



A Common Core State Standards-
Aligned Discussion & Activity Guide for
Grades PK-1

Dream Big

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Written & Illustrated by Joyce Wan

Published by Cartwheel Books

A bold, inspiring message for little graduates of today with a heartening homage to female trailblazers of the past from beloved creator Joyce Wan!

*Dream your dreams with your eyes wide open and make them come true.
Dream big, little one, there's nothing you can't do.*

In this dreamy oversized board book, little ones will find the courage and strength to achieve anything they want -- all by dreaming big! With inspiring illustrations of female trailblazers and icons of history and simple, hopeful text, Joyce Wan creates a moving send-off for graduates of all ages. Included in the back is a simple guide to some of the bold dreamers who came before us who followed their dreams . . . and changed the world.

Guide created by
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Pre-Reading Discussion

Consider the front cover of the book:

- Describe the scene depicted in the illustration.
- Explain why the character is holding a flag while standing on top of a mountain.
- Predict how the character feels. Identify clues in the illustration that reveal the character's emotions.
- The title of the book is *Dream Big*. Explore the meaning of the word “dream”. Make a connection between the definition and personal experiences. Describe a dream you've once had.
- Consider how a person might dream in a big way. What would a big dream look like?
- Predict what you think this story is going to be about.



Meet author/illustrator Joyce Wan:

- As an author, Joyce wrote all of all the words in *Dream Big*. As an illustrator, Joyce created all of the images featured in the book. Consider the connection between being both the writer and illustrator of a book. What do you think the experience might be like?
- Joyce entered a greeting card contest when she was a first grader and won! Imagine what that experience must have been like. Determine how winning the contest has served to prepare Joyce to become an award-winning author/illustrator.
- On her website, Joyce says that she considers herself to be a “night owl”, which means she likes to work in the middle of the night. How about you? What time of day do you feel most creative? Why is this so?
- Learn more about Joyce and enjoy looking at her artwork by accessing her website at www.wanart.com.



Joyce's winning greeting card design



Post-Reading Discussion

Analyze the creative connection between being an author and an illustrator by considering the statements below. Encourage students to continue the exploration by completing the activities included in this Discussion/Activity Guide.

The word *big* means great, large, and important.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the meaning of the word *big* and the artistic way she represented the word.
- Predict how the character gazing up at the building relates to the notion of dreaming big.

The word *high* means rise, soaring, and uplifted.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *high* and the artistic way she represented the word.
- Predict how the character flying in the airplane relates to the notion of dreaming high.

The word *brave* means courageous, strong, and heroic.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *brave* and the artistic way she represented the word.
- Predict how the character walking through a woods in the dark of night relates to the notion of dreaming brave dreams.

The word *far* means a long way, distant, and far away.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *far* and the artistic way she represented the word.
- Predict how the character orbiting through space relates to the notion of dreaming far.

The word *wide* means a vast, universal, and expansive.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *wide* and the artistic way she represented the word.
- Predict how the character writing on a table while being surrounded by books relates to the notion of dreaming wide.

The word *wild* means untamed, natural, and ferocious.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *wild* and the artistic way she represented the word.
- Predict how the character embracing little monkeys relates to the notion of dreaming wild dreams.



The word *fast* means speedy, active, and quick.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *fast* and the artistic way she represented the word.
- Predict how the character running around a track relates to the notion of dreaming fast.

The word *deep* means under the sea or the ocean.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *deep* and the artistic way she represented the word.
- Predict how the character wearing a snorkel relates to the notion of dreaming deep.

The word *vibrant* means lively, colorful, and dynamic.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *vibrant* and the artistic way she represented the word.
- Predict how the character painting a picture relates to the notion of dreaming deep.

The word *kind* means generous, good, and thoughtful.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *kind* and the artistic way she represented the word.
- Predict how the character speaking into a megaphone relates to the notion of dreaming kind.

The word *steep* means high, lofty, and elevated.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *steep* and the artistic way she represented the word.
- Predict how the character climbing a snowy hill relates to the notion of dreaming steep.

The word *bold* means brave, gutsy, and unafraid.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *bold* and the artistic way she represented the word.
- Predict how the character seated on a public transit bus relates to the notion of dreaming bold dreams.

The word *probabilities* means a promise, likeliness, and anticipation.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *probabilities* and the artistic way she represented the word.
- Predict how the character writing mathematical equations on a board relates to the notion of dreaming probabilities.



The word *impossibilities* means inconceivable, hopeless, and unthinkable.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *impossibilities* and the artistic way she represented the word.
- Predict how the character wearing a lab coat standing beside a huge machine relates to the notion of dreaming impossibilities.

The word *powerful* means strong, effective, and dynamic.

- Consider Joyce Wan's choice of color and letter shape (font). Make a connection with the definition of the word *powerful* and the artistic way she represented the word.
- Predict how the character speaking to a large crowd relates to the notion of dreaming powerful dreams.

Observe the illustration featuring characters operating vehicles such as airplanes, boats, a bicycle, and a train. Notice the characters looking out of high-rise windows, as well as on top of a mountain. Make a connection between the words discussed and the roles represented in this illustration. Instruct students to point out the activities that most interest them.

Encourage them to begin dreaming of the influential life that they would like to lead.



Fun Facts Cards

Objective: To make a connection between the illustrations and the story in which they appear.

Materials:

- *Dream Big*, the book
- Fun Fact Cards (Guide, pgs. 8-10)
- Cardstock
- A circular binder clip
- Scissors
- A hole punch
- Lamination (optional)



Procedure:

- Print **Fun Fact Cards** on cardstock.
- Use scissors to trim around the borders of the **Fun Fact Cards**.
- Laminate the **Fun Fact Cards**.
- Using the black circle printed on each card as a guide, punch a hole in a corner of each card.
- Create a booklet with the cards by stacking them together. Secure the booklet cards together with the circular binder clip.
- Using the **Fun Fact Cards** booklet as reference, associate each illustration with each woman's photograph.





FUN FACT CARDS



Amelia Earhart

The first woman to fly solo across the Atlantic Ocean



Harriet Tubman

A humanitarian, spy, and former slave who led many enslaved people to freedom



Valentina Tereshkova



The first woman to travel into space



Zaha Hadid



World renowned architect known for bold, visionary designs.



Chien-Shiung Wu



A pioneer in research on nuclear physics





Ellen DeGeneres

A comedian and television star known for her kindness and generosity



Eugenie Clark



Nicknamed "The Shark Lady" for her pioneering research on sharks



Florence Griffith Joyner

A three-time Olympic gold medalist and the fastest woman of all time



Frida Kahlo



An iconic artist best known for her introspective self-portraits



Jane Goodall



A pioneer in research on the behavior of wild chimpanzees



Junko Tabei

The first woman to climb Mount Everest and all seven summits of the world



Katherine Johnson



A mathematician whose calculations helped NASA send people to space

Maya Angelou



A poet and author who inspires people worldwide with her wisdom and words

Rosa Parks



An activist whose brave action of resistance ignited the Civil Rights Movement



Sirimavo Bandaranaike



A former prime minister of Sri Lanka and the world's first woman premier

You



Can't wait to see where your dreams take you!

Power Word Booklet

Objective: Demonstrate understanding of the organization and basic features of print.

Materials:

- *Dream Big*, the book
- Power Word Booklet (Guide, pgs. 12-15)
- Cardstock
- Stapler
- Scissors
- Markers



Procedure:

- Print **Power Word Booklet** pages.
- Use scissors to trim around the borders of the booklet pages.
- Use markers to trace over the letters of each page of the booklet. Encourage students to choose vibrant, energetic colors that represent their interpretation of the word.
- Use markers to create an illustration representing the meaning of each word.
- Create a Power Word Booklet by stapling completed booklet pages together.
- Look through *Dream Big* to locate each of the words in the booklet. Instruct students to assume the roles of both an author and an illustrator, by making a connection between the illustrations in the book and the child's interpretation of the definition of the power words in their booklet.





Power
Word
Booklet

high

brave

far



wide

wild

fast

deep



vibrant

kind

steep

bold



probabilities

impossibilities

powerful

big



A Narrative of Powerful You!

Objective: Use a combination of drawing and writing to narrate a single event.

Materials:

- *Dream Big*, the book
- Power Word Booklet (Guide, pgs. 12-15)
- You! Graphic Organizer (Guide, pg. 17)
- Pencil
- Markers

Procedure:

- Determine the definitions of the “power words” used in *Dream Big*. Encourage students to choose a word that they identify with.
- Print a copy of the **You! Graphic Organizer**. Instruct student to write their chosen power word in the space provided.
- Direct student to write a brief narrative describing a time that they identified with the energy of their chosen word – in a fictional or non-fictional way.
- Instruct student to illustrate their work and share it with the class.

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You!

← Label with your Power Word

Your Power Word

← Illustrate narrative

← Write narrative here

 www.wanart.com  www.guidesbydeb.com  www.debbiegonzales.com



You!



Your Power Word



Common Core State Standards Alignment

Common Core State Standards Alignment		Discussion	Fun Fact Cards	Power Word Booklet	YOU: Narrative
English Language Arts Standards » Reading: Literature					
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	•	•	•	•
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	•	•		
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.	•		•	
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	•			
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	•	•	•	•
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	•	•	•	•
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	•	•	•	•
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	•	•	•	•
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	•	•		
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	•	•	•	
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	•	•		
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	•	•	•	•
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	•	•	•	•
English Language Arts Standards » Foundational Skills					
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	•	•	•	•
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•	•
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	•	•	•	•
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.	•	•	•	•
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•	•
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	•	•	•	•
English Language Arts Standards » Writing					
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				•
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				•
English Language Arts Standards » Speaking & Listening					
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•	•	•



		Discussion	Fun Fact Cards	Power Word Booklet	YOU! Narrative
English Language Arts Standards » Speaking & Listening (cont.)					
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•	•
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.			•	•
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•	•	•
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			•	•

