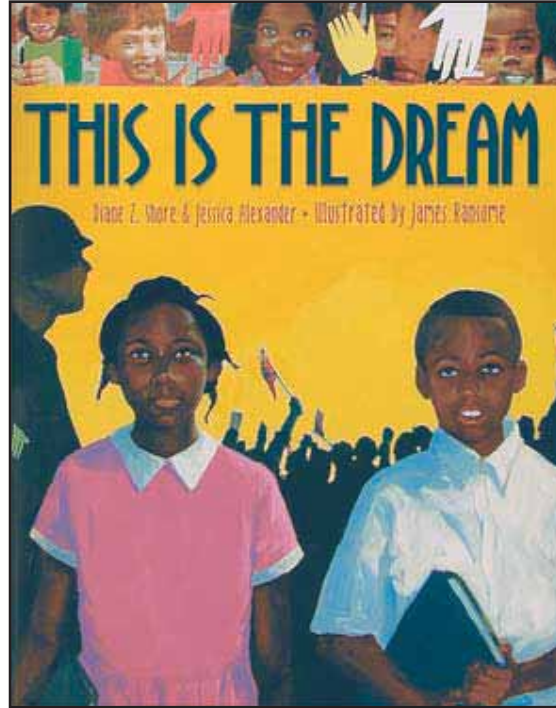




Read-Aloud Family Event

This Is the Dream

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Set Read-Aloud Stage

- ★ To help children understand the idea and feeling of inequality pick out those children with a particular characteristic, such as black hair or brown eyes, or those wearing a particular type or color of clothing. You might say that the families of these children will receive a special book (*The Family Guide to the Book Fair*) at the end of the session because you “just love the color yellow and think it’s better than any other color.” At the end of the session, talk about how your having favorites made everyone feel. Let them know all families will get the book. Although insignificant in comparison, for a moment it made them feel different and unequal.
- ★ This book shares information about a highly emotional period of our nation’s history. Use your voice and pauses to emphasize particular words and story events.

Read-Aloud Warm-Up

- ★ Begin by saying that this book is *nonfiction*. Ask if anyone knows what that means. Show examples of other nonfiction books and discuss ways in which nonfiction books can be useful and interesting. Stories are fun and playful to read with young children. However, this book is a wonderful example of a type of nonfiction book that has elements similar to story books. Like many stories for young children, it uses rhythm and rhyme, and richly painted illustrations rather than photographs to make it more inviting.
- ★ Point to the words as you read the book’s title. Ask children to explain what the word *dream* means. Sometimes a dream means more than what happens while we sleep. Sometimes a dream is what we imagine things should be like—it’s our hope for the way we want things to be. This book is about that kind of dream. Ask if anyone wants to guess what this dream is. Then say, “Let’s read and find out.”



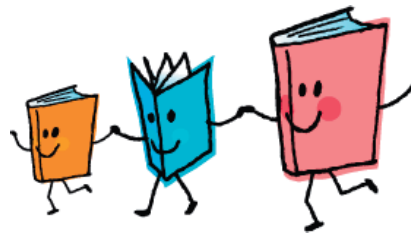
During Read-Aloud

As you read the story, incorporate these read-aloud strategies. Mark the pages where you plan to ask questions or have a discussion. Show the pictures, explain words, and ask the suggested questions in the appropriate spots.

- ★ This book is told in rhyme. Periodically pause while reading in places where the rhyme is predictable, and allow children to insert the rhyming words.

● Explain these words as you read:

- ❑ Colored is a word that was used to describe black or African-American people.
- ❑ In this case the word **square** refers to the center of a town where stores and important town buildings are located.
- ❑ **Separate** means apart and different.
- ❑ **Separate but equal** describes a law where people were separated but supposedly were equal or given the same rights.
- ❑ **Public places** are places that are open for everyone to use.
- ❑ **Denying** means refusing or not giving.
- ❑ **Justice** means fairness.
- ❑ **Weary** means tired.
- ❑ To **forge** is to move or make your way.
- ❑ A **triumph** is a victory or win.
- ❑ To **rally** is to come together.



Predictable Words

Help children listen and join in with predictable words and phrases to actively engage them in the story.

Connecting

Connecting story events to their own experiences helps children understand and relate personally to the people and events.

PEER Sequence

Dialogic Reading is a powerful read-aloud strategy because it involves the listener and extends oral language and print comprehension. The **PEER** sequence for Dialogic Reading says to **P**rompt the child with a question about the story, **E**valuate the child's response, **E**xpand on the child's response, and **R**epeat the initial question to check that the child understands the new learning.

Questions

Using open-ended and "wh" questions increases talk about the book and helps children focus on details. It supports comprehension and builds vocabulary. It also helps children relate story events to experiences in their own lives.

Read-Aloud Discussion

Conduct a brief discussion using some of these suggestions:

- ★ Ask children if they have ever not been included in something, such as not being invited to someone's party or not being chosen to be on a team. Explain that this book describes a period in our history when most black people were treated poorly and in many ways were not included.
- ★ Ask children to recall some of the ways described in the book in which black people were denied equal rights. Ask what people did to triumph over inequality. Have children name a few examples of how we now have equal rights.
- ★ Encourage families to get this book and read it together at home.

Read-Aloud Warm-Up

Take no more than five minutes to ask parents and children if they noticed some of the strategies you used that helped bring this book to life.

- ★ Mention that when you use new words it helps if you tell what they mean within the context of the story so that children understand the word related to how it is used. This helps children learn and remember the meanings of new words. Does anyone remember any of the new words introduced with this book? Colored, square, separate, separate but equal, public, denying, justice, weary, forge, triumph, and rally. Explaining new words in context helps build vocabulary.
- ★ You used different types of questions to help children think about the story and connect it to their own experiences.
- ★ Dialogic Reading is a powerful read-aloud strategy because it involves the listener and extends oral language and print comprehension.

Distribute the bookmarks and *The Family Guide to the Book Fair* (found at www.scholastic.com/bookfairs/family) to all parents. Let them know that these great tools are filled with reading strategies, tips, and information about how young children learn.



National Center
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