



**children's  
defense fund**  
Leave No Child Behind®

## Children's Defense Fund (CDF) Freedom Schools® at Home Program

Welcome to the national CDF Freedom Schools® at Home network! The *CDF Freedom Schools* program promotes reading as the key that can unlock the door to children's dreams and their unlimited potential. It is our hope that you will use the books from your "Book Bundle" gift to enrich the lives of young people. The titles have been carefully selected and represent the finest work of the country's best writers and illustrators, and children across the nation deserve to have access to them. These books have the power to help children better understand themselves and the world and to instill in them a life-long love of reading.

### The books:

- are developmentally appropriate for a variety of levels;
- lend themselves to a range of interesting, creative activities;
- reflect the children's lives;
- relate authentic history, culture, and heritage through the eyes of children;
- introduce children to adults and children who have made and continue to make a difference in the lives of others;
- offer children ideas and encouragement to get involved in community service, no matter what their circumstances;
- help children explore fundamental issues related to self-esteem; and
- expand children's capacity to dream and to believe that they can make their dreams a reality.



This document serves as a resource for children and families receiving these book bundles. The following questions and activities were compiled both to help parents support children during remote learning and to stimulate conversations around how to make a difference in the world. After reading your book aloud with your child to understand the characters and major plot points, use versions of the following questions (as appropriate) to ask your child thought-provoking questions about what they have just read. This will help them have a deeper understanding and make connections to their own life.

## Suggested Question Stems

### Sequence Details

- According to the book, what was the first sign...?
- What happens to \_\_\_\_\_ at the end of the selection?
- Which of the following event happens first in the story?

- Which of the following correctly lists the events of the story in chronological order?
- According to the selection, what was the \_\_\_\_\_?
- Which of these event led to \_\_\_\_\_?

### Main Ideas

- What is the theme of \_\_\_\_\_?
- According to the story, what is the main reason \_\_\_\_\_?
- Which of the following sentences best summarizes the main idea of this selection?
- Which of the following best summarizes the final paragraph in the selection?
- What is the main idea of the passage?
- This passage is mostly about \_\_\_\_\_.

### Identify Details

- According to the caption on page 2, a \_\_\_\_\_ is mostly \_\_\_\_\_?
- Which of these remarks by \_\_\_\_\_ best supports your answer for \_\_\_\_\_?
- Which of these describes a problem \_\_\_\_\_ faced?
- According to the article, what makes \_\_\_\_\_ difficult?
- According to the article, what did \_\_\_\_\_ and \_\_\_\_\_ have in common?
- How does the reader know that the story takes place in \_\_\_\_\_?
- How does \_\_\_\_\_ avoid \_\_\_\_\_?

### Genre

- How does the reader know that \_\_\_\_\_ is a poem?
- Which of the following informs the reader that the passage is nonfiction?
- An article like this would be found in \_\_\_\_\_.
- Which of these most clearly identifies the text as an interview?
- What are some of the character's traits?
- How does the reader know that \_\_\_\_\_ really wants to \_\_\_\_\_?
- Which of the following best describes \_\_\_\_\_?
- In the passage, how does \_\_\_\_\_ feel about \_\_\_\_\_?
- From what you know about \_\_\_\_\_, which of these would probably \_\_\_\_\_?
- Which of the following best describes how \_\_\_\_\_ has changed since \_\_\_\_\_?

### Author's Purpose

- What is the main purpose of including the map in the selection?
- What is the author's purpose of this selection?
- Which of the following sentences is evidence from the story that indicates that the author's main purpose was to persuade?
- Which of the following is a reason the author most likely chose to write the selection as a poem?
- The main purpose of paragraphs \_\_\_\_\_ and \_\_\_\_\_ is...?
- Which of these statements would the author probably agree with?

### Analyze Details and Draw Conclusions

- According to paragraph \_\_\_\_\_, why does the narrator think \_\_\_\_\_?
- Who is the narrator of \_\_\_\_\_?
- Which of the following is the main reason that \_\_\_\_\_?
- In the passage, why does \_\_\_\_\_ most likely think \_\_\_\_\_?
- From this information it can be determined that...
- Which of these statements explains what \_\_\_\_\_ means by \_\_\_\_\_?

## Critical Thought and Real-Word Application Questions

### Elementary School Level

- Compare and contrast our community with the community we read about in our book with.
- How does the story show us that there are lots of different kinds of people in the world?
- How do you deal with bullies in your school?
- Talk about a situation when you showed courage. What was the outcome of your courageous action?
- Talk about a situation when you helped someone accomplish a goal like the characters in the book? What inspires you to want to learn more?

### Middle and High School Level

- How do the characters in the book make their dreams come true? In general, how do you make dreams come true? What dreams do you have and in what ways have you begun to carry them out?
- Explain the concept of non-violence. How did the characters in the book practice non-violent protests? How does race play a role in the success of protests or movements?
- Describe the character in the story's passion or motivation. How did they work to feed that passion in the story? How did their passion impact their identity? What passions do you have and how do they impact your identity?
- What role did race play in the story and the opportunities given to the characters in the story? What parts of your identity, if any, do you suppress in order to fit in?
- What is the difference between prevention and intervention? How did the characters in the book navigate each of those topics? What do you want to see change in your community? How can you use prevention and intervention to make this change happen?

## Engage with *CDF Freedom Schools at Home Nationwide: Take-Home Activities*

### Elementary School Level

- Create a *CDF Freedom Schools at Home* Quilt: Cover a bulletin board or chalk board with light colored paper. Add a dark-colored border. Use construction paper to make a patches for the quilt to represent a character or theme from each book read. Glue the patches on the quilt. Stretch yarn or attach thin paper strips vertically and horizontally between the rows on the quilt. Snap a picture and tag us using our social media handles below!

### Middle and High School Level

- Create a *CDF Freedom Schools at Home* Talk Show: Write scripts for a talk show focusing on issues from the book (i.e. protesting, racism, bullying, gun violence, etc.). Write in parts for each of these persons: talk show host, author, characters, and anyone else they deem appropriate for the talk show. Host the talk show for an audience and allow them to ask questions. Record the talk show or share it on social media and tag us using our social media handles below!

## Additional Resources to Spark Conversations Around Making a Difference:

Complete and discuss decision making surveys. For survey go to: <https://bit.ly/CDFdecisions>. Share the survey results and the conversation it sparks by submitting pictures or a video to us using our social media handles on the next page!

Create word walls with vocabulary from the books. For guidance visit: <https://bit.ly/CDFwordwall>. Take pictures and tag us using our social media handles on the next page!

## CDF Freedom Schools at Home: Family Engagement Opportunities

Connect with the national *CDF Freedom Schools* at Home network by submitting pictures or a video to us using #CDFFreedomSchools #Lovetoread #ChaptersBeyondBooks so others across the nation see how you are using these Book Bundles and activities to engage children and youth! Join us for monthly fun-filled evenings highlighting books from your *CDF Freedom Schools* at Home Book Bundles! *CDF Freedom Schools* staff, Ella Baker Trainers, and special guests ranging from authors to organizational partner representatives will engage children of all ages in reading and discussing culturally diverse books that focus on issues relevant to the audience.

For more information on the *CDF Freedom Schools* at Home program, activities, resources, and information about our family book nights please visit our website at [www.childrensdefense.org/lovetoread](http://www.childrensdefense.org/lovetoread) or by scanning this code:



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