



# TEACHING TIPS

## CLASSROOM LESSON IDEAS

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visit [www.dreamstorybook.com](http://www.dreamstorybook.com) or call 1-800-772-7765

**Defining Dream** *Language Arts.* The word “dream” has many meanings. You’ll find a complete definition on the title page of *Dream*. Each meaning is used somewhere in the story. Can you find each? Try writing your own short story that incorporates all the definitions of another multi-meaning word.

**What Do You See?** *Art.* *Dream* is illustrated by 15 of the top illustrators in the world. One of the book’s goals is to encourage visual literacy. Each time you turn the page, there’s a new surprise. Mediums used include watercolor, pen-and-ink, colored pencil, oil, chalk pastels, plasticine, acrylic, collage, and digital. Use the endnotes to explore and discuss each illustration in detail. **Recommended:** *Take a Look* by Rosemary Davidson (Viking).

**The Colors of Your Life** *Social Studies, Family/Life Studies, Language Arts, Art.* *Dream* is the story (as told by a wise old star) of a life – your life – and the dreams across that life. Each stage of life is associated with a different color. What are the stages and the color for each stage? What stage of life are you in? What’s behind you? In front? Draw a map of your life showing each stage in a different color. What do you think you’ll be doing in future stages of your life?

**From Me to We** *Social Studies, Language Arts.* The story in *Dream* begins as a traveler wandering a barren desert finds the Dream Chest at the end of a rainbow. As the traveler opens the chest, a wise old star emerges to guide the traveler – and the reader – through a colorful journey of a lifetime. Pages 4-13 are at the level of the individual. The story then opens up to the level of humanity with a series of three full-page spreads (pages 14-19). It concludes by returning to the level of the individual (pages 20-27) within the context of “something bigger” (pages 28-31). Why are we here? How important are the dreams we have as individuals versus the dreams we have as communities? What do we do if the dreams conflict (e.g. a developer who wants to develop an ecologically sensitive area)? Read the Marie Curie quotation on page 15. How much responsibility do you have for other people? **Recommended:** *A Young Person’s Guide to Philosophy* edited by Jeremy Weate (DK Publishing).

**Make a Wish Upon a Star** *Social Studies, Family/Life Studies.* Each illustrator in *Dream* has incorporated a star into their illustration. Find each star and when you do, make a new wish. Explore and discuss the book in small groups. What are your dreams? How many dreams can you come up with for yourself, your family, and our world? What do you want your life to be like? What do you want to be? What do you want to do? What do you want to learn? What do you want for your family? How can you make the world a better place? **Extension:** Find out how to make origami Dream Stars at [www.dreamstorybook.com](http://www.dreamstorybook.com).

**Your Dream Chest** *Family/Life Studies, Social Studies, Art.* *Dream* starts at the end of the rainbow with the Dream Chest, a magical portal between “what is” and “what can be.” One of the biggest challenges can be clearly identifying your dreams and goals. Make your own Dream Chest – it can even be a decorated

- \* 5 years in the making, *Dream* has won 11 national awards including an IRA Children’s Choice, Teachers’ Choice, Visionary Award, and an American Booksellers Association Top Children’s Pick.
- \* Use *Dream* from elementary to high school grades – illustrated stories are an art form for everyone!
- \* Start and end your school year by reading *Dream* to your class. After all, right now, in *your* classroom, your students are learning how to live their lives and work toward their goals.
- \* Refer to *Dream* during the school year, reminding students it’s *their* life. Use the book as a learning springboard to various topics.
- \* As part of the Legacy Project, there are free supporting LifeDreams activity kits, essay contests, workshops, a traveling exhibit, and more – visit [www.dreamstorybook.com](http://www.dreamstorybook.com)

cardboard box. Over time, look through magazines and newspapers to clip out articles, quotations, cartoons, images, and other items that inspire you, interest you, or relate to your dreams and goals. Place them in your Dream Chest. Visit your Dream Chest for inspiration and ideas.

**Historical Hero** *History, Social Studies.* Famous faces from throughout history are brought together in a character-rich library scene on pages 14-15. Who are the people in the illustration? What do you know about them? What can you find out about them? In the top, right corner is African-American Harold Allen, a 74-year-old youth mentor with Experience Corps in Philadelphia, PA, representing the ordinary person who can make a difference. How can you make a difference? As a long-term project, choose a role model from history and find out everything you can about his or her life. Read books, search the Internet. How can your historical hero help you learn more about living your own life? **Recommended:** Picture book biographies by Diane Stanley, James Cross Giblin, and Peter Sís.

**Quote a Quote** *Language Arts.* *Dream* has four layers: 1) story text; 2) illustrations; 3) colored page backgrounds with a series of digital images; and 4) historical quotations. Read the quotation on page 17. There is debate about what Neil Armstrong actually said. He insists he said the “a” in parentheses, but experts who have reviewed the sound tape insist he didn’t. How does the meaning change? How accurate are other famous quotations? Choose a favorite quotation and research all you can about its context and meaning. **Recommended:** *Who Said That?* by Robert Burleigh (Henry Holt) and *Nice Guys Finish Seventh* by Ralph Keyes (Harper).

**Invention Convention** *Science, Language Arts, Art.* Carefully examine the illustration on pages 16-17. How many inventions and discoveries can you identify? At one time, each of these was thought to be “impossible.” Identify a problem people experience in everyday life (e.g. car keys that get lost, difficulty opening bottles, polluting lawnmower). Come up with an invention to solve it. Write a detailed description of your invention. Or make a simple model using art materials and everyday objects. **Recommended:** *What a Great Idea!* by Stephen M. Tomecek (Scholastic), *1000 Inventions & Discoveries* by Roger Bridgman (DK Publishing), *Science Is...* by Susan V. Bosak (Scholastic), and (just for fun!) *Rube Goldberg Inventions* by Maynard Frank Wolfe (Simon & Schuster).

**What Do You Need?** *Social Studies, Family/Life Studies.* Just as you have to put on your socks before your shoes, we need certain things in life before we can reach for other things. For example, you need food and shelter as a basic. The story text on page 12 references psychologist Abraham Maslow’s hierarchy of human needs: physiological (to make your own way); safety and security (to be okay); love and belongingness (to belong), self-esteem (to know things), and self-actualization (to be you – and make a mark on the world). What does each of these mean to you? How important is each? What kind of life do you want to live? What do you think you need to live that life?

**The Cycle of Life** *Social Studies, Family/Life Studies.* The story follows dreams across a lifetime, from childhood through old age. How do you think dreams and goals change across a lifetime? How are young dreams different than old dreams? Are you ever “too old” to dream? What do you think the text on page 29 means? Explore and discuss the text and illustration on pages 26-27. Why are intergenerational connections important? What legacies are passed along generations? **Recommended:** *Something to Remember Me By* by Susan V. Bosak (TCP).

**Growing a Dream** *Social Studies, Family/Life Studies.* Not only does *Dream* explore dreams across a lifetime, but it shows the process of achieving a dream no matter what age you are. You start with ideas and enthusiasm (pages 4-9), come up with a plan and do research (pages 10-19), overcome obstacles (20-23), and hopefully achieve your dream (pages 24-27). What dreams have you achieved (e.g. learning a new subject, getting on a sports team)? What obstacles did you overcome? What do you do when it all seems “too big, too long, too hard” (page 20)?

**Believe, Do, Think** *Social Studies, Family/Life Studies.* This triad on page 27 is based on social science research looking at how people achieve dreams and goals throughout their life. It has multiple meanings: 1) Pursuing a dream requires believing in it, acting upon it, and making strategic, thoughtful choices; 2) There must be a unity of spirit, body, and mind; 3) We need psychological and social qualities from all stages of life – childhood, young adulthood, and older adulthood – to succeed; 4) We also need to learn from the past (think), live fully in the present (do), and continue to hope for the future (believe). Choose one of your key dreams and write out a detailed “believe, do, think” plan for making it a reality.

**Life Questions** *Language Arts, Family/Life Studies.* Have you ever noticed that “if” is the middle word in “life?” Explore and discuss the text and illustration on pages 10-11. Write a list of all the questions you have about life. How many have answers? **Recommended:** *Stormy Night* by Michèle Lemieux (Kids Can Press).

**Finding Hope** *Social Studies, Family/Life Studies, Language Arts.* What do you see on pages 18-19? The illustrator wanted to depict hope overcoming fear. If you watch the TV news every night, it seems only bad things happen. What good things happen every day? Are you hopeful about your life and the world? Where do you find hope (e.g. words/examples of others, the imagination, natural wonders)? Write an essay titled “Finding Hope.”