkansas), and Irving ISD Adult Education (Texas) for lending their expertise and reviewing the Family Literacy Event Guides for *Little Blue Truck*, *The Day You Begin*, and *First Ladies Make History*.

Family Literacy Event Guide Overview

The Family Literacy Event Guides for each book are designed to offer a variety of options to engage with families, and they all follow the same format.

- **Welcome Activities:** Collaborative activities to build excitement and *background knowledge* as families arrive for the event. The suggested activities easily promote conversations and allow families and children to make connections at different exploring stations.
- **Opening Activity:** One to two suggested activities to transition families to a story share. This might include singing a song together or a collaborative activity.
- **Sharing the Story:** We use the term *story share* to indicate a read aloud or story time for families. This section provides a suggested roadmap for reading the story. You might use all the ideas and activities, choose a few, or create your own plan to share the story.
- **Exploring More:** After you read the story, complete one or more of these activities with families to extend the fun and learning.
- **Closing Activity:** Choose how you will say goodbye and send families home with their activity bags. We understand that some families may need to leave right after the story share or after completing a few of the “Exploring More” activities. Determine if you would like to share the closing activity when you finish reading the book or after the “Exploring More” activities. Either option works depending on your shared space and overall event plan.

We encourage you to modify this suggested event format or any activity based on families’ needs and interests, space, time, and supplies. You might use all the activities, or you might use only a few. You might rearrange the suggested order of the events. Enjoy creating fun learning opportunities for families with the Literacy Explorer Kits!

Join Us for a Family Story Time!

We'll read a story together and have fun with different activities.
Families will go home with free materials, so they can keep reading,
learning, and playing together!

We are honoring former first lady Barbara Bush's legacy!



Come celebrate with us!

Where: _____

When: _____

George & Barbara
BUSH FOUNDATION

Celebrate Former First Lady Barbara Bush and Reading Together!



Thank you for celebrating reading with the George & Barbara Bush Foundation! We are proud of former first lady Barbara Bush's legacy, which supports families reading and learning together.

Why do we celebrate former first lady Barbara Bush?

- Barbara Bush wanted everyone to have the chance to learn to read and write. She thought it was a civic right.
- She knew learning to read was important to understand information in school, at the doctor's office, the bank, for employment, and in every part of your life!
- She also believed that a parent or caregiver was a child's first and best teacher, and she wanted ALL families to have opportunities to read and learn together.
- Her legacy continues to support families reading and learning together today!

We hope you have fun today!

The most important part about reading with your child is sharing time with them. You are your child's best and first teacher!

¡Celebremos a la ex primera dama Barbara Bush y la lectura en familia!



¡Gracias por celebrar la lectura con la George & Barbara Bush Foundation!
Estamos orgullosos del legado de la ex primera dama Barbara Bush, que apoya a las familias que leen y aprenden juntas.

¿Por qué celebramos a la ex primera dama Barbara Bush?

- Barbara Bush quería que todos tuvieran la oportunidad de aprender a leer y escribir. Pensaba que era un derecho cívico.
- ¡Sabía que aprender a leer era importante para entender la información en la escuela, el consultorio médico, el banco, al momento de conseguir un empleo y en cada aspecto de tu vida!
- También creía que los padres o cuidadores eran los primeros y mejores maestros de sus hijos, y quería que TODAS las familias tuvieran la oportunidad de leer y aprender juntas.
- ¡Su legado sigue apoyando a las familias que leen y aprenden juntas en la actualidad!

¡Esperamos que se diviertan hoy!

Lo más importante de leer con sus hijos es compartir tiempo con ellos. ¡Ustedes son los mejores y primeros maestros de sus hijos!

Family Literacy Event Guide

Little Blue Truck

Author: Alice Schertle

Illustrator: Jill McElmurry

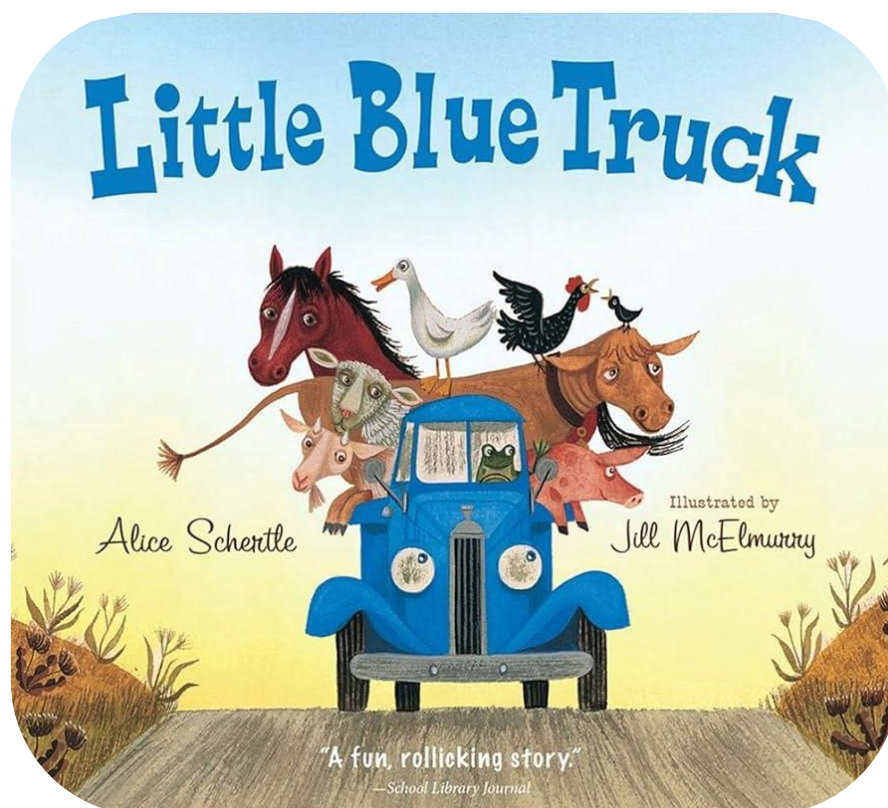


Image credit: HarperCollins Publishers

This guide was created by Pamela Cote, Barbara Bush Fund for Family Literacy

George & Barbara
BUSH FOUNDATION

Table of Contents

Introduction.....	2
Welcome Activities.....	3
Opening Activity.....	5
Sharing the Story.....	6
Exploring More.....	7
Closing Activity.....	9

Introduction

About the Book

From the publisher: “Meet Blue. He’s a little truck with big-rig pluck. And lucky for everyone else on the road, a bit of mud is no match for him!”

Why we chose *Little Blue Truck* to help celebrate reading

Little Blue Truck, available in English and Spanish, has been selected as one of the texts to promote an engaging story share for families of younger children! We love its rhyming text, colorful story of friendship, and how it is easily found in most libraries and stores.

Information on Engagement Activities

- The activities in this guide are designed to offer options during a family literacy event, so you can decide how you’d like to share *Little Blue Truck*. We have provided ideas for activities when the families arrive (*Welcome Activities*), a transition activity to move to the story share (*Opening Activity*), a suggested roadmap for reading the story (*Sharing the Story*), and activities to extend the fun and learning (*Exploring More*).
- In this guide, the term *story share* is used to indicate a read aloud or story time for families.
- We encourage you to modify as needed for families based on their needs, interests, space, time, and supplies. You might use all the activities, or you

might use only a few. You might rearrange the suggested order of the events and for example, share an *Exploring More* activity as a *Welcome Activity*. We can't wait to learn how you use these activities and what new ideas they may spark!

- In addition to this guide, we have drafted a letter (in English and Spanish) you can give to parents/caregivers to support them in reading, learning, and playing together at home.
- You might also share the Little Blue Truck official website, so families have access to additional free resources.
- We hope families will continue to enjoy *Little Blue Truck* past story time!

Welcome Activities

- Begin your event with collaborative activities to build excitement and *background knowledge* for your reading of *Little Blue Truck*.
- The following list includes a variety of activities to have available for families as they arrive for the event. Activities can be set up as exploring stations. Choose the ones that best fit your shared space and readers.
- Variations of some of these activities are offered in the parent/caregiver letter – think about which ones you might model and share with families to welcome them.
- These activities easily promote conversations and allow families and children to get to know each other. Join in the fun and look for opportunities to talk with families and model learning engagement. You might help build the road in *Make a Road*, sort items in the *Color Scavenger Hunt*, or guess at colors during *Different Shades of Colors*.
- We have created *station sheets* for you to place at the different *Welcome Activity* stations. This will help families explore when they first arrive. Look for the station sheets in your Literacy Explorer Kit with this event guide.

➤ Make a Road!

- Supplies needed: masking tape, container of vehicles or other objects that might “drive” along a road, chalk (optional)

- Create a road by laying strips of masking tape on the floor to form a road. Blue painter's tape works best.
- Have strips of tape available, so children can add their own *roads* and help build *intersections* when they arrive.
- Have a container of small to medium-sized vehicles or other objects to share, so they can explore the roadway with their object.
- If the event is outdoors in a paved area, create roads with chalk. Again, be sure to have chalk to share, so children can participate in the road building.
- *Little Blue Truck* is a book that creates a musical atmosphere with its rhyming.
 - Have music playing while the road is being built and explored. Encourage sounds and ask questions: *What noise does your truck make? What does your _____ say or what noise does it make?*
- There are two station sheets for this activity in the Literacy Explorer Kit *Station Sheet* document – one for inside using tape and one for outside using chalk.

➤ Color Scavenger Hunt

- Supplies needed: 2-4 boxes/containers and a color label for each box/container (like a piece of colored construction paper or white paper that has been colored).
- Determine if you'd like to have this activity available as a welcome activity, as part of the story share, or something you encourage families to play at home.
- Pick 2-4 colors for this activity and have containers like a box or laundry basket for each color. Choose colors highlighted in *Little Blue Truck*.
- Label each container for each color. For example, for red, tape a piece of red construction paper to the front of the container.
- Encourage families to go on a scavenger hunt for these colors – finding objects and placing them in the correct basket. For example, they may find a book with a red cover or a red item in the play area to place in the basket.
- As an optional activity, children might enjoy sorting objects together. Look for opportunities to build on this activity as you join in the fun with the families!

➤ Different Shades of Colors

- Supplies needed: small ice cube trays, eye or medicine droppers, water, food coloring in red, blue, and yellow, material to protect the table, and clean up supplies.
- Set up part of the room for this science activity.
- Fill three of the tray compartments with different colors of water – one for red, one for yellow, and one for blue.
- Show families how to suction the water with the droppers and mix new colors in the empty spaces. Children will explore new colors while practicing their fine motor skills!

➤ A Tinted View

- Supplies needed: shared space with windows, easy to remove tape, scissors, and colored cellophane cut into sheets or shapes.
- Choose different colors of cellophane. Cut out shapes and tape them to windows in different parts of the room.
- Encourage children and families to look through the window and notice how the color changes the view.
- If you have extra supplies, send each child home with their own piece of colored cellophane to experiment with at home.
- If your shared space does not have windows, search online *play with colored cellophane* for additional ideas.

Opening Activity

Consider using this activity to transition families to the story share.

➤ Will You Meet a Friend of Mine?

- The children and families will be busy exploring the roadways and engaging in the other activities, now let's help them make new friends with a song!
- This song also supports one of the story's themes – friendship! Sing to the tune of "Mary Had a Little Lamb." If you do not know what this song sounds like, search online using the song title and listen to it.

Will you meet a friend of mine?
Friend of mine? Friend of mine?
Will you meet a friend of mine?
This is my friend (child's name).

- Consider how you might transition to reading the story while singing this song and encourage families to sing along. The children might return their vehicles or objects to the container used with *Make a Road* when their name is said. Perhaps you sing it one last time as everyone marches to the story share space.

Sharing the Story

Read aloud *Little Blue Truck* with families. You might use all these ideas and activities, choose a few, or create your own plan to share this story!

- *Little Blue Truck* is a rhyming book. Some of the words are in different colors and Little Blue Truck's *beep* is always in **blue**.
- Show the children how the beep is always in blue and ask them to look for this word while you read the story. Invite them to help you shout out the *beeps*! Find the other words that are in different colors while reading.
- Children love to make animal sounds and even the youngest readers usually know sounds like moo, ruff, baa, and oink.
 - Ask the children to *find* the animals in the story and make the sound for those animals.
 - What other sounds can be found in the story? Help them discover other things that make noise such as leaves, wind, muck, etc. Ask them to make the sound or have them make up their own!
- Pause and have a conversation after reading the story or during a second reading to explore other themes. Modify the discussion based on the age of your readers. Here are some options:
 - The Dump Truck is BIG, and the Blue Truck is little – have a conversation about different sizes and/or opposites. If you offered the color scavenger hunt activity, sort the objects in the containers by sizes as a whole group.

- *Little Blue Truck* and the animals teach the Dump Truck about friendship – revisit those parts of the story. Consider these questions and let the conversation naturally lead the way:
 - What do you like about Little Blue Truck? How was Little Blue Truck a friend to the animals in the book? How did Dump Truck act in the story?
 - What is a friend? What do friends do? What do you like about your friends?
 - What did Dump Truck learn about being a friend?

Exploring More

After you read the story, complete one or more of these activities with families. Choose the activities that work best for your shared space and available supplies.

➤ Animal Moves

- Supplies needed: stuffed animals or plastic figurines (optional).
- How do animals move? Play a game using animal movements.
- Let each child pick an animal from the story.
- Ask them to perform their animal moves and see if anyone can guess which animal it is. Encourage grown-ups to help their child or do the movement with them if anyone is feeling shy.
- What other movements can you add? Use movement words like *wiggle*, *jump*, *stomp*, or *gallop*.
- Do you have plastic animal figurines or stuffed animals in your shared space? Add them to your activity!

➤ Let's Get *Little Blue Truck* Muddy!

- Supplies needed: a blue cutout of a truck or blue paper and a truck template for families to cut out their own truck, scissors (and children's scissors if they will be practicing their cutting skills), another piece of sturdy paper to glue the truck onto, glue, paintbrushes, white and brown paint, craft sand or a gritty material like this, clean-up supplies, and time for the trucks to dry.

- Give each family a blue cutout of a truck or give them blue paper and a template to cut out their own truck. Glue the blue truck onto a larger piece of paper.
- Children will mix a little white paint to brown paint, so it is not too dark when you paint the truck. Add a gritty ingredient like craft sand and mix everything together.
- Encourage grown-ups to let their child do the mixing.
- Children will paint the truck *muddy* and have their own *Little Blue Truck* to take home!
- If you need to simplify this activity because of space and clean-up options, children can use crayons/markers to color their truck (copied onto white paper) with blue and brown crayons/markers.

➤ **Let's Create a Poster Mural**

- Supplies needed: colored paper, animal templates (animals from the story), craft supplies (paint, markers, crayons, stickers, etc.), white paper to tape together to create a mural or large bulletin board paper, children's scissors, and tape.
- *Little Blue Truck* is an excellent book to create a poster mural with children.
- Give each family a piece of colored paper and have them select an animal template. They will use the template to trace the animal on the paper and then cut it out. Everyone can decorate their animal with supplies you have available – paint, crayons, markers, stickers, etc.
- Tape a long piece of bulletin board paper (or piece together construction paper or poster paper) horizontally near the bottom of a wall. If using posters, line them in a zig-zag fashion to create a curvy road.
- Use paint or tape to create a road and apply double-sided tape to the paper at different points to make “stops” along the road.
- Children can choose where to place their animal on the road and create stories with their animals.
- Read the story a second time with children placing their animals on the road as the story is read or have them act it out!
- Consider moving this activity to the story share time for an interactive read aloud.

Dear Parent/Caregiver,

Little Blue Truck is a fun rhyming book that you'll want to read over and over again with your child. Here are some ideas on how you might share the book with your child. We hope you'll love *Little Blue Truck* as much as we do! Have fun!

Read the Book Together

- Borrow *Little Blue Truck* from the library and read the book throughout the week.
 - What does your child notice each time you read it with them?
- Show your child how some of the words are written in different colors.
 - What color is *Little Blue Truck's* beep?
 - What other colors are in the book?
- Show your child how the animal sounds are in different colors (**Neigh, Quack, Beep**).
- Find the animals with your child, make the animal sounds, and name the colors.
- Talk about what you read. Ask:
 - What do you think will happen next?
 - How was Dump Truck acting? Why do you think he was hurrying?
 - How did Dump Truck learn to be a friend?
 - Would you like Little Blue Truck to be your friend? Why?
 - Who are your friends? What do you like to do with your friends?

Activities You Can Do Together

➤ Color Scavenger Hunt

- Pick a color from the book. For example, choose blue for *Little Blue Truck*.
- Look for blue objects around the house. Be creative – you might find blue spoons, books, tape, stuffed animals, paper, and more!
- Bring them all to one area and name the objects with your child.
- Choose another color like red and look for more objects.
 - Can you sort the objects into piles? Are any the same? How are they different?

➤ Make a Road

- Create a road on your floor using masking tape, paper, or items you find around the house. Help your child add different roads.
- Now, find toys and items around the house for them to *drive* down the road.

- Have fun and think about what sounds these toys or items make – make the sounds and talk about how they are driving down the road. You might ask: *Does anyone bump into anything? Does anyone get stuck? Are there any bumps on the road?*
- Can you and your child make up a story like *Little Blue Truck*?

➤ Music March

- Put on some music and encourage your child to *march* throughout the room. Call out *duck* and see if they can *waddle* like a *duck*. Call out *truck* and see if they *bump* like *Little Blue Truck* or *roll* into pretend mud like *Dump Truck*.

➤ Sing a Song with Friends

- Help your child gather their household friends – stuffed animals, trucks, and other toys and place them in a circle.
- Sing this song with your child to the tune of "Mary Had a Little Lamb." If you do not know what this song sounds like, search online using the song title and listen to it.

Will you be a friend of mine,
Friend of mine, friend of mine?
Will you be a friend of mine
And (choose an action) around with me?

- This is the time to get super silly! What is the action each *friend* does when the song says "And (choose an action) around with me?" Will they *jump around with me?* *Clap around with me?* *Shout around with me?* *Beep around with me?*

More Books to Explore

- Look for more *Little Blue Truck* books by Alice Schertle
- *Chicka Chicka Boom Boom* by Bill Martin, Jr.
- *Bear Snores On* by Karma Wilson
- *Barnyard Dance* by Sandra Boynton
- *Rhyming Dust Bunnies* by Jan Thomas
- *Red House, Tree House, Little Bitty Brown Mouse* by Jane Godwin
- *Bros* by Carole Boston Weatherford

We hope you enjoyed reading *Little Blue Truck* and doing the activities with your child. The most important part about reading with your child is sharing time with them. You are your child's first and best teacher!

➤ Let's Keep Talking About the Book!

- Encourage families to have conversations throughout all the activities and join the conversations.
- Point out colors and sounds in the different activities. Model how to ask questions around learning: *What did you like about the book "Little Blue Truck?" What do you think your child's favorite part was? Do you read other rhyming books?*
- Suggest new books for the families to read together.

Closing Activity

- It's time to say goodbye. Choose how you will end your time and send families home with their activity bags.
- Determine if you would like this closing activity after the *Exploring More* activities, or when you finish reading *Little Blue Truck*. Either option works depending on your shared space and overall event plan.

➤ Let's Sing a Song!

- Gather everyone back together for a closing song. This song is like the opening song, but this time everyone performs an action.
- Sing the song to the tune of "Mary Had a Little Lamb."
- Actions might include *jump around with me, turn around with me, clap around with me*. Give every child the option to choose an action.

Will you be a friend of mine,
Friend of mine, friend of mine?
Will you be a friend of mine
And (choose an action) around with me?

Family Activity Bags

- Remind families to take their activity bags, so they can keep learning and playing together!

- Consider reviewing the parent/caregiver letter with families to answer any questions and to encourage them to take home other engaging, rhyming books to share with their child!

What to Pack in the Family Bags

- **Parent/Caregiver Letter** for *Little Blue Truck*
- **Which Book is Right for My Child Right Now?** (This resource is for children birth to age 3, so include it for families that have younger children!)
- Any materials you have prepared for at-home activities. For example, if you used colored cellophane, add some pieces to the bags so families can continue to explore at home.

Queridos padres/cuidadores:

Little Blue Truck es un divertido libro de rimas que querrán leer con sus hijos una y otra vez. A continuación hay algunas ideas para compartir el libro con sus hijos. ¡Esperamos que *Little Blue Truck* les guste tanto como a nosotros! ¡Diviértanse!

Lean el libro juntos

- Tomen prestado el libro *Little Blue Truck* de la biblioteca y léanlo durante la semana.
 - ¿Qué observan sus hijos cada vez que leen el libro juntos?
- Muéstrenles a sus hijos cómo algunas palabras están escritas en colores diferentes.
 - ¿De qué color es el sonido “beep” del camión en *Little Blue Truck*?
 - ¿Qué otros colores hay en el libro?
- Muéstrenles a sus hijos cómo los sonidos de los animales están escritos en colores diferentes (**Neigh**, **Quack**, **Beep**).
- Busquen juntos los animales, imiten los sonidos de cada animal y nombren los colores.
- Hablen sobre lo que leyeron. Pregunten:
 - ¿Qué crees que sucederá después?
 - ¿De qué manera actuaba Dump Truck? ¿Por qué crees que iba tan apurado?
 - ¿Cómo aprendió Dump Truck a ser amigo?
 - ¿Te gustaría que Little Blue Truck fuera tu amigo? ¿Por qué?
 - ¿Quiénes son tus amigos? ¿Qué te gusta hacer con ellos?

Actividades que pueden compartir

➤ Búsqueda del tesoro de colores

- Elijan un color del libro. Por ejemplo, elijan el azul para *Little Blue Truck*.
- Busquen objetos azules por toda la casa. Sean creativos, ¡pueden encontrar cucharas, libros, cinta adhesiva, animales de peluche, papel de color azul, y mucho más!
- Lleven todos los objetos a un lugar y nombren los objetos con sus hijos.
- Elijan otro color, como el rojo, y busquen más objetos.
 - ¿Puedes ordenar los objetos en pilas? ¿Hay alguno igual a otro? ¿En qué se diferencian?

➤ Hagan un camino

- Creen un camino en el piso con cinta adhesiva, papel o cualquier cosa que encuentren en su casa. Ayuden a sus hijos a agregar caminos diferentes.
- Ahora, busquen juguetes y objetos en la casa para que sus hijos los *conduzcan* por el camino.

- Diviértanse y piensen en qué sonidos hacen estos juguetes u objetos; hagan los sonidos y hablen sobre cómo conducen por el camino. Pueden preguntar: *¿Alguien chocó contra algo?* *¿Alguien quedó atascado?* *¿Hay baches en el camino?*
- ¿Pueden inventar un cuento como *Little Blue Truck* con sus hijos?

➤ **Marcha musical**

- Pongan música y animen a sus hijos a *marchar* por toda la habitación. Digan *pato* y vean si pueden *chapotear* como un *pato*. Digan *camión* para ver si pueden *chocar* como *Little Blue Truck* o *rodar* como si estuvieran en el barro, al igual que *Dump Truck*.

➤ **Canten una canción con amigos**

- Ayuden a sus hijos a reunir a sus *amigos* de la casa (peluches, camiones y otros juguetes) y colóquenlos en un círculo.
- Canten esta canción al ritmo de "*Mary Had a Little Lamb*". Si no conocen esta canción, pueden buscarla en Internet y escucharla.

¿Quieres ser mi amigo,
amigo, amigo?
¿Quieres ser mi amigo
y (elijan una acción) conmigo?

- ¡Es momento de jugar con ganas! ¿Qué acción realiza cada *amigo* cuando la canción dice: "Y (elijan una acción) conmigo?" *¿Saltar conmigo?* *¿Aplaudir conmigo?* *¿Gritar conmigo?* *¿Tocar el claxon conmigo?*

Más libros para explorar

- Busquen más libros de la serie *Little Blue Truck* de Alice Schertle
- *Chicka Chicka Boom Boom* de Bill Martin, Jr.
- *Bear Snores On* de Karma Wilson
- *Barnyard Dance* de Sandra Boynton
- *Rhyming Dust Bunnies* de Jan Thomas
- *Red House, Tree House, Little Bitty Brown Mouse* de Jane Godwin
- *Bros* de Carole Boston Weatherford

Esperamos que hayan disfrutado leyendo *Little Blue Truck* y realizando las actividades con sus hijos. Lo más importante de leer con sus hijos es compartir tiempo con ellos. ¡Ustedes son los primeros y mejores maestros de sus hijos!



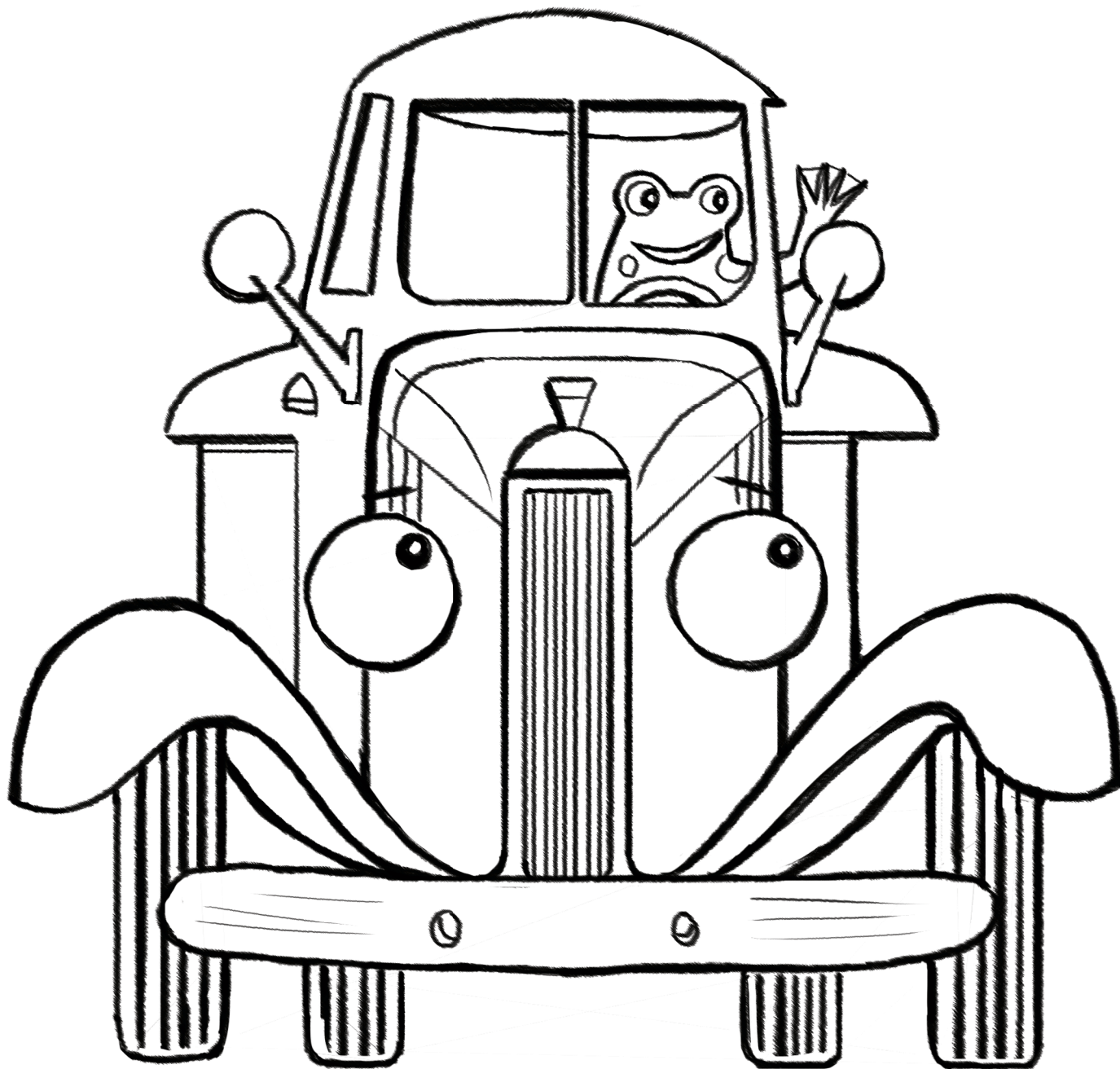
Little Blue Truck

Written by Alice Schertle, Illustrated by Jill McElmurry



Coloring Fun

"Beep! Beep!" says Blue. "Color me and my best friends too!"



Family Literacy Event Guide

The Day You Begin

Author: Jacqueline Woodson

Illustrator: Rafael López

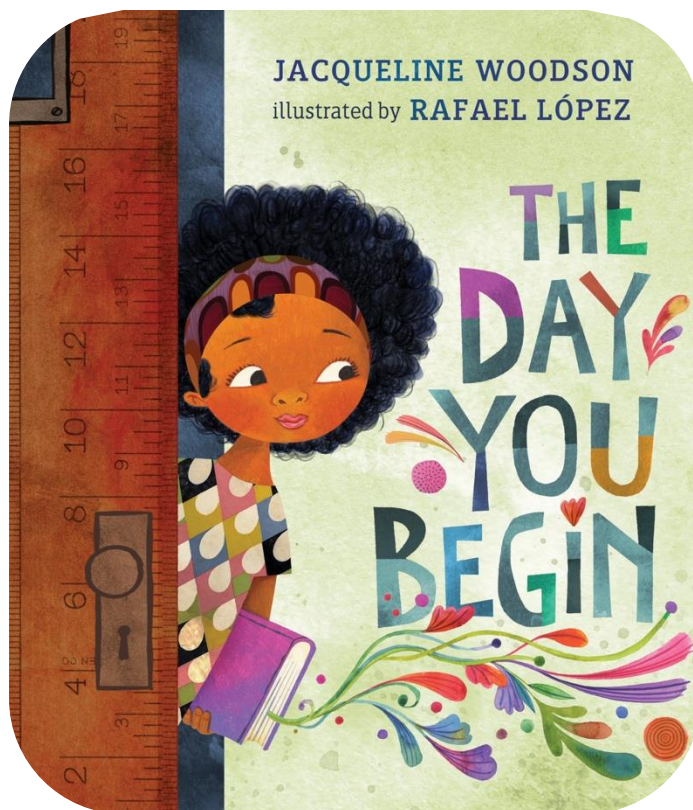


Image credit: Penguin Random House

This guide was created by Pamela Cote, Barbara Bush Fund for Family Literacy

George & Barbara
BUSH FOUNDATION

Table of Contents

Introduction.....	2
Welcome Activities.....	3
Opening Activities.....	6
Sharing the Story.....	7
Exploring More.....	9
Closing Activity.....	11

Introduction

About the Book

From the publisher: “There are lots of reasons to feel different. Maybe it’s how you look or talk, or where you’re from. Maybe it’s what you eat or something just as random. Whatever it is, it’s not easy to take those first steps into a place where nobody knows you, but somehow you do it. Jacqueline Woodson’s lyrical text and Rafael López’s dazzling art celebrate the bravery it takes to go forth, even when you feel like an outsider. And they remind us that sometimes, when you reach out and begin to share our story, others will be happy to meet us halfway.”

Why we chose *The Day You Begin* to help celebrate reading

The Day You Begin, available in English and Spanish, has been selected as one of the texts to promote an engaging story share with families! We love this powerful story as it promotes connection and acknowledges that at times, we all may all feel different. The book provides an opportunity for readers to see themselves and promotes readers connecting to familiar and unfamiliar situations. Activities have been designed to support sharing the story with families and free take-home materials are provided. In addition, we hope families will explore other dynamic books by Jacqueline Woodson.

Information on Engagement Activities

- The activities in this guide are designed to offer options during a family literacy event, so you can decide how you’d like to share *The Day You Begin*.

- We have provided ideas for activities when the families arrive (*Welcome Activities*), transition activities to move to the story share (*Opening Activities*), a suggested roadmap for reading the story (*Sharing the Story*), and activities to extend the fun and learning (*Exploring More*).
- In this guide, the term *story share* is used to indicate a read aloud or story time for families.
- We encourage you to modify as needed for families based on their needs, interests, space, time, and supplies. You might use all the activities, or you might use only a few. You might rearrange the suggested order of the events and, for example, share an *Exploring More* activity as a *Welcome Activity*. We can't wait to learn how you use these activities and what new ideas they may spark!
- This book lends itself as a read aloud for younger *and* older children. Make modifications based on the age of your readers – simplify the activities or expand for older readers.
- In addition to this guide, we have drafted a letter (in English and Spanish) you can give to parents/caregivers to support them in reading, learning, and playing together at home.
- We hope families will continue to enjoy this engaging, eloquent story past story time!

Welcome Activities

- Begin your event with collaborative activities to build excitement and background knowledge to support your reading of *The Day You Begin*.
- The following list includes a variety of activities to have available for families as they arrive for the event. Activities can be set up as exploring stations. Choose the activities that best fit your shared space and readers.
- Variations of some of these activities are offered in the parent/caregiver letter – think about which ones you might model and share with families to welcome them.
- These activities easily promote conversations and allow families and children to get to know each other. Join in the fun and look for opportunities to talk with families and model learning engagement. You might help build a puzzle or

tower, add to the *Different and the Same* posters, or talk about the colors you see in *A Tinted View*.

- We have created optional *station sheets* for you to place at the different *Welcome Activity* stations. This will help families explore when they first arrive. Look for the station sheets in your Literacy Explorer Kit with this event guide.

➤ Let's Work Together

- Supplies needed: children's puzzles, safe objects to stack, and a stacking tower game (optional)
- A great way to welcome families for *The Day You Begin* story share is with a collaborative activity. Ideas are plentiful and can be found online by searching *collaborative activities for children (specify age range)*.
- Here are a few of our favorites:
 - Have a station set up with a few small puzzles, so children can work together to complete the puzzles.
 - Create a stacking station with objects available in the room (maybe blocks or popsicle sticks) or include a building tower game. If you are using random objects, gather ones that are safe for stacking before families arrive.
 - Join in the fun to promote a conversation and ask: *How can we work together to build something tall? How can we work together if our tower falls?*

➤ Different and the Same

- Supplies needed: pieces of paper, writing utensil to stamp or mark the papers (stamp markers, regular markers, or crayons), space to place or post the papers (wall, floor, or tables)
- *The Day You Begin* explores how at times we may feel different from others and promotes making connections. For this activity, set up an area to explore how individuals are unique and how they are the same.
- Use different sheets of paper of any color and label each paper with a statement that explores differences and similarities. We encourage you to be creative with your category statements and choose ones that will spark conversation. Tape these papers to walls, place them on floors, or use tables.

- These are suggestions – write each statement at the top of its own piece of paper:
 - I have curly hair, I have straight hair
 - I am a pet owner, I have a dog, I have a cat
 - I speak English, I speak Spanish, I speak _____ (choose a language)
 - I am a loud sneezer, I am a quiet sneezer
 - I can run backwards, I can hop on one foot (movement options)
 - I love cookie dough ice cream, I love chocolate ice cream, I do not like ice cream, or I like a different flavor
- Children can visit the different papers, read the statements, and place a mark on the paper if it applies to them.
- If you have encouraged them to bring a stuffed friend or toy to the event, let them mark the papers for their friends too. Sometimes this helps children who may be feeling shy!
- Join in as they complete this activity to celebrate conversations about how we are all different *and* the same and how we are all equally amazing individuals!

➤ A Tinted View

- Supplies needed: shared space with windows, easy to remove tape, and colored cellophane cut into sheets or shapes
- *The Day You Begin* has beautiful illustrations that share a multitude of colors! Celebrate exploring colors with colored cellophane.
- Choose different colors of cellophane. Cut out shapes and tape them to windows in different parts of the room.
- Encourage children and families to look through the window and notice how the color cellophane changes the view. What is different? What is the same?
- If you have extra supplies, send each child home with their own piece of colored cellophane to experiment at home OR have cellophane available, so they can cut out their own shapes and add to the window display!
- If your shared space does not have windows, search online *play with colored cellophane* for additional ideas.

Opening Activities

Consider using either of these activities to transition families to the story share or search online for *transition activities* best suited for the age of your readers.

➤ March or Say Your Name

- The families will be busy exploring the different activities. Determine how you will transition them to reading the story. Here are two options to consider:
 - Play some upbeat music and encourage them to march as they put any items away and move to the story area. Consider adding silly movements to get them excited for this transition. For example, *Who can hop to our reading area? Who can pretend to play an instrument while marching to our reading area?*
 - Play a name game as you move to the reading area:
 - Say, we all have a name, but our names are different. Can you clap your hands for each sound (syllable) you hear in your name? Example: Bob – 1 clap, Bobby – 2 claps, Caroline – 3 claps. Choose names from your families for your own example.
 - Start with your name and continue with the grown up and children's names.

Once you are in the reading area, consider doing this activity either before or after you read the book. This activity connects to the Welcome Activity: *Different and the Same*.

➤ Getting to Know Each Other

- Supplies needed: movement prompts/statements based on your participants and what you would like to explore. What questions can you ask that are culturally responsive to all children and families? Use some of these and create your own:
 - Hold up your arms if you have curly hair!
 - Jump up and down if you play a sport!
 - Wiggle if you speak more than one language!
 - Turn in a circle to the right if you are a loud sneezer! Turn in a circle to the left if you are a quiet sneezer!
 - Stomp your feet if you like to play games!

- This is a movement activity based off the *Different and the Same* activity – make modifications as needed for all participants.
- Gather in a circle, so everyone can see each other. Share with them that you learned a lot about each of them during the *Welcome Activities*. Point to the *Different and the Same* posters and ask them what they notice. Let their comments lead the conversation.
- Next, explain you are going to play a movement game. Ask them to pay close attention to what you say and then they will follow the direction.
- Say the movement prompt or statement. Children can do the motion in their spot or step forward and do the motion. Encourage the grown-ups to join in!
- End with a few things that everyone can celebrate: *Show us your silliest move!* or *Clap your hands if you are AMAZING just as you are!*
- Start a conversation after the movement activity: *Phew, that was fun, and I just learned SO much more about everyone. I noticed everyone did this ____ when I said this _____. What did you notice?* Encourage children and families to share what they noticed. (What do we have in common? What is different?)

Sharing the Story

- This story celebrates differences and promotes conversations about sharing our individual stories and making connections. Determine if you want to read it more than once. Maybe before the first read, you discuss some of the illustrations and then read the book. Maybe you read it once and then you re-read certain parts to support a conversation about the book.
- Read aloud *The Day You Begin* with families. You might use all these ideas and activities, choose a few, or create your own plan to share the story! We have offered many choices, so you can select how you would like to read the book based on the age of your readers.

Reading the Book

- **Book Themes:** This book explores many themes – friendship, acceptance, bravery, empathy, and more. Consider using some of these themes as conversation starters with the children and their families. Make connections to any of the *Welcome Activities* that align with the conversation.

- **Background Knowledge:** The characters in the book are from different places. Places throughout the world are mentioned that the children might not be familiar with (just like Angelina in the story) – Venezuela, France, Maine, India, and South Carolina. Be sure to pause when reading and build knowledge around these places. Ask: *Has anyone been to _____? Has anyone heard of _____? Would anyone like to visit _____?*
 - You might also create an activity about setting and places in the story as one of the *Welcome Activities*. For example, if you have access to a map or globe, have it available and show them the location of these different places. You can also ask them about places they have lived or visited.
- **Setting:** The parent/caregiver letter shares this information about setting: The setting is where the story takes place and when the story takes place. It is the environment of the story. Consider using some of this language when discussing the different settings in the book.
- **Before Reading:** You might ask: *What do you think this story is going to be about? Why do you think that? What do you notice about the front cover? What do you notice about the book on the front cover? Why do you think the illustrator, the person who created the pictures, did that?*
- **During Reading:** You might ask: *If you were in this book, what do you think you would be hearing? Seeing? Tasting? Smelling? Feeling? Have you ever done anything like any of the characters did? Have you ever been in some of these same situations?*
- **After Reading:**
 - Let's talk about the book in our own words. *The Day You Begin* is sharing a message – it's trying to help us learn something. What do you think the message is? Flip back through the pages of the book and point out characters that are feeling big feelings or showing how they are brave in new situations. Talk about this and allow space and time for this important conversation.
 - How are the characters different? How are they the same?
 - What do you like about this story? What do you think Angelina learned? Angelina says she and her sister “got to go EVERYWHERE” over the summer. What does she mean? Look at the front cover and the illustration of the book again and discuss.
 - There are so many beautiful illustrations in this book – which pages are your favorite and why? Is there anything you would add to the

illustrations? Do you think the illustrator did a good job of showing how the characters were feeling in this book?

➤ **What If...Even If...**

- This book is meant to inspire us to be brave and “go forth even when you feel like an outsider.”
- Sometimes it is hard to not worry and think, “What if...” Start a conversation about this and ask if anyone was feeling shy when they arrived today.
- Share new language with them – instead of saying “What if...” say “Even if...”
- Determine how you will lead this conversation. Maybe share some examples:
 - CHANGE “What if I go to a birthday party, and I don’t know who I will sit next to when we eat cake.” TO “Even if I go to the birthday party, and I am not sure who I will sit next to for cake...I can always find someone I already know, or I can make a new friend. By doing this, I will have someone to sit next to while I eat my cake.”
 - Ask the grown-ups to help with different scenarios and talk about feelings with these situations. This can demonstrate to the children that even grown-ups worry and wonder at times too.

Exploring More

After you read the story, complete one or more of these activities with families. Choose the activities that work best for your shared space and available supplies.

➤ **Create Art with Bleeding Tissue Paper**

- Supplies needed: bleeding tissue paper cut or torn into smaller pieces, water, paintbrushes to spread the water OR a few spray bottles filled with water, pieces of sturdy paper or shapes and images cut from sturdy paper for each child, such as images from the book – animals, a book template, dragonfly, etc. Note: Regular tissue paper will not work for this activity.
- *The Day You Begin* is filled with beautiful illustrations and amazing colors. Children will experiment with bleeding tissue paper and create colorful pictures to take home.

- Prepare the craft area because the tissue paper color will transfer onto other objects like tables and clothes. Make sure the grown-ups are aware of this too.
- Provide each child with their own piece of paper or shape/image cutout. You'll want sturdy paper like cardstock or watercolor paper because the paper will get wet.
- Using a paintbrush and water, *paint* the paper until it is wet or provide small spray bottles with water and spray the paper.
- Give each child pieces of differently colored bleeding tissue paper, so they can have a variety of colors.
- Show children how to press the pieces of tissue paper on the wet paper in any design. Apply another layer of water with the paintbrush or spray bottle on top of the tissue paper.
- Allow to dry and then remove the tissue paper. Families can take these home and then use markers to create their own beautiful scenes!

➤ **Create a Kindness Wall**

- Supplies needed: full or half sheets of paper (have different colors available to choose from), other craft supplies like crayons, markers, and stickers, and wall space to post the children's designs.
- Ask the children to work together to create a kindness wall in the shared space. Future visitors can view and contribute to the wall.
- First, have a conversation about what a kindness wall is – it is designed to promote gratitude, empathy, acts of kindness, love, and more! Tailor your conversation based on the age of the children – be sure to explain and share examples of gratitude, empathy, acts of kindness, etc.
- Explain that they will each have a piece of paper, and they can create a design for the wall. The design can be a picture, a word, a sentence, a cartoon, etc. It can be anything that expresses a kindness that was given to them, a kindness they shared with someone, or a hope they have about a kind act.
- Encourage children to think about examples. Help them by reminding them of conversations you had during the book discussion. Consider having a few examples already created on paper to show them or even an image of a kindness wall. Search online using the words *kindness wall* to view images.

- Give each child a piece of paper and the other craft supplies. Once everyone has created their design, work together to create the wall by taping the pieces of paper together on a wall or tacking them to a bulletin board.
- Explain to the children that people who visit and see the wall can add to it too! Encourage families to visit again to see what has been added and what they inspired or helped others to think about and do!

➤ **Let's Keep Talking About the Book!**

- Encourage families to have conversations throughout all the activities and join the conversations.
- Model how to ask questions around learning: *What did you like about the book "The Day You Begin"? What do you think your child's favorite part was? What other books do you read about making friends? What other books have you read about how we are different and how we are the same?*
- Suggest new books for the families to read together.

Closing Activity

- It's time to say goodbye. Choose how you will end your time and send families home with their activity bags.
- Determine if you would like this closing activity after the *Exploring More* activities, or when you finish reading *The Day You Begin*. Either option works depending on your shared space and overall event plan.

➤ **I Am Brave – Positive Affirmations**

- Supplies needed: strips of paper, writing utensil
- Determine how you will end your time together and reconnect to *The Day You Begin* and its message of bravery. Share that an affirmation is a statement of what you think about yourself (positive or negative) and everyone is going to create a positive affirmation. Lead a conversation that leads each child to a positive affirmation about themselves.
- Provide an example, "I am kind when I share with a friend" or "I am brave when I try something new like..." Give families time to talk and write their positive affirmation on a strip of paper (or just share verbally). It should be a short statement in the present tense.

- Encourage children to share their positive affirmations!
- Families can explore this more with the activity included in the parent/caregiver letter.

Family Activity Bags

- Remind families to take their activity bags, so they can keep learning and playing together!
- Consider reviewing the parent/caregiver letter with them to answer any questions and to encourage them to take home other engaging books to share with their child!

What to Pack in the Family Bags

- **Parent/Caregiver Letter** for *The Day You Begin*
- **Which Book is Right for My Child Right Now?** (This resource is for children birth to age 3, so include it for families that have young children too!)
- Any materials you have prepared for at-home activities. For example, if you used colored cellophane, add some pieces to the bags so families can continue to explore at home.

Dear Parent/Caregiver,

The Day You Begin is a story that explores how we sometimes feel different from others and how we can be brave in new situations. It helps us think about how we might build connections with others and show kindness. Here are some ideas on how you might share the book with your child. We hope you'll love *The Day You Begin* as much as we do! Have fun!

Read the Book Together

- Borrow *The Day You Begin* from the library and read it throughout the week.
- Books provide windows and mirrors and sliding doors. What does this mean?
 - When we say a book is like a window, we mean it is letting us see someone else's life and experiences.
 - When we say a book is like a mirror, we mean the story shares our culture and experiences. We can see ourselves in the book.
 - When we say a book is like a sliding door, we mean that you, as the reader, get to be a part of the story and learn about that world.
- Think about windows and mirrors and sliding doors as you read this story with your child. Talk about what you read by asking questions about the book:
 - What do you notice about the book and the characters in it?
 - Talk about the different situations in the book. *Have you ever been in any situations like we read about in the book where you felt left out? What did you do? Have you ever noticed anyone who might be feeling left out? What did you do? What could you do?*
 - The story shows how to accept others even when they are different from you. How can we show kindness to someone when we first meet them?
 - Angelina learned to be brave and proud of herself. You might share, *I was proud of you when you _____ (and give an example). I thought you were brave when _____ (and give an example).* Then ask: *When did you feel brave? When were you proud of yourself?*

Activities You Can Do Together

➤ All About Us

- Explain that an *affirmation* is something that you think about yourself. It can be positive or negative and together you are going to create positive affirmations or statements about each other!
- Help your child create a picture of themselves and surround it with positive affirmations. You'll be creating your own picture and positive affirmations too!
- Using any type of paper and something to write with, draw your own self-portraits (a self-portrait is a picture or drawing you create of yourself).
- Add color using crayons, colored pencils, paint, or markers.
- Talk with your child about all the ways that they are amazing and help them write statements all around the picture of themselves. For example, *I am kind when I share ____ with _____*, or *I am brave when I try something new*. Write the statements in different colors to make the different sentences stand out on the paper.
- Finish your pictures together. Your child will love sharing this activity with you.
- Place your pictures where you and your child can see them – keep adding positive affirmations!

➤ Read and Learn Together Outdoors

- Take a walk as a family. Tell (or write) a story about your adventures and all the places that you visit.
- Practice writing by spelling out vocabulary words from the story. Write words in the sand using sticks or rocks. Use sidewalk chalk or write by using your finger to spell "in the air."
- Tell your own stories. Look at the world around you. What is happening right now? What do you see? Smell? Hear? Create a story together to share with friends or other family members.

➤ Where Can You Go in *The Day You Begin*?

- There are several different settings in *The Day You Begin*.
 - The setting is where the story takes place and when the story takes place. It is the environment of the story.
 - For example, in the book's first picture, Angelina is reading a book on her balcony during the day. Other pictures show lunch tables and playgrounds.

- List the different places in the book in the middle of a sheet of paper. Have a conversation:
 - Do any of these places remind you of places where you have been?
 - What are the different places in the story?
 - What do these places look like?
 - What do you think these places sound like?
 - How do the characters feel in the different places in the story? Let's find Rigoberto in the story. How do you think he feels when he thinks about his home in Venezuela? What do the illustrations look like on these pages?
- Help your child choose their favorite setting and choose your favorite setting too! Talk to each other about why these are your favorite settings.
- Try this activity with another book!

More Books to Explore

- *The Year We Learned to Fly* by Jacqueline Woodson
- *Last Stop on Market Street* by Matt De La Peña
- *Hope is a Rainbow* by Hoda Kotb
- *Evelyn Del Rey is Moving Away* by Meg Medina
- *You Are a Story* by Bob Raczka
- *Y Is For Yet: A Growth Mindset Alphabet* by Shannon Anderson
- *All Are Welcome* by Alexandra Penfold
- *Butterfly on the Wind* by Adam Pottle
- *I Can Do Hard Things: Mindful Affirmations for Kids* by Gabi Garcia

We hope you enjoyed reading *The Day You Begin* and doing the activities with your child. The most important part about reading with your child is sharing time with them. You are your child's first and best teacher!

Queridos padres/cuidadores:

The Day You Begin es un cuento que explora cómo a veces nos sentimos diferentes a los demás y de qué manera podemos ser valientes en situaciones nuevas. Nos ayuda a pensar en cómo podemos crear vínculos con otras personas y ser amables. A continuación hay algunas ideas para compartir el libro con sus hijos. ¡Esperamos que *The Day You Begin* les guste tanto como a nosotros! ¡Diviértanse!

Lean el libro juntos

- Tomen prestado el libro *The Day You Begin* en la biblioteca y léanlo durante la semana.
- Los libros son ventanas, espejos y puertas corredizas, ¿qué significa esto?
 - Cuando decimos que un libro es como una ventana, queremos decir que nos permite ver la vida y las experiencias de otra persona.
 - Cuando decimos que un libro es como un espejo, queremos decir que la historia comparte nuestra cultura y nuestras experiencias. Podemos vernos reflejados en el libro.
 - Cuando decimos que un libro es como una puerta corrediza, queremos decir que el lector entra a formar parte de la historia y aprender sobre ese mundo.
- Piensen en ventanas, espejos y puertas corredizas cuando lean este cuento con sus hijos. Hablen sobre lo que leyeron haciendo preguntas sobre el libro:
 - ¿Qué te llama la atención del libro y de los personajes que aparecen en él?
 - Hablen sobre las distintas situaciones en el libro. *¿Alguna vez has estado en situaciones como la que leímos en el libro en la que te hayas sentido excluido? ¿Qué hiciste? ¿Alguna vez viste a alguna persona que podría estar sintiéndose excluida? ¿Qué hiciste? ¿Qué podrías hacer?*
 - El cuento muestra cómo aceptar a los demás, incluso cuando son diferentes a nosotros. ¿Cómo podemos ser amables con una persona a la que acabamos de conocer?
 - Angelina aprendió a ser valiente y a sentirse orgullosa de sí misma. Podrían decir lo siguiente: *Sentí mucho orgullo de ti cuando _____ (den un ejemplo). Pensé que fuiste muy valiente cuando _____ (den un ejemplo).* Luego pregunten: *¿Cuándo te sentiste valiente? ¿Cuándo te sentiste orgulloso(a) de ti mismo(a)?*

Actividades que pueden compartir

➤ Todo sobre nosotros

- Expliquen que una *afirmación* es algo que crees sobre ti mismo. Puede ser algo positivo o negativo, ¡y juntos van a crear afirmaciones o declaraciones positivas sobre cada uno de ustedes!
- Ayuden a sus hijos a crear un dibujo de sí mismos y a escribir afirmaciones positivas alrededor del dibujo. ¡Ustedes también tienen que crear su propio dibujo con sus afirmaciones positivas!
- Usando cualquier tipo de papel y algo para escribir, dibujen sus propios autorretratos (un autorretrato es un dibujo que uno crea sobre sí mismo).
- Agreguen color con ceras, lápices de colores, pintura o marcadores.
- Hablen con sus hijos sobre todas aquellas cosas que los hacen geniales, y ayúdenlos a escribir declaraciones alrededor del dibujo de ellos mismos que hicieron. Por ejemplo, *Soy amable cuando comparto _____ con _____ ; o, Soy valiente cuando intento algo nuevo.* Escriban las declaraciones en colores diferentes para que cada oración se destaque en el papel.
- Terminen sus dibujos juntos. A sus hijos les encantará compartir esta actividad con ustedes.
- Coloquen sus dibujos donde tanto ustedes como sus hijos puedan verlos, ¡y sigan agregando afirmaciones positivas!

➤ Lean y aprendan juntos al aire libre

- Den una caminata familiar. Cuenten (o escriban) un cuento sobre sus aventuras y todos los lugares que visitan.
- Practiquen la escritura deletreando palabras de vocabulario del cuento. Escriban palabras en la arena con palos o piedras. Usen tiza para escribir sobre el asfalto o escriban con sus dedos para deletrear “en el aire”.
- Cuenten sus propios cuentos. Miren el mundo que les rodea. ¿Qué está sucediendo ahora mismo? ¿Qué ven, qué huelen y qué escuchan? Creen juntos un cuento para compartir con amigos u otros miembros de la familia.

➤ ¿Dónde pueden ir en el libro *The Day You Begin*?

- Hay varios escenarios diferentes en el libro *The Day You Begin*.
 - El escenario es el lugar donde sucede la historia y el momento en que se desarrolla. Es el entorno del cuento.
 - Por ejemplo, en el primer dibujo del libro, Angelina está leyendo un libro en su balcón durante el día. Otros dibujos muestran mesas de almuerzo y patios de juegos.
- Enumeren los distintos lugares incluidos en el libro en una hoja de papel. Conversen sobre lo siguiente:

- ¿Alguno de estos lugares te recuerda sitios donde has estado?
- ¿Cuáles son los diferentes lugares en el cuento?
- ¿Qué aspecto tienen estos lugares?
- ¿Cómo imaginas que suenan estos lugares?
- ¿Cómo se sienten los personajes en los distintos lugares del cuento? Busquemos a Rigoberto en el cuento. ¿Cómo crees que se siente cuando piensa en su hogar en Venezuela? ¿Cómo lucen las ilustraciones en estas páginas?
- ¡Ayuden a sus hijos a elegir su escenario preferido y elijan también el de ustedes! Cuéntense por qué estos son sus escenarios favoritos.
- ¡Prueben esta actividad con otro libro!

Más libros para explorar

- *The Year We Learned to Fly* de Jacqueline Woodson
- *Last Stop on Market Street* de Matt De La Peña
- *Hope is a Rainbow* de Hoda Kotb
- *Evelyn Del Rey is Moving Away* de Meg Medina
- *You Are a Story* de Bob Raczka
- *Y Is For Yet: A Growth Mindset Alphabet* de Shannon Anderson
- *All Are Welcome* de Alexandra Penfold
- *Butterfly on the Wind* de Adam Pottle
- *I Can Do Hard Things: Mindful Affirmations for Kids* de Gabi Garcia

Esperamos que hayan disfrutado leyendo *The Day You Begin* y realizando las actividades con sus hijos. Lo más importante de leer con sus hijos es compartir tiempo con ellos. ¡Ustedes son los primeros y mejores maestros de sus hijos!

Family Literacy Event Guide

First Ladies Make History

Authors: Anita McBride and Giovanna McBride

Illustrator: John Hutton



Image credit: The White House Historical Association

This guide was created by Pamela Cote, Barbara Bush Fund for Family Literacy

George & Barbara
BUSH FOUNDATION

Table of Contents

Introduction.....	2
Welcome Activities.....	3
Opening Activities.....	6
Sharing an Informational Text.....	7
Exploring More.....	10
Closing Activity.....	10

Introduction

About the Book

From the publisher: “Who are the first ladies of the United States and what do they do? With this special book, authors Anita McBride and Giovanna McBride explain that these are big questions with many answers. There is no rule book defining the role of the first lady, yet the first ladies have worked hard to make the world a better place for more than two hundred years. *First Ladies Make History* is a unique book, taking young readers on a journey with first ladies to discover the important contributions they have made throughout American history.”

Why We Chose *First Ladies Make History* to Help Celebrate Reading

- *First Ladies Make History* has been selected as an informational text that celebrates first ladies and Mrs. Bush! We love this informational text for its engaging layout with colorful illustrations, easy-to-read text, and captions that provide snippets of important information about the first ladies of the United States. It’s the perfect addition to a biographical reading collection and can be shared with readers throughout the year.
- An informational story share is unique and offers an opportunity for children and families to practice skills and strategies they will use when reading informational texts. In addition, you may be interested in other educational resources found on The White House Historical Association website.

Information on Engagement Activities

- *First Ladies Make History* is not a traditional read aloud. It offers an opportunity to explore an informational text with families along with the importance of reading different types of texts. Think about how you will promote this unique story share by reviewing the activities below.
- The activities in this guide are designed to offer options during a family literacy event, so you can decide how you'd like to share *First Ladies Make History*. We have provided ideas for activities when the families arrive (*Welcome Activities*), a transition activity to move to the story share (*Opening Activity*), a suggested roadmap for reading the story (*Sharing an Informational Text*), and activities to extend the fun and learning (*Exploring More*). In this guide, the term *story share* is used to indicate a read aloud or story time for families.
- We encourage you to modify as needed for families based on their needs, interests, space, time, and supplies. You might use all the activities, or you might use only a few. You might rearrange the suggested order of the event and, for example, share an *Exploring More* activity as a *Welcome Activity*. We can't wait to learn how you use these activities and what new ideas they may spark!
- This guide is designed for grades 2-4. Make modifications based on the age of your readers – simplify the activities or expand for older readers.
- In addition to this guide, we have drafted a letter (in English and Spanish) you can give to parents/caregivers to support them in continuing to read and learn together through informational texts.

Welcome Activities

- Begin your event with collaborative activities to build excitement and background knowledge to support exploring *First Ladies Make History* and learning about how to read an informational text.
- The following list includes a variety of activities to have available for families as they arrive for the event. Activities can be set up as exploring stations. Choose the ones that best fit your shared space and readers.

- Variations of some of these activities are offered in the parent/caregiver letter – think about which ones you might model and share with families to welcome them.
- These activities easily promote conversations and allow families and children to get to know each other. Join in the fun and look for opportunities to talk with families and model learning engagement. You might help add questions to the KWL chart or sort and match captions with them.
- We have created optional *station sheets* for you to place at the different *Welcome Activity* stations. This will help families explore when they first arrive. Look for the station sheets in your Literacy Explorer Kit with this event guide.

➤ KWL Chart

- Supplies needed: a sheet of large paper (like bulletin board paper) or single sheets of paper to tape or tack together, writing utensils
- Create a large *KWL Chart* for families to add information to throughout the event. This type of chart helps readers think about what they already know about a topic, organize information they learn, and then reflect upon it. To learn more about this evidence-based reading strategy, search online *KWL Chart*.
- Place the large piece of bulletin board paper or taped-together pieces of paper on a wall – low enough for children to write on. If your shared space does not provide wall space, children can take notes on their own paper OR complete this verbally when you come together for the story share.
- Create three columns – one for each letter in **KWL**. Write these statements at the top of the columns:
 - **K** = What do you **know**? (above column 1)
 - **W** = What do you **want to learn**? (above column 2)
 - **L** = What did you **learn**? (above column 3)
- Then, across the top of the three columns (and above the KWL statements), write a statement or topic for the children to explore. For example, you might write *First Ladies of the United States*. (Provide a hint with the statement, “*In the United States, the President’s wife is called “the First Lady.”*”)
- Ask the children to add information to the first two columns (Know and Want to learn) with their grown-up if needed. Together, you’ll complete the last column *What did you learn?* after you read from *First Ladies Make History*.

- Children should be encouraged to write any questions or statements in the first two columns. They might wonder where first ladies live in the White House, if first ladies have any pets, or what they do in their jobs. While the book you are sharing may not have answers to all their questions, encourage them to list any questions or curiosities. Some children may require additional prompting to come up with questions or statements. Think about how you can encourage children who may not know what to ask.

➤ Exploring Informational Texts

- Supplies needed: different types of informational texts that have different types of text features, information about what a caption is (see below for statement)
- Informational texts are set up in a variety of ways with different text features. Some have pages of paragraphs with a few pictures and/or graphs and charts – others, like *First Ladies Make History*, provide information sorted by topics with lots of illustrations, including some with captions.
- Have an assortment of informational texts available in one area of the shared space.
 - Choose books on different topics, with different formats and text features, large books and small books, serious books and silly books. The goal is to offer a variety, so children can see how information is presented in various ways.
 - Place a brief, child-friendly description of what a caption is at the exploring station: *A caption is a short sentence under a picture or image. It explains the picture or image and provides more information.*
- Encourage children to explore the books.
 - What do they notice? What is different? What is the same? Do all pictures have captions under them?
 - Can they sort the books using what they notice – books with pictures, books with captions, books with graphs, books with a lot of words and no pictures, etc.
- You will talk about captions and text features when you share *First Ladies Make History* with them at the story share.
- Depending on the age of your readers, you may choose to do this activity as a whole group.

➤ Caption Sort and Match

- Supplies needed: different photos and images, short captions that are easy to read on different strips of paper
- Remember that a caption is a short statement under a picture or image that describes what the reader is viewing. It supports the written text on the page by reinforcing its meaning and allowing the reader to see the information in a different way.
- Have a variety of photos or images printed and place them on a table along with the captions you created.
- Encourage families to look at the different pictures and images and choose a caption that best fits the picture. Why did they choose the caption for the picture? Be sure to allow for silly matches too! Show how they can match a picture and caption in a silly or funny way while still explaining the connection.
- Families will have an opportunity to explore more fun with captions in their take-home material.

Opening Activities

Consider using either of these activities to transition families to the story share.

- The children will be busy exploring the different activities. Determine how you will transition them from the activities to reading together. Here are two options to consider:
 - Supplies needed: informational texts from the *Exploring Informational Texts* station and/or prepared statements or questions for the movement games
 - If you have enough informational texts at the *Exploring Informational Texts* station, have each child choose one to bring to share with a partner. Provide a few minutes for children to share one-to-one with a new friend. Help them with the conversations. You might join in and ask: *Why did they choose this book? What do they like about it? Did they like the front cover? Is it a topic they are interested in? Is it a funny book?* Collect all books when this activity concludes to avoid distractions while reading *First Ladies Make History*.

- Play a movement game that includes listening to statements and making choices. Prepare some statements and questions that will help everyone get to know each other while building background knowledge for your shared reading.
 - **Stand Up or Sit Down (or raise or lower arm/hand):** Read statements and if the answer is *yes*, stand up/raise your hand or if *no*, sit down/lower your hand. For example, you might say *stand up or raise your hand if you had cereal for breakfast* or *stand up or raise your hand if you have visited Washington, D.C.* or *if you know anything about first ladies of the United States*.
 - **This or That:** This is a variation of Stand Up or Sit Down with choice statements – raise your hands for this and lower them for that.
 - *I woke up on time today* (raise hands), or *I overslept* (hands down).
 - *I like to read books with true facts and information* (raise hands), or *I like to read fiction books – stories that are made up* (hands down).
 - *I have visited Washington, D.C.* (raise hands), or *I would like to visit Washington, D.C.* (hands down).
 - Children and families might agree with both statements. Encourage them to be creative – what move can they make if they agree with both statements?

Sharing an Informational Text

Read aloud sections of *First Ladies Make History* with families. You might use all these ideas and activities, choose a few, or create your own plan to share this book!

- *First Ladies Make History* is an informational text published by The White House Historical Association. We hope you'll add it to your informational text collection and find ways to promote it throughout the year.
- Children who develop and practice skills and strategies for reading informational texts build background knowledge, practice and build critical thinking skills, expand vocabulary skills, and more!

- ◆ Former first lady Barbara Bush is mentioned in this book in the *Literacy and Education* section. The caption says, “Barbara Bush supported the National Literacy Act and focused on family literacy as a first lady.”
- ◆ Mrs. Bush wanted everyone to have the chance to learn to read and write. She also believed that a parent or caregiver was a child’s first and best teacher. She founded the Barbara Bush Foundation for Family Literacy in 1989, and the foundation continues to support families reading and learning together today!

➤ Reading the Book

- Explain to the children that this book can be read from start to finish or they can pick a section to read. They can read about a topic, first lady, and look for a specific time in history.
- Flip through the book and ask the children what they notice about how the book is set up.
 - It’s important for readers to first explore how an informational text is formatted. What do they notice about the first few pages? Is there any supporting information at the end of the book (a glossary or word list)? Do the pages have page numbers? Are any words in bold or different colors? Are there graphs? Pictures with captions?
 - Generate a conversation based on the above questions.
 - Readers and families may not be familiar with text features, so be sure to use the term *text features* to identify graphs, images with captions, infographics, quotes, etc.
- Flip through the book again and show them the *section headings* and the different ways first ladies have supported the people in the United States. You might say: *The first ladies have helped Americans in many ways. They have helped members of our military, worked on saving our environment, strengthened our schools and more. Information texts sometimes have section headers, which can help you easily find the information you are looking for. Let’s look at one of the sections together.*
- Choose a few sections to read during your shared reading time including the section on *Education and Literacy*:

- Guide them through a discussion about the topic: *What is education and literacy? What do they want to learn about literacy?*
- You might be surprised what children think about reading and writing. Ask them a few questions such as: *What do you think literacy is? Why do you think it is important to be able to read and write?*
- And then start a discussion around their own reading: *What do you like to read? Who taught you to read? When do you read? Why do you read? When do you notice people reading and writing? What do some of your family members read?* (Tailor this conversation based on your audience and what you have learned through the *Welcome Activities*)
- Then, see if they can find former first lady Barbara Bush on the page. What was important to her as a first lady? Her caption says, “Barbara Bush supported the National Literacy Act and focused on family literacy as a first lady.”
- Have a conversation with them about Mrs. Bush. You might want to share some of the information from the text box on page 8.
 - The National Literacy Act was signed in 1991. It is a law that supports adult learners in learning to read and write. Ask: *What do you think Barbara Bush wanted to do? Why do you think she wanted to focus on family literacy.*
 - Mrs. Bush thought that everyone should have the opportunity to learn to read and write. She thought it was a civic right. She knew learning to read was important to understand information in school, at the doctor’s office, the bank, for employment, and in every part of your life!
 - She wanted all families to have opportunities to read and learn together.
- Before you close reading time, turn their attention back to the KWL Chart.
 - What did we learn? Depending on your shared space, you might move to the KWL Chart and have children and families add notes to the chart OR you might have them add notes during the Exploring More time (outlined below). Be sure to at least have a discussion while you are all together, so everyone can hear what the others learned.
 - Let them know you will leave the chart up for a few weeks, so visitors can learn more about the first ladies of the United States!

Exploring More

After you read the story, complete one or more of these activities with families. Choose the activities that work best for your shared space and available supplies.

➤ Create a Bookmark

- Supplies needed: sturdy paper like cardstock cut into oversized bookmark strips, craft supplies (crayons, colored pencils, markers, paint, stickers – any art supplies you choose!)
- Mrs. Bush created Family Reading Tips to support families reading together. You can find them at [this link](#).
- Set up a craft station with the pre-cut cardstock and craft materials for children to create their own bookmarks.
- Encourage the children to think about a topic that is important to them:
 - Ask the children to select a topic they feel is important and something they want to teach someone about. It could be sports, cooking, books, horses, the environment, kindness, equality, etc.
 - Encourage them to create a bookmark in any style they like – with key words and images, tips and short statements, and maybe a picture with a caption.

Closing Activity

- It's time to say goodbye. Choose how you will end your time and send families home with their activity bags.
- Consider providing time for the children to share their bookmarks and allow for questions and conversations. This promotes multi-directional learning, where children learn from each other, and rapport building, which fosters and builds relationships.
- Encourage families to revisit the table with informational texts and check out some to take home. The parent/caregiver letter will allow them to explore more!

➤ **What to Pack in the Family Bags**

- **Parent/Caregiver Letter** for *First Ladies Make History*
- **Which Book is Right for My Child Right Now?** (This resource is for children birth to age 3, so include it for families that have young children too!)
- Any materials you have prepared for at-home activities. For example, if you used colored cellophane, add some pieces to the bags so families can continue to explore at home.

Dear Parent/Caregiver,

First Ladies Make History is a book that provides information – it is an informational text. Here are some ideas on how you might share the book during reading time with your child. You can use these ideas with any informational texts you read together. We know you'll love learning about Barbara Bush and other First Ladies of the United States! Have fun!

Reading an Informational Text

- An informational text or book provides information on a specific topic. Borrow *First Ladies Make History* or other informational books to read throughout the week.
- Start your reading time with your child by flipping through the pages of the book and talking about what the pages look like – what do you both notice? This is an important reading strategy to do before you read an informational book.
 - Are there pictures or charts?
 - Are any words bolded or in different colors?
 - Are there sections in the book with different titles and headings?
 - Is there a glossary or word list at the end of the book? What other information is at the end of the book?
 - Are there sentences under the pictures or charts? Those short statements are called captions, and they help the reader understand the picture or image.
 - You just explored *text features*! Text features provide additional information about the content in the book. They help you understand ALL the information on the page or in the chapter or section of the book.
- Enjoy reading the book and re-read any favorite parts. Talk about what you learned, what you found interesting, what surprised you, and even what you still have questions about!
- Keep reading all different types of informational texts! Read recipes, street signs, game instructions, and non-fiction books. What else can you read?

Activities You Can Do Together

➤ Scavenger Hunt

- Choose any informational book, newspaper, or magazine and have a scavenger hunt! Flip through the pages – who can find a picture? A caption? Who can find the first heading or word in bold?
- Have a conversation – why do you think the author chose to show the information by using a picture, or caption, or bolded word? Is there a sentence or paragraph that you think should have had its own text feature? Why?

➤ Create Your Own Text Features

- Build on the scavenger hunt activity above and create a text feature to go with it. What could you create to make the sentence or paragraph easier to understand for the person reading the book?
- Help your child create a picture, image, graph, or caption to support what they are reading and learning. You can create this using technology or with paper and a pencil. Work together or each of you can create your own!

➤ Creative Captions

- Remember, a caption is a short sentence under a picture or image. It explains the picture or image and provides more information.
- Creating captions for pictures is fun! Choose any picture or image from a book, scrapbook, photo album, or draw one. Write 1-2 sentences that describe the picture.
- Play a game with captions:
 - Write 1-2 sentences to describe something and have the other person draw a picture that matches the caption.
 - Who can write the silliest caption for a picture? Choose a picture, write your captions, and share.

➤ Research a New Topic

- Does your child have an interest they want to learn more about?
- To learn about the topic, you can:
 - Use technology – search online using key words for the topic. For example, if you are researching horses, you might search for *horses*, *horse racing*, *stables*, or *caring for a horse*. If researching soccer, you might search for *soccer*, *group sports*, or *what is soccer called in other countries?*
 - Visit the library and check out books on this topic. Ask the librarian for help too!

More Books to Explore

- *Rocco Keeps the Beat! Music at the White House* by Rocco Smirne
- *Reaching for the Moon* by Katherine Johnson
- *A Life of Service: The Story of Senator Tammy Duckworth* by Christina Soontornvat
- Look for *National Geographic Readers* at your library and in stores
- Look for *Who Was?* or *Where Is?* books at your library and in stores

We hope you enjoyed reading *First Ladies Make History* and doing the activities with your child. The most important part about reading with your child is sharing time with them. You are your child's best and first teacher!

Queridos padres/cuidadores:

First Ladies Make History es un libro que proporciona información; es decir, es un texto informativo. A continuación le ofrecemos algunas ideas sobre cómo puede compartir el libro con su hijo durante el tiempo de lectura. Pueden usar estas ideas con cualquier texto informativo que lean juntos. ¡Sabemos que les encantará aprender sobre Barbara Bush y otras Primeras Damas de los Estados Unidos! ¡Diviértanse!

Cómo leer un texto informativo

- Un texto o libro informativo proporciona información sobre un tema específico. Tomen prestado *First Ladies Make History* u otros libros informativos para leerlos durante la semana.
- Comiencen el momento de lectura con sus hijos pasando las páginas del libro y hablando sobre el aspecto de las páginas. ¿Qué es lo que observan? Esta es una estrategia de lectura importante para aplicar antes de leer un libro informativo.
 - ¿Hay dibujos o gráficos?
 - ¿Hay palabras en negrita o en colores diferentes?
 - ¿Hay secciones del libro con títulos o encabezados diferentes?
 - ¿Hay un glosario o lista de palabras al final del libro? ¿Qué otra información hay al final del libro?
 - ¿Hay oraciones debajo de los dibujos o gráficos? Estas oraciones cortas se llaman leyendas y ayudan al lector a comprender el dibujo o la imagen.
 - ¡Acaban de descubrir *las características del texto*! Las características del texto proporcionan información adicional sobre el contenido del libro. Ayudan a comprender TODA la información en la página, el capítulo o la sección del libro.
- Disfruten la lectura del libro y vuelvan a leer las partes que más les gustaron. Hablen sobre lo que aprendieron, lo que les pareció interesante, lo que les sorprendió, ¡e incluso aquello sobre lo que todavía tienen preguntas!
- ¡Sigán leyendo todo tipo de textos informativos! Lean recetas, carteles de la calle, instrucciones de juegos y libros de no ficción. ¿Qué otra cosa pueden leer?

Actividades que pueden compartir

➤ Búsqueda del tesoro

- ¡Elijan cualquier libro informativo, periódico o revista y organicen una búsqueda del tesoro! Mientras pasan las páginas pregunten: ¿Quién puede encontrar una imagen? ¿Una leyenda? ¿Quién encuentra el primer título o la primera palabra en negrita?
- Inicien una conversación y pregunten: ¿Por qué crees que el autor eligió mostrar la información a través de una imagen, una leyenda o una palabra en negrita? ¿Hay una oración o un párrafo que creas que debería haber tenido su propia característica del texto? ¿Por qué?

➤ Creen sus propios elementos del texto

- Aprovechen la búsqueda del tesoro que organizaron antes y creen una característica del texto para acompañarla. ¿Qué podrían crear para que la oración o el párrafo sea más fácil de entender para la persona que lee el libro?
- Ayuden a sus hijos a crear un dibujo, una imagen, un gráfico o una leyenda que sirva de apoyo para lo que están leyendo y aprendiendo. Pueden hacerlo usando la tecnología o directamente con papel y lápiz. ¡Pueden trabajar juntos o crear cada uno su propia característica del texto!

➤ Leyendas creativas

- Recuerden que una leyenda es una oración corta debajo de un dibujo o una imagen. Explica el dibujo o la imagen y proporciona más información.
- ¡Es muy divertido crear leyendas para los dibujos! Elijan cualquier dibujo o imagen de un libro, un álbum de recortes o de fotos, o bien hagan su propio dibujo. Escriban una o dos oraciones que describan la imagen.
- Jueguen a un juego con las leyendas:
 - Escriban una o dos oraciones para describir algo y pidan a la otra persona que haga un dibujo que coincida con la leyenda.
 - ¿Quién puede escribir la leyenda más divertida para un dibujo? Elijan un dibujo, escriban sus leyendas y compartan lo que hicieron.

➤ Investiguen un tema nuevo

- ¿A sus hijos les interesa un tema sobre el que deseen aprender más?
- Para aprender sobre el tema, pueden:
 - Usar la tecnología: hagan búsquedas en Internet con palabras clave para el tema. Por ejemplo, si quieren investigar sobre caballos, pueden buscar las palabras *caballos*, *carreras de caballos*, *establos* o *cómo cuidar un caballo*. Si el tema de investigación es el fútbol, pueden buscar *fútbol*, *deportes de equipo* o *¿cómo se llama el fútbol en otros países?*
 - Visiten la biblioteca y busquen libros sobre este tema. ¡También pueden pedir ayuda al bibliotecario!

Más libros para explorar

- *Rocco Keeps the Beat! Music at the White House* de Rocco Smirne
- *Reaching for the Moon* de Katherine Johnson
- *A Life of Service: The Story of Senator Tammy Duckworth* de Christina Soontornvat
- Busquen *National Geographic Readers* en su biblioteca y en tiendas
- Busquen los libros de la serie *Who Was?* o *Where Is?* en su biblioteca y en tiendas

Esperamos que hayan disfrutado leyendo *First Ladies Make History* y realizando las actividades con sus hijos. Lo más importante de leer con sus hijos es compartir tiempo con ellos. ¡Ustedes son los primeros y mejores maestros de sus hijos!

Station Sheets for Family Activities

George & Barbara
BUSH FOUNDATION

Make a Road Using Tape!

- We have a road on our floor today!
- You can help build our road. Take a piece of tape and connect it to any part of the road. Now you've made an intersection!
- What would you like to drive on this road? Choose something from the container to drive around the road or use what you brought to our story share!
- What sounds do you hear on the road? What noises can you make while you drive around the road?

Make a Road Using Chalk!

- We have a road on the ground today!
- You can help build our road. Take a piece of chalk and draw on the ground too.
- Draw a line using your chalk to any part of the road. Now you've made an intersection!
- What would you like to drive on this road? Choose something from the container to drive around the road!
- What sounds do you hear on the road? What noises can you make while you drive around the road?
- Add other pictures to the road area using your chalk!

Color Scavenger Hunt

- We have different containers labeled for different colors. What colors do you see?
- What items can you find around the room to match these colors?
- Look for items that are these colors. Put them in the basket labeled with the same color.
- What do you notice about the items in the different baskets?
 - Are any items the same?
 - Which ones are different?
 - Which items are big? Which items are small?

Different Shades of Colors

- We are going to mix and create colors.
- What colors do you see in this tray?
- Ask your grown-up to help use the dropper. Suction some of the water from the different sections and put it in an empty part of the tray.
- What other colors can you add to change the color of the water? What color is the water now?
- Experiment with the different colors. Add them to the different parts of the tray.
- What other colors will you add to this color? What color did it make?

A Tinted View

- Do you notice anything that is taped to the windows?
This is colored cellophane.
- It is a fun word to say! Try it - “sel” + “uh” + “fayn.”
- Look through the differently colored cellophane. What do you see?
- Now, look through the window without the colored cellophane. How does the outside look different?

Let's Work Together

- Work together to finish a puzzle OR...
- Stack objects to create a tower.
- How many objects can you balance to create a tower?
 - Work with your grown-up or a new friend and have fun!
 - What happens when the tower falls? Keep on trying!

Different and the Same

- Look at the different pieces of paper. Read the title of each paper. These are different types of categories.
- Find the ones that are the same for you. Make a checkmark or mark (smiley face, first initial of your name, or anything you'd like) on any of the papers that are same for you.
 - For example, do you have curly hair? Make a checkmark or symbol on the paper that says *curly hair*. If you do not have curly hair, do not make a checkmark or symbol on the paper.
- Did you bring a stuffed friend or toy? Have them help you and place a checkmark or mark on the different pieces of paper that are the same for your stuffed friend or toy.
- Look at all the different categories (papers).
- Look at what makes us the same, different, and amazing!

A Tinted View

- Do you notice anything that is taped to the windows?
This is colored cellophane.
- It is a fun word to say! Try it – “sel” + “uh” + “fayn.”
- Look through the differently colored cellophane. What do you see?
- Now, look through the window without the colored cellophane. How does the outside look different?

KWL Chart

- This chart is called a KWL Chart.
- Read the statement at the top of the chart, *First Ladies of the United States* and the sentence, *In the United States, the President's wife is called the "First Lady."*
- There are three different sections, and each section has a question.
- These different sections are called columns. You should see this:
 - **K** = What do you **know**?
 - **W** = What do you **want to learn**?
 - **L** = What did you **learn**?
- Think about the statement at the very top of the chart, *First Ladies of the United States*.
- Then, add your own information by writing questions, thoughts, and ideas in the first two columns:
 - What do you **know about First Ladies of the United States**?
 - What do you **want to learn about First Ladies of the United States**?

Exploring Informational Texts

- All of these books are informational books. Sometimes you will hear people call them informational texts or non-fiction books.
- These books contain facts about the topic discussed in the book.
- The pages in the books may look different. Do you notice how some pages have pictures, or charts, or images? These are called text features.
 - Text features help you understand ALL the information on the page or in the chapter or section of the book.
- Look through the books. What text features do you notice? What is different? What is the same? What types of text features do you see?
- Do all the pictures have captions under them or just some of them?
 - A caption is a short sentence under a picture or image. It explains the picture or image and provides more information.

Caption Sort and Match

- A caption is a short sentence under a picture or image. It explains the picture or image and provides more information.
- Look at the different pictures and images on the table and then read through the sentences on the strips of paper.
- Choose a picture and then choose a caption to go with it!
- Read it with your grown-up. Why did you choose this caption? Did it make the picture or image silly, or did you choose one to match exactly what you were seeing?

Create a Bookmark

Former First Lady Barbara Bush is mentioned in this book in the *Literacy and Education* section. The caption says, “Barbara Bush supported the National Literacy Act and focused on family literacy as a first lady.”

Mrs. Bush wanted everyone to have the chance to learn to read and write. She also believed that a parent or caregiver was a child’s first and best teacher. She founded the Barbara Bush Foundation for Family Literacy in 1989, and the foundation continues to support families reading and learning together today!

- Barbara Bush created reading tips (suggestions) to help families read together. Think about what was discussed when you read the book *First Ladies Make History* and what was learned about Barbara Bush. Why do you think her tips were about reading and families reading together?
- Create your own bookmark about something that is important to you and something that you want to teach someone about.
 - It can be about anything – a favorite sport, cooking, books, horses, the environment, kindness, equality, etc.
- Use the craft supplies and create your bookmark however you would like.
 - Think about adding important words and pictures, so the bookmark shows why your topic is important to you.
 - Add pictures with captions.
 - What do you want to teach someone about this topic?
 - How will you show what is important about your topic to someone reading your bookmark?
 - Be creative and have fun!
- You’ll have your chance to share your bookmark if you would like!

**Hojas de trabajo
para las
actividades en familia**

George & Barbara
BUSH FOUNDATION

¡Hagan una carretera con cinta adhesiva!

- ¡Hoy tenemos una carretera en nuestro piso!
- Pueden ayudarnos a construirla. Tomen un trozo de cinta adhesiva y conéctenlo con cualquier parte de la carretera. ¡Han creado una intersección!
- ¿Qué vehículo les gustaría conducir en esta carretera? Elijan algo de la caja para conducir por la carretera, ¡o usen lo que trajeron a nuestra actividad compartida!
- ¿Qué sonidos escuchan en la carretera? ¿Qué sonidos pueden hacer mientras conducen por ella?

¡Hagan una carretera con tiza!

- ¡Hoy tenemos una carretera en el piso!
- Pueden ayudarnos a construirla. Tomen un trozo de tiza y dibujen en el piso.
- Dibujen una línea con su tiza hacia cualquier parte de la carretera. ¡Han creado una intersección!
- ¿Qué vehículo les gustaría conducir en esta carretera? ¡Elijan algo de la caja para conducir por ella!
- ¿Qué sonidos oyen en la carretera? ¿Qué sonidos pueden hacer mientras conducen por la carretera?
- ¡Agreguen más dibujos al área de la carretera usando su tiza!

Búsqueda del tesoro de colores

- Tenemos distintos recipientes etiquetados con diferentes colores. ¿Qué colores ven?
- ¿Qué objetos pueden encontrar en la habitación con estos mismos colores?
- Busquen cosas que sean de estos colores y colóquenlas en la cesta etiquetada con el mismo color.
- ¿Qué observan sobre los objetos que están en cada cesta?
 - ¿Hay objetos iguales?
 - ¿Cuáles son diferentes?
 - ¿Qué objetos son grandes? ¿Y cuáles son pequeños?

Diferentes tonos de colores

- Vamos a mezclar y crear colores.
- ¿Qué colores ven en esta bandeja?
- Pidan al adulto que los acompaña que les ayude a usar el gotero. Succionen un poco del agua de las diferentes secciones y colóquenla en una parte vacía de la bandeja.
- ¿Qué otros colores pueden agregar para cambiar el color del agua? ¿De qué color es el agua ahora?
- Experimenten con distintos colores. Agréguelos a las diferentes partes de la bandeja.
- ¿Qué otros colores agregarían a este color? ¿Qué color se formó?

Una vista colorida

- ¿Pueden ver algo pegado en las ventanas? Se llama papel celofán de colores.
- ¡Es divertido decir esta palabra! Prueben: ce – lo – fán.
- Miren a través del papel celofán de distintos colores, ¿qué ven?
- Ahora, miren por la ventana que no tiene el papel celofán de colores. ¿Qué luce diferente del paisaje exterior?

A trabajar juntos

- Trabajen juntos para terminar un rompecabezas, O...
- Apilen objetos para construir una torre.
- ¿Cuántos objetos pueden apilar para construir una torre sin que se caiga?
 - ¡Trabajen con el adulto que los acompaña o con un nuevo amigo y diviértanse!
 - ¿Qué sucede cuando la torre se cae? ¡Sigán intentándolo!

Diferentes e iguales

- Observen los distintos papeles. Lean el título de cada papel. Son distintos tipos de categorías.
- Encuentren a los que tienen la misma categoría. Hagan una marca o símbolo (puede ser una carita sonriente, la inicial de su nombre o lo que quieran) en los papeles que sean iguales al suyo.
 - Por ejemplo, ¿tienes el cabello rizado? Entonces tienes que hacer una marca o símbolo en el papel que dice *cabello rizado*. Si no tienes el cabello rizado, no hagas ninguna marca ni símbolo en el papel.
- ¿Trajeron un amigo o juguete de peluche? Hagan que les ayuden y coloquen una marca en los diferentes trozos de papel que sean iguales para su amigo o juguete de peluche.
- Miren todas las categorías (papeles).
- ¡Vean qué es lo que nos hace iguales, diferentes e increíbles!

Una vista colorida

- ¿Pueden ver algo pegado en las ventanas? Se llama papel celofán de colores.
- ¡Es divertido decir esta palabra! Prueben: ce – lo – fán.
- Miren a través del papel celofán de distintos colores, ¿qué ven?
- Ahora, miren por la ventana que no tiene el papel celofán de colores. ¿Qué luce diferente del paisaje exterior?

Gráfico KWL

- Este cuadro se llama Gráfico KWL.
- Lean el texto en la parte superior del gráfico: *First Ladies of the United States (Primeras Damas de Estados Unidos)* y la frase: *In the United States, the President's wife is called the "First Lady."* (En Estados Unidos, la esposa del Presidente se llama "Primera Dama").
- Hay tres secciones diferentes y cada sección tiene una pregunta.
- Estas secciones se llaman columnas. Deberían ver esto:
 - **K** = ¿qué **sabes**?
 - **W** = ¿qué quieres **aprender**?
 - **L** = ¿qué has **aprendido**?
- Piensen en el texto al inicio del gráfico: *Primeras Damas de Estados Unidos*.
- Luego, agreguen su propia información escribiendo preguntas, ideas y opiniones en las dos primeras columnas:
 - ¿Qué **saben** sobre las **Primeras Damas de Estados Unidos**?
 - ¿Qué **quieren aprender** sobre las **Primeras Damas de Estados Unidos**?

Explorando textos informativos

- Todos estos son libros informativos. A veces escucharán que la gente los llama textos informativos o libros de no ficción.
- Estos libros contienen datos sobre el tema que tratan.
- Las páginas de los libros pueden tener un aspecto diferente. ¿Pueden ver que algunas páginas tienen dibujos, gráficos o imágenes? A esto se le llama como características del texto.
 - Las características del texto les ayudan a comprender TODA la información de la página, el capítulo o la sección del libro.
- Hojeen los libros. ¿Qué características del texto pueden ver? ¿Qué es diferente? ¿Qué luce igual? ¿Qué tipos de características del texto pueden ver?
- ¿Todas las imágenes tienen leyendas o solo algunas?
 - Una leyenda es una frase corta debajo de un dibujo o una imagen. Explica la imagen o el dibujo y proporciona más información.

Ordenar y emparejar leyendas

- Una leyenda es una oración corta debajo de un dibujo o una imagen. Explica el dibujo o la imagen y proporciona más información.
- Observen los diferentes dibujos e imágenes que están sobre la mesa y luego lean las oraciones en las tiras de papel.
- ¡Elijan una imagen y luego una leyenda que le acompañe!
- Lean con el adulto que los acompaña. ¿Por qué eligieron esta leyenda? ¿Hizo que el dibujo o la imagen quedara divertido, o eligieron una que coincidiera exactamente con lo que estaban viendo?

Vamos a crear un marcapáginas

La ex Primera Dama Barbara Bush es mencionada en este libro, en la sección *Literacy and Education*. La leyenda dice: “*Barbara Bush supported the National Literacy Act and focused on family literacy as a first lady.*” (Barbara Bush apoyó la Ley de Alfabetización Nacional, y como primera dama se dedicó a la alfabetización familiar”).

La Sra. Bush quería que todos tuvieran la oportunidad de aprender a leer y escribir. También creía que los padres o cuidadores eran los primeros y mejores maestros de sus hijos. Fundó la Barbara Bush Foundation for Family Literacy en 1989, ¡y la fundación sigue apoyando a las familias que leen y aprenden juntas en la actualidad!

- Barbara Bush creó consejos (sugerencias) de lectura para ayudar a las familias a leer juntas. Piensen en lo que se habló cuando leyeron el libro *First Ladies Make History* y lo que aprendieron sobre Barbara Bush. ¿Por qué creen que daba consejos sobre lectura y sobre la lectura en familia?
- Creen su propio marcapáginas sobre algo que consideren importante y que les gustaría enseñar a los demás.
 - Puede ser sobre cualquier cosa: un deporte favorito, cocina, libros, caballos, medio ambiente, bondad, igualdad, etc.
- Usen los materiales de manualidades para crear sus marcapáginas como más les guste.
 - Pueden agregar palabras e imágenes importantes, de modo que el marcapáginas muestre por qué ese tema es importante para ustedes.
 - Agreguen dibujos con leyendas.
 - ¿Qué quieren enseñar a los demás sobre este tema?
 - ¿Cómo mostrarán lo importante de su tema a alguien que lea su marcapáginas?
 - ¡Sean creativos y diviértanse!
- Si quieren, ¡tendrán la oportunidad de compartir su marcapáginas!

Which Book is Right for My Child Right Now?

Sometimes it's tricky to choose a book for your child. This little grid can help you think about what children your child's age can do and what they might be interested in. You can use this to help you select a "just right" book.

Age of Child	What Your Child Can Do	What Kind of Books to Choose
Birth to 6 months	Newborns and very young babies don't see very well. They sleep a lot and have little control over their muscles. As a result, they depend on you for everything. This phase is all about building a bond. Snuggling, talking to, singing to, and reading to your baby is very important. As your child gets older, you'll notice she looks at the pictures and even follows your finger as you point things out. Babies love faces. At first yours is all they care about but soon, they are attracted to baby faces, too. By 6 months, your baby can pat the pictures and even start to hold and chew on the board book pages.	• High contrast books with few words • Song books that you sing while holding the baby and maybe even dancing • Books with everyday objects in them that can be found in your home (cup, ball, dog) • Word books that feature animals • Baby faces books
6 months to 12 months	Older infants can start to hold their own books. You can show them how to turn pages. Children this age are learning that when they can't see something, it still exists. That's why they love playing peek-a-boo with you. They're relieved you're still there! Try books that help them with this idea.	• Peek-a-boo books • Word books with all kinds of things in them

Age of Child	What Your Child Can Do	What Kind of Books to Choose
12 months to 18 months	Toddlers are increasingly interested in the world around them. Labeling things as you see them on walks or looking at books can help your child start to build her own vocabulary. Toddlers are interested in their bodies so it's important to have books that talk about parts of the body and represent children that look like your child as well as children of other races. Children are starting to have big feelings. Helping them to know the names of those feelings can help them talk about them later. Toddlers are starting to be able to make sounds and have very early speech. Books with animal noises and letters and numbers give them a chance to try out those sounds.	• Counting books • Alphabet books • Word books (such as <i>My First 100 Words</i>) • Books about body parts • Feelings books • Animals sounds books
18 months to 24 months	Older toddlers love to MOVE! They may have a hard time sitting through a whole book but are still interested in the words and ideas in the books. Simple stories that your child can act out with you can be fun. Finger puppets help your child think about characters in a story when you use them to tell the story. Beginning fact books may be interesting for your child, too.	• Movement books • Animal books • Short, simple stories • Books about food or other things your child is interested in • Finger play books (poem or song books that have hand movements)

Age of Child	What Your Child Can Do	What Kind of Books to Choose
24 months to 30 months	This is the time when your child's vocabulary starts to explode! Children learn hundreds of words during this time but only if you're talking and reading with them. Singing songs is still a good way to play with words and for your child to learn what new words mean. She is also starting to be able to understand simple stories about friends, people in her community, and the world around her.	• Simple stories with few words to a page • Alphabet books with photos of things she's familiar with • Song books • Rhyming books
30 months to 36 months	Your child's attention span is lengthening. He still needs to move around and books should be quite short still, but he's able to follow a story and talk about it. He might also be interested in learning more about things. This is the stage when children ask MANY questions. You might use fact books (also called informational text) to answer some of those questions. Like the stage before this one, your child is learning new words at an amazing rate. Reading to him will help expose him to new words. Asking him what he thinks a new word might mean helps him start to think about what he knows and how to figure out new words. It's an exciting time!	• Stories about friends • Stories about school • Stories about things your child is interested in • Informational books about whatever topics your child wonders about (sharks, ballerinas, trains, princesses, etc.) • Alphabet books with facts on each page • Counting books with a story to tell

¿Cuál libro es el indicado para mi hijo en este momento?

A veces no es fácil elegir un libro para un niño. Este cuadro puede ayudarle a pensar acerca de lo que pueden hacer los niños de la edad de su hijo y qué les puede interesar. Puede usarlo como ayuda para elegir el libro "perfecto".

Edad del niño	Lo que su hijo puede hacer	Qué tipo de libros escoger
Del nacimiento hasta los 6 meses	Los recién nacidos y los niños muy pequeños no ven muy bien. Duermen mucho y tienen poco control de sus músculos. Como consecuencia, ellos dependen de usted para todo. Esta fase consiste primordialmente en crear vínculos. Abrazarle, hablarle, cantarle y leerle a su bebé son actividades muy importantes. A medida que su hijo va creciendo, notará que mira las imágenes e incluso sigue su dedo cuando señala cosas. A los bebés les encantan las caras. Al comienzo, la suya es la que más les interesa, pero en poco tiempo se sentirá atraído también a las caras de otros bebés. A los 6 meses, su bebé puede tocar las imágenes e incluso comenzar a sostener y morder las páginas de los libros para bebés.	• Libros de alto contraste con pocas palabras • Libros de canciones que usted puede cantar mientras alza a su bebé y también puede bailar con él • Libros con imágenes de objetos cotidianos que puede encontrar en casa (tazas, pelotas, perros) • Libros de palabras que muestren animales • Libros con rostros de bebés
De 6 a 12 meses	Los niños más grandes pueden comenzar a sostener sus propios libros. Puede enseñarles a pasar las páginas. Los niños de esta edad están aprendiendo que cuando no pueden ver algo, aun así existe. Por eso les encanta jugar a "dónde está el bebé" con usted. ¡Se sienten tranquilos sabiendo que usted sigue ahí! Pruebe con libros que les ayuden con esta idea.	• Libros sobre "dónde está el bebé" • Libros de palabras con toda clase de objetos en ellos

Edad del niño	Lo que su hijo puede hacer	Qué tipo de libros escoger
De 12 a 18 meses	Los niños pequeños están cada vez más interesados en el mundo que los rodea. Nombrar y señalar las cosas cuando las ve mientras salen a caminar o ven libros puede ayudar a su hijo a comenzar a construir su propio vocabulario. A los niños pequeños les interesa su cuerpo, así que es importante tener libros que hablen sobre las partes del cuerpo y representen niños que se parezcan a su hijo, así como niños de otras razas. Los niños están comenzando a tener muchos sentimientos. Ayudarles a conocer los nombres de esos sentimientos les ayudará a hablar de ellos después. Los niños pequeños están comenzando a hacer sonidos y a tener un lenguaje inicial. Los libros con sonidos de animales, letras y números les dan la oportunidad de intentar hacer los mismos sonidos.	• Libros para contar • Libros de abecedario • Libros de palabras (como Mis Primeras 100 Palabras) • Libros acerca de partes del cuerpo • Libros de sentimientos • Libros de sonidos de animales
De 18 a 24 meses	¡A los niños de más edad les gusta MOVERSE! Puede que les cueste mucho sentarse a leer un libro entero, pero aun así les interesan las palabras y las ideas de los libros. Los relatos sencillos que usted y su hijo pueden representar son divertidos. Los títeres de dedos le ayudan a su hijo a pensar en los personajes de un relato cuando los usa para contarles el cuento. Iniciar con libros sobre datos también puede ser interesante para su hijo.	• Libros de movimiento • Libros de animales • Relatos cortos y simples • Libros acerca de alimentos u otras cosas que puedan interesarle a su hijo • Libros para representar con los dedos (libros de poemas o canciones que tienen movimiento de manos)

Edad del niño	Lo que su hijo puede hacer	Qué tipo de libros escoger
De 24 a 30 meses	¡Este es el momento en el que el vocabulario de su hijo comienza a explotar! Los niños aprenden cientos de palabras durante esta etapa, pero sólo si usted habla con ellos y les lee. Cantar sigue siendo una buena manera de jugar con palabras y ayudar a su hijo a aprender lo que significan las nuevas palabras. También comienzan a poder entender historias sencillas acerca de amigos, personas de su comunidad y el mundo que los rodea.	• Relatos sencillos con pocas palabras en una página • Libros de abecedario con imágenes de cosas que le son familiares • Libros de canciones • Libros de rimas
De 30 a 36 meses	La capacidad de atención de su hijo se está extendiendo. Todavía necesita moverse y los libros deben seguir siendo cortos, pero es capaz de seguir una historia y hablar de ella. También puede estar interesado en aprender más acerca de las cosas. Esta es la etapa en la que los niños hacen MUCHAS preguntas. Puede usar libros de datos (también llamados textos informativos) para responder algunas de esas preguntas. Al igual que en la etapa anterior, su hijo está aprendiendo nuevas palabras a una velocidad asombrosa. Leerle ayudará a exponerlo a nuevas palabras. Preguntarle cuál cree que pueda ser el significado de una nueva palabra ayuda a activar pensamientos acerca de lo que conoce y en cómo descubrir nuevas palabras. ¡Es una etapa emocionante!	• Relatos sobre amigos • Relatos sobre la escuela • Relatos acerca de cosas en las que se interesa su hijo • Libros informativos acerca de cualquier tema que llame la atención de su hijo (tiburones, bailarinas, trenes, princesas, etc.) • Libros de abecedario con datos en cada página • Libros para contar que relatan una historia