

## Sharing Our Dreams

**Focus Question:** What is a dream?

Outcomes for the week:

- a. Students will define a dream as a goal or hope that you have for yourself that you would like to happen during your lifetime.
- b. Students will create a poem that lists at least one dream they have for themselves.
- c. Students will read the book *Corey's Dreams* by Aziza M.

Resources for Teacher to build knowledge base:

- a. *How to teach kids to dream in 3 steps:* <https://www.psychologytoday.com/us/blog/what-matters-most/201808/how-teach-kids-dream-in-3-steps>

**Estimated Facilitation Time:** 40 min- 1 hour (Early childhood educators teaching P-1<sup>st</sup> grade may consider breaking this lesson up to spread throughout the week. Teachers of 2<sup>nd</sup>-5<sup>th</sup> grade can present in a day or modify as appropriate as well.)

**Purpose:** This activity is designed to help students begin to understand what dreams are and considering what type of person they are and what type of person they will become. The guiding text for this activity is *Corey's Dream* by Aziza M.

Prep Time: Possibly 30 minutes

Develop a list of questions you want to ask children during guided discussion and make sure they are age appropriate. Suggested ones below:

- Tell me about something you are good at.
- What did you do to become good at it?
- How long did it take?
- What is something you would like to be better at?
- Why is this goal important to you?
- Who in this world would you like to help?
- Why do you want to help them?
- How would you like to help them?

K-1 Facilitation Guide:

1. Bring students together in a meeting area where they can all see you and the board you will use to post images.
2. **Literacy and Language Development:** Tell them that today we are going to talk about dreams. Have the word printed and in visual form so they can see how it is spelled. What is a "dream"? Direct their responses to ensure that they understand that a dream is goal or hope that you have for yourself that you would like to happen during your lifetime. "Some of us dream of having a full day of recess. Maybe we can't have a full day just yet, but, we can behave and follow instructions well so that we can enjoy the full recess we get. Maybe our dream of a full day of recess may inspire us to become a teacher one day so we can plan to surprise our students with a day of recess. Some of

us may dream of being able to buy all of the pizza in the world and eat as much as we want. One of us with that dream might grow up to own a pizza parlor where you make pizza and sell pizza and can eat pizza any time you want. So dreams help us think of what we like and who we are and what we might want to grow up and become.”

3. **Content Area:** “What are some things you wish you could do right now but people tell you that are too small?” Pull from the answers those that can be connected to a profession. For instance, some might say “Stay up late as I want,” or “Wear whatever clothes I want to wear,” or “Eat all of the candy in the world”. You can reply, “You know who has to stay up real late in case a sick person needs their help? A nurse. Nurses work really late shifts. Maybe you could grow up and become a nurse where it is pretty cool to stay up late to help others.” “Wearing whatever you want to wear sounds like you have an idea about your own style and you don’t like being told what to wear. Fashion designers like to make clothes and wear what they want. They have to learn how to sew and design in order to be the best.” “Eating all the candy in the world might make you sick. But, there are people who have jobs where they go to different restaurants to taste different types of food and write reviews about what they like and what they don’t. Isn’t that pretty cool?” Tell them that you are about to read them a story about a little boy who has dreams about being different things when he grows up. Tell them to pay attention to anything that might be interesting for them as well.
4. **Read *Corey’s Dream* by Aziza M.**
5. **Ask:** What do you dream to become? Ask each child and have your teacher’s assistant write down each response.
6. **Transition Activity:** Have them color the Winnie the Pooh page and help them complete their Dream poem by allowing them to write their name, writing in the career they choose and helping them fill the last blank. Children with more advanced reading skills should be allowed to proceed completing the poem on their own. (10-15 minutes)
7. **OPTIONAL:** Instead of using the Winnie the Pooh handout, you may opt to have the students write the poem beside pictures of themselves you had them bring in for homework. That would personalize the assignment more and make it more meaningful. While they work on this assignment, this song by children’s music artist Uncle Devin is good background music:  
<https://www.youtube.com/watch?v=oxtMMa0teOQ&list=PLZLzjXJGwglT719dhZpt8N63DwaqamSbJ&index=6>

#### Materials

- a. Coloring pages of the djembe and maracas.
- b. *Corey’s Dreams* by Aziza M.
- c. OPTIONAL: plastic maracas to preface the reading of *Mariah’s Maracas*

#### 2<sup>nd</sup>-5<sup>th</sup> grade Facilitation Guide:

1. Bring students together in a meeting area where they can all see you and the board you choose to post images. It is also ideal for them to have access to crayons, paper and the ability to draw while still listening and paying attention to you.
2. **Focusing Student Attention:** Ask the students do they know who said this, “I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.” As

they give responses, show them the handout with Martin Luther King, Jr's face and the quote beside him.

3. **Introductory and Developmental Conversation:** Ask the children do they know what a dream is. Post the word "DREAM" on the board and write down some of the answers they say. Be sure to lead them to defining a dream as a goal or hope that you have for yourself that you would like to happen during your lifetime. "Some dreams that people have for themselves are because they recognize something that they are good at and they want to keep doing it all of their life, even when they get old. Tell me about something you are good at." Let some children share and ask them the follow-up question, "What did you do to become good at it?" Tell them that they are going to read a book by someone who lives in Prince George's County, Md and she went to high school to learn how to sing and act which is telling stories, and that is what she does now as a grown up. She tells stories now by writing books. She also is a teacher and realized she liked helping young people so, she decided to be a teacher. Who in this world would you like to help?" Let some children respond. "Why do you want to help them?" "How would you like to help them?" Use your judgment on how you will bring this conversation to a natural close before you start reading.
4. **Content-Based Reading:** Tell them that you are about to read them a book by a writer who lives nearby named Aziza M. Tell them that they may think the book is a baby book because it won't be a very long book, but, you want them to pay attention to what you are reading and the images they see in the book. Sometimes images tell a story that you don't hear being read. You want them to pay attention so that you can talk about it when you are finished. (15 min)
5. **Content-based art opportunity:** Immediately after reading the book, allow the children to draw themselves in the way that the dream themselves to be. Don't give them any rules, or any other direction. Allow them at least 8 minutes to draw and color their images before you bring them together to share or begin the closing assessment.
6. **Closing assessment Activity:** As the children finish drawing their dreams on the page, now, ask them write a paragraph about their dreams using the following prompt: **"I dream that one day I will \_\_\_\_\_"**. Tell them to make sure they write at least four sentences. It can be longer if they wish.

#### Materials:

- a. Corey's Dreams by Aziza M.
- b. Writing utensils (either crayons or pencils) for writing assignmet
- c. Crayons and paper

**Extensions:** Discussing dreams is a good segue-way into a focus on careers or having a career day. Consider how placement of this lesson would accent a planned career day your class may have. Inviting the author during career day or as part of the lesson is another possible way to extend this lesson.