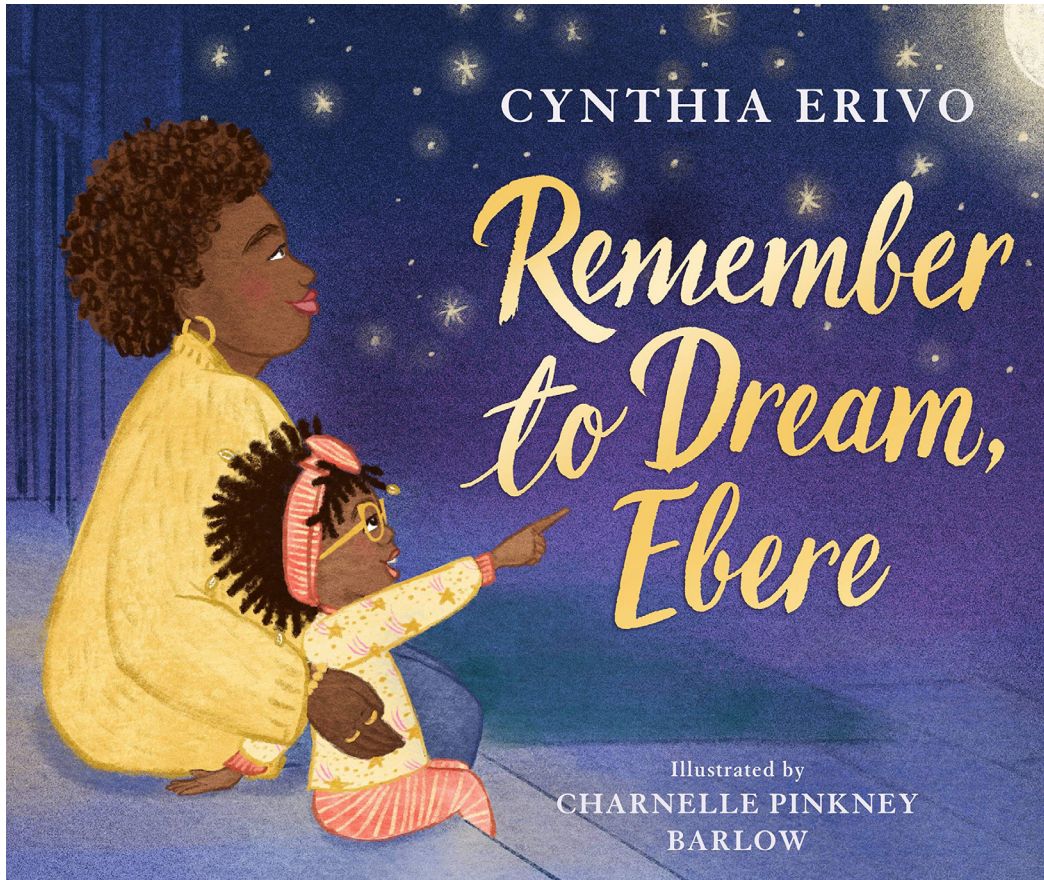


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 1ST



REMEMBER TO DREAM, EBERE

WRITTEN BY CYNTHIA ERIVO

ILLUSTRATED BY CHARNELLE PINKNEY BARLOW

Watch
Cynthia Erivo
read this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

From a Tony, Emmy, and Grammy Award winner comes an inspirational and heartwarming tale of a mother and child, and the dreams they build together.

When Ebere's mother puts her to bed at night, she always says, "Remember to dream, Ebere." And dream, Ebere does! Encouraged by her mother to make her dreams as big as possible, Ebere imagines herself as the captain of a rocket ship with the ability to go anywhere in the universe.

A message of hope and possibility, award-winning star of stage and screen Cynthia Erivo's debut picture book is an ode to a child's imagination, a parent's love, and the big dreams shared by both.

THEMES IN THE STORY

Imagination, Family

READING AND WRITING

SUGGESTED GRADE LEVEL: K - 1ST

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *(Standards listed below are for Kindergarten grade but can be adapted to 1st grade standards.)*

BEFORE VIEWING

Standards: CCSS.SL.K.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure: Build background for students by discussing the following points with students:

- Show the cover of the book and read the title. Discuss what it means to dream. Differentiate between the two meanings, making sure students are aware that a dream can also mean a goal that we have in life.
- Have students make predictions about the story.
- Tell students that they will be focusing on the illustrations and how they help readers know what is happening in the story.

DURING VIEWING

Standards: CCSS.SL.K.2, CCSS.RL.K.7

Reading Focus: Illustrations

Objective: Students will examine how illustrations contribute to a story.

Procedure:

Step 1: After the first page, stop the video and point out how the illustration depicts what is happening. Point out the characters, setting, and action.

Step 2: Throughout the story, stop the video and ask students to identify examples that show how the illustrations contribute to helping readers understand a story. Ask:

- Who are the characters?
- Where are the characters?
- What is happening on this page?

Step 3: Go back to students' predictions and discuss.

AFTER VIEWING

Standards: CCSS.RL.K.2, CCSS.RL.K.7

Objective: With prompting and support, students will use illustrations in a story to identify character, setting, and plot; use the illustrations to retell a story.

Materials:

- Storyline Online: *Remember to Dream, Ebere* (turn volume off)
- Chart paper

Procedure:

- Step 1:** Present a mini lesson on character, setting, plot (if necessary).
- Step 2:** Show students the beginning illustration (Ebere is being tucked into bed). Ask students to look at the illustration and describe what is happening.
- Step 3:** Explain that illustrations help readers to understand a story. Readers can use the illustrations to help identify the characters, setting, and the action taking place. They can also use the illustrations to help them retell the story.
- Step 4:** Go to the next page and have students tell what is happening by examining the illustration. Make sure they include the characters, setting, and actions. Write the students' response on chart paper.
- Step 5:** Divide students into partner groups. Go to next page and have partners use the illustration to retell the story. Call on partner groups to help write text on chart paper. Continue as needed.

Extend It: Partner students on computer. Turn the volume off and ask them to retell the story using illustrations.

READING RESPONSE

Standards: CCSS.RL.K.2, CCSS.RL.K.7, CCSS.W.K.2

Objective: With prompting and support, students will use an illustration to describe a scene from the story.

Materials:

- Storyline Online: *Remember to Dream, Ebere*
- Chart paper

Procedure:

- Step 1:** Project the very first page of the book (this is just an illustration of the characters in their house – no text). Explain this illustration is taking place before the start of the story.
- Step 2:** Ask students to think about what might be happening here. Share with a partner.
- Step 3:** Call on several students to describe what they think is happening.

Option: Have students write their own text to describe the illustration.

WRITING

Standards: CCSS.W.K.2

Objective: With prompting and support, students will illustrate a scene and write a simple sentence.

Materials:

- Drawing paper
- Crayons, markers, other drawing materials

Procedure:

Step 1: Extend the story by asking students what might happen next. Discuss thoughts.

Step 2: Have students draw a picture of their idea and write sentences describing the illustration.

ACROSS THE CURRICULUM ACTIVITIES

STEM – ENGINEERING, MEASUREMENT, NUMBER SENSE, GATHERING INFORMATION, SCIENTIFIC PROCESS

OBJECTIVE —

Students explore the ideas of thrust, weight, and control to demonstrate what goes into the design of a rocket.

MATERIALS —

- Various kinds of paper: card stock, newspaper, drawing paper, poster board, etc.
- Masking tape
- Marker
- Rulers (1 per partner group)
- Chart Paper: Prepare a whole class worksheet with the following information:
 - Which type of airplane will travel the farthest?
 - Make a tally chart showing all the materials you will be using.

PROCEDURE —

- Step 1:** Have each student select a material to make their paper airplane.
- Step 2:** Guide students in making an airplane.
- Step 3:** Ask students: Which type of airplane will travel the farthest? Discuss and ask them to make a prediction.
- Step 4:** Use a tally chart to record predictions.
- Explain or instruct students on how to use a tally chart. Have individual students put a tally on the line next to their choice. Discuss findings.
- Step 5:** Use masking tape to indicate starting line to “launch” airplane. Have each student launch their plane from the starting line. Mark the landing spot with a piece of tape with child’s name and number to indicate type of material used. (Number the materials on tally chart)
- Step 6:** After all students have launched their plane, discuss the results. Which airplane flew the farthest? Compare class predictions.
- Step 7:** Measure the distance:
- Partners: Measure how many rulers their airplane flew. After measuring, write number on masking tape with name. Remove tape from floor and attach to index card.
- Step 8:** Have students order the distance of flight from greatest to least.
- Step 9:** Discuss findings. What other factors, other than material, could have impacted the results? (Force of the throw, control of throw)
- Step 10:** Challenge students to use knowledge gained to decide how they could make the best airplane. Assemble and check findings.

SOCIAL STUDIES

COMMUNITY HELPERS —

Students identify different kinds of jobs and explain how those jobs help people in a community.

OBJECTIVE —

Students use measurement, chemistry, and the scientific method.

MATERIALS —

- Chart paper
- Drawing paper
- Crayons, markers, other drawing materials
- **Teacher Prep:**
 - Prepare a worksheet labeled: _____'s **DREAM**.
 - Make a copy for each student.

PROCEDURE —

- Step 1:** Tap student knowledge about community helpers. Explain that community helpers are people who provide a service to help people.
- Step 2:** Brainstorm a list of community helpers. List on chart paper. Write what service they provide next to each.
- Step 3:** Discuss the various jobs listed providing information where needed.
- Step 4:** Remind students that Ebere had a dream. Ask students: **What was Ebere's dream?** (To be a captain of a space ship.) **What do you dream of being when you grow up?** Allow students to share and tell why they chose that job.
- Step 5:** Distribute drawing paper to students. Have them write their name on the line.
- Step 6:** Instruct students to draw a picture of what they want to be when they grow up.
- Step 7:** Gather the students together to share.

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy®-nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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