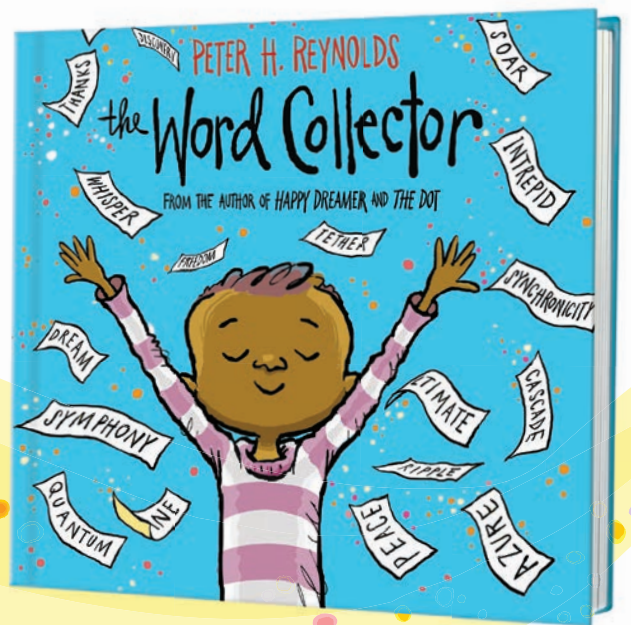
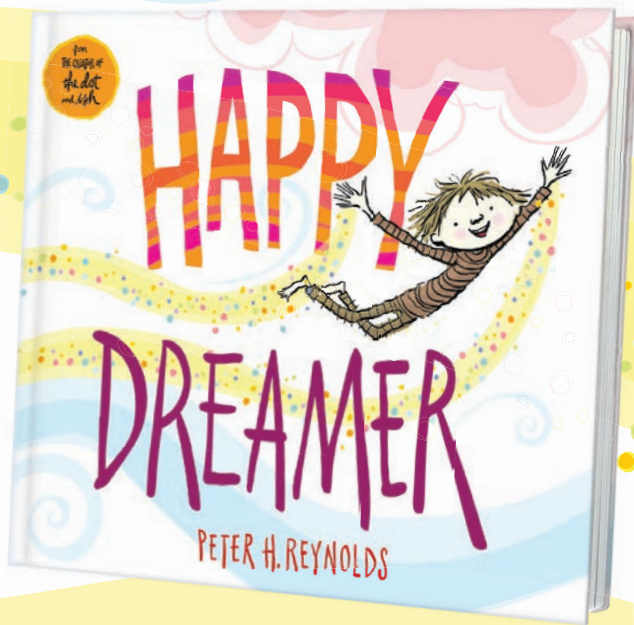


Dream it. Write it. Say it.

Picture Books by Peter H. Reynolds





To my fellow Big Dreamers!

These three books are more than just pages with words and images. I wrote and illustrated *Happy Dreamer*, *The Word Collector*, and *Say Something!* to encourage my readers to take time to dream and not to limit how big those dreams can be. Your dreams are all yours—so why not dream big?

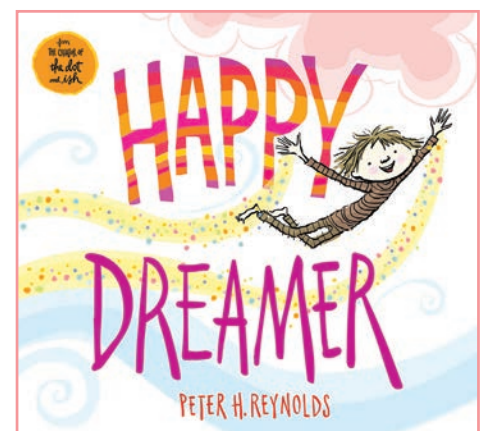
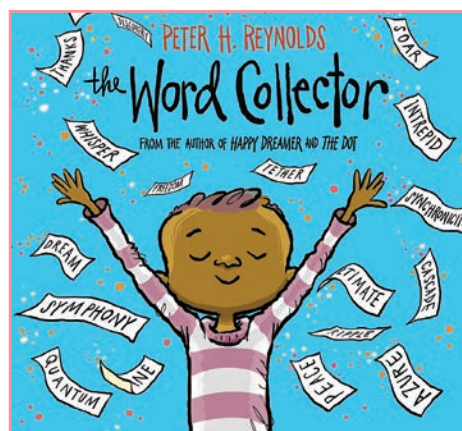
Dream in vivid colors! Dream quietly! Dream loudly! Dream creatively!

My art and words are here to encourage you to stay positive, to use your imagination, and to be curious. Know who you are, and be proud of the person you are and who you are becoming. Express what is in your head and heart and share it with the world in whatever way feels right for you—whether through your words, your art, your music, or some other form all your own, it doesn't matter as long as you let the world know what you're thinking, feeling, and dreaming. There are some very loud, booming voices around us, but the world needs your voice! The world needs ALL voices, and yours matters.

By sharing our voices, our thoughts, and our talents, we can each make a difference and together make the world a better place.



Peter H. Reynolds



Activities for *Say Something!*

PSA FOR HOPE AND CHANGE

After reading *Say Something!* aloud, have students work in small groups to write a short script for a public service announcement they would like to share with the world.

- What is their message for others? What do they feel hopeful about? What would they like to see change in their classroom, in their school, or in the world?
- After students have written their scripts, support them to create an audio or video recording to share with the school community or with their families.
- Help students to work together throughout the process to ensure that all voices are heard. This process introduces critical ways that students can use multimedia to say something to the world.



SAY SOMETHING! STATIONS

After a first reading of the book, explore with students all the ways that the characters in the book say something through their words, actions, and hearts in their artwork, style, poetry, and even planting.

- Create *Say Something!* stations for students to rotate through or to select the station that appeals to them the most as a way to say something.
- Stations can include a painting or art creation station, a planting station with soil and seeds, a poetry station, a microscope or magnifying glass observation station, a dress-up station, a sign-making station, and even a whisper-to-the-world station.
- Encourage students to try more than one station to realize that there are many ways they can say something. After rotating through stations, have students share what their favorite way of saying something was that day with reasons to support their thinking.



SAY SOMETHING! SIGNS

One way that the characters say something is by making signs using art and words to inspire others to do the same.

- Invite students to create their own signs using a variety of materials. If students would benefit from a scaffold, revisit the beginning two-page spread with dozens of examples of powerful speech bubbles that students can use in their own signs, such as "follow your heart," "together is better," and "be brave."
- Have students hold up their signs and take photos for a display as a source of inspiration for others.

SEEING THE GOOD

There are important times for students to use their voices to express things they want to see change or things that need to stop. Yet, *Say Something!* also encourages students to say things they notice that are good in the world like beauty and kindness.

- Create a class routine where students have an opportunity to reflect daily on things they noticed that were good in their day or in the world.
- Build in time at the end of the day for students to write or draw about things that were good, how they made others happy, or how others made them happy that day.
- Provide time for students to tell someone else about their reflections or to share their writing and drawing with the class.



SAY SOMETHING! JOURNALS

Create *Say Something!* journals for students to use each day that give them a space to write about what they are grateful for but also things they would like to see change in their classroom, in their life, or in the world.

- Allow students to write/draw privately in these journals but also invite students to share with you or with the class entries that they want others to know about.
- Encourage students to use this as a space to ask questions they are wondering about and to share things they are noticing about their world, or things they imagine.

POWERFUL QUOTES

Support students by gathering or researching quotes from a variety of people who are known for saying something to change the world, such as Gandhi: "Whatever you do may seem insignificant, but it is most important that you do it."

- Have students choose the quote that speaks to them the most that they can hang up by their name or photo.
- Encourage students to use their voices to explain why that quote was important to them. Return to these quotes throughout the year to help students think about different ways to lead a happy life. Look for quotes from people that represent our diverse society.
- Use these quotes as a springboard for students to create their own quotes for others to learn from using the *Say Something!* speech bubbles worksheet.

RESEARCHING KIDS WHO CHANGED THE WORLD

Draw students' attention to the book dedication to Emma Gonzalez, a youth activist using her voice to raise awareness to an issue she cares about.

- Research as a class the ways kids have historically used their voices to create change by learning about Kid Blink and the newsies movement, Clara Lemlich and the shirtwaist makers' strike, Sylvia Mendez and Claudette Colvin and the fight for school desegregation, and marchers like Audrey Faye Hendricks, as well as countless others.
- Have students work in small groups to learn about a kid who said something to change the world.
- Have groups present what they found by "saying something" in any way they choose to the class.

SAY SOMETHING! CLASS REMINDERS

Together as a class, create a list of reminders that can help everyone say something, such as:

- Look and listen to the person speaking
- Wait for the count of ten before jumping in
- Pick up on what others say
- Notice classmates trying to speak
- Tell people when you are changing your mind

Invite students to write, draw, and sign the reminders as a community-building exercise. Hang the list somewhere visible for all students and visitors to see.

Say Something! Worksheet

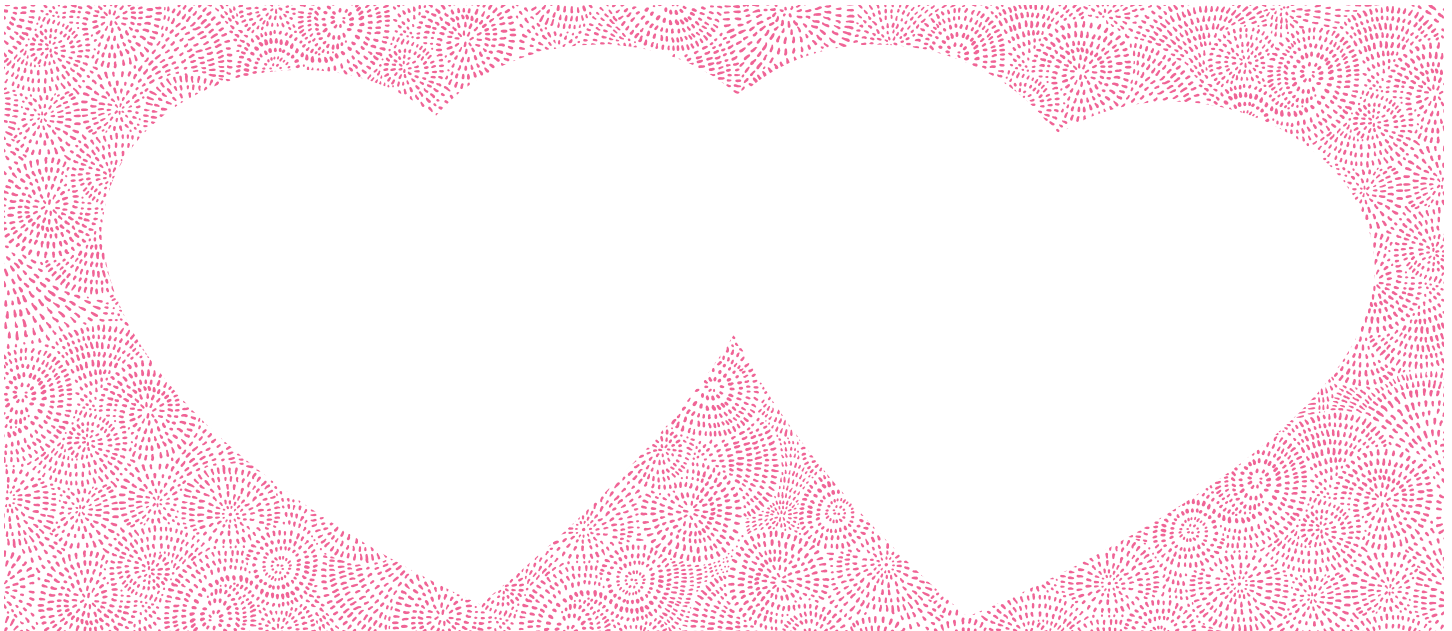
I have something important to say.

When you say something, you have the power to inspire! Write your favorite sayings from the book or any words you heard on your own that you feel are important to say to others.



What can I say from my heart?

You can say something by sharing what is in your heart! Write or draw something that is important to you in the hearts below.



Activities for *The Word Collector*

COLLECT ANYTHING!

In *The Word Collector*, Jerome collects all kinds of words. Have students consider whether being a “collector” is part of their identity and in what ways.

- Do they collect some of the things at the beginning of the book like bugs, coins, stamps, rocks, art, baseball cards, or comic books? Do they collect other things? Brainstorm as a class things you can collect that money can't buy, like words, hugs, memories, and bits of nature.
- Create a class list of these types of collections and remind students throughout the year of ways we can all be collectors just by paying attention to the world around us.



WORD COLLECTING ADVENTURE

Jerome is attuned to words in the world by looking and listening for words that catch his attention.

- Invite students to jot down words they often see or hear. Have them share their favorite words on sentence strips to post around the room on bulletin boards or to hang words along a clothesline across the classroom.
- Encourage students to keep collecting by listening for words that speak to them during read alouds and by noticing words in books they read and out in the world.
- Build in weekly time for students to share new words they want to add to the class collection.

WORDS AS GIFTS TO THE WORLD

Brainstorm as a class ways you can create gifts to the world simply by sharing words in new ways. Emphasize the ways that Jerome notices how the simplest words are often the most powerful: *I understand. I'm sorry. Thank you. You matter.*

- As a class, create a Wondrous Words bulletin board in the hallway for others to see and add on to.
- Create a path of words for others to find using chalk on a sidewalk or playground.
- Have students think of a special word that describes someone else in the class for a word exchange event at the end of each week or month.
- Start a school-wide campaign for kindness to spread empathy by having students post positive, gratitude-filled words. Let students know that their words can be gifts to the world to make others happy.

POWERFUL WORDS, POWERFUL KID

Jerome stands with his arms in the air with a swirl of words around him on the book jacket. This is called a power pose and has been shown to make people feel more confident and powerful when they stand in this way.

- Do an online search with students for images of other power poses, such as runners crossing a finish line, superheroes with their hands at their hips, or people with one arm raised in victory.
- Invite students to try out different power poses that make them feel powerful. Once they choose one, take a photo of each student in a power pose standing against a background of words they select or holding up one of their favorite words.
- Throughout the year, when students need a confidence boost, invite them to stand in their power pose just like Jerome to re-energize themselves and to grow their courage.

The Word Collector Worksheet

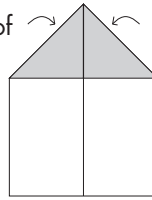
PART I: PAPER AIRPLANE

First, write a word or words you want someone else to find. Next, fold your sheet of paper into a paper airplane by following these directions:

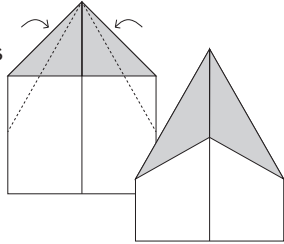
1. Fold the paper in half vertically.



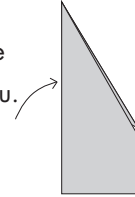
2. Unfold the paper and fold each of the top corners into the center line.



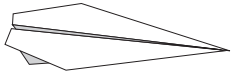
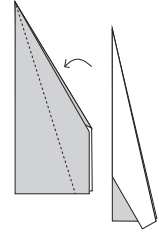
3. Fold the top edges into the center line.



4. Fold the plane in half toward you.



5. Fold the wings down, matching the top edges up with the bottom edge of the body.



After creating your paper airplanes, find a way to share them, either by displaying them on the wall or on a clothesline, or even by launching them outside!



PART II: MY WORD COLLECTION

I am a word collector. On your word collection adventure, jot down the words you see and hear. Add to your collections words you see in books that you want to remember.

Words I See in the World	Words I Hear in the World	Words I See in Books

Looking at your list, re-sort your words by noticing which words are big words, little words, and two-syllable treats.

Big Words	Little Words	Two-Syllable Treats

Activities for Happy Dreamer

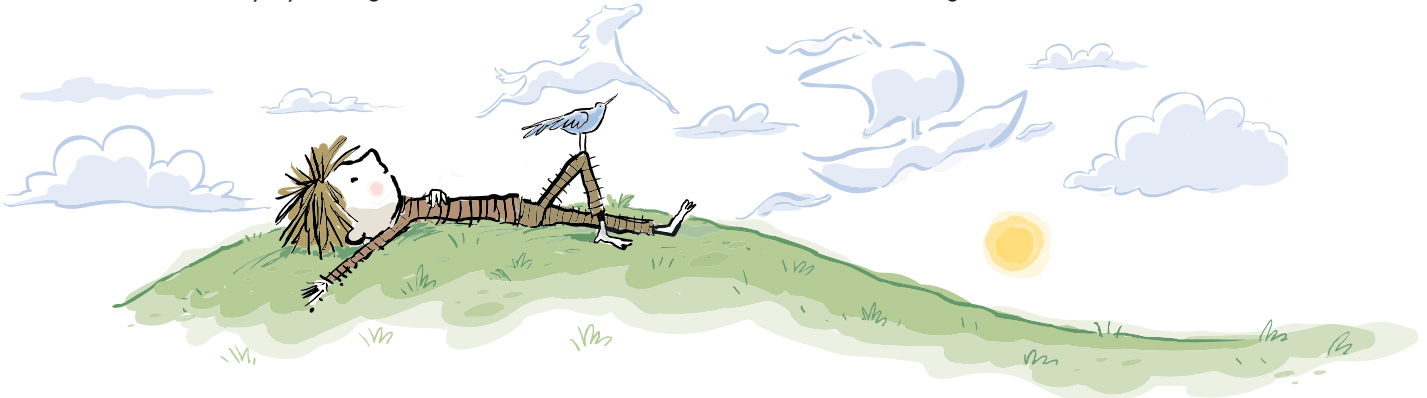
BEST PART OF ME

In *Happy Dreamer*, Peter Reynolds is celebrating a special part of him—his dreamer self. After reading aloud the book, revisit the page that begins “I’m really good at being me.”

- Invite students to think about what they think is the best part of them. Create a class chart that everyone contributes to by sharing their *Best Part of Me* statements.

The best part of me is _____ because _____.

- Have students notice all of the ways we can love ourselves by reflecting on the best parts of ourselves. Next, have students illustrate and write their statements to hang in the class. You can also have students take selfies using a school camera to accompany their writing and drawing.
- Extend this activity by having students also write *Best Part of You* statements as a gift for someone else in class.



MANY WAYS WE CAN DREAM

After reading *Happy Dreamer*, ask each student which dreamer they identify with at that moment (you can reference the gatefold in the book). Explain that there is no right or wrong answer, just a feeling about right now.

- Write out the different types of dreamers on the board or on index cards taped to the wall. You can even brainstorm more types of dreamers with students! Have each student write down their name on a sticky note and cluster them by the dreamer that reminds them of themselves that day.
- Ask the students questions that require them to look at their answers as data. For example, “How many students chose each type of dreamer?” Ask them to count the number of students who identified as two different dreamer types and to use those two numbers to write an addition problem. As a group, compare and contrast the kinds of dreamers. (e.g., How might a “daydreamer” and a “peaceful dreamer” be the same? How would they be different?)
- Repeat this activity the following day. Ask the students, “Did you feel the same way? Why? Did you choose a different dreamer? Why? Have the results changed? How?” Encourage them to write further math problems (addition or subtraction) to show the change in results.

WRITE ABOUT YOUR DREAMS

Collaborate with your students to create a *Happy Dreamer* classroom corner. Brainstorm a list of reasons to have such a space and items that would be appropriate to have there. Supplies that you can suggest or offer as a teacher might be the *Happy Dreamer* book, pillows, clipboards, and writing and drawing supplies. Additional classroom corner items might be:

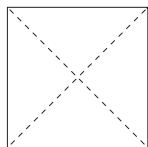
- A *Happy Dreamer* journal for each dreamer in the class. For their first entry, have each student write and draw about a hope they have for themselves and a dream for the world.
- Writing prompts inspired by *Happy Dreamer* (e.g., “A colorful dreamer might draw . . .” “A quiet dreamer might hear . . .” “What do you think ‘creative chaos’ looks like?” “This is a list of my treasures . . .”)
- Speech bubbles and quote bubbles printed out on paper for the students to write and share some of their thoughts about happiness and dreaming.

FORTUNE-TELLER

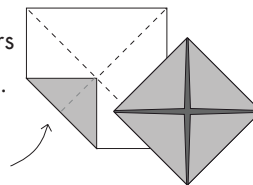
Make copies of this fortune-teller and provide one copy to each student. Students can work in pairs to fold the fortune-teller. This activity integrates math, reading, and a social component as students work in pairs to reveal each other’s fortunes.



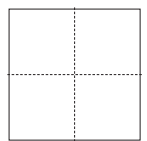
1. Cut out the sheet, fold the paper into fourths diagonally, and unfold the paper.



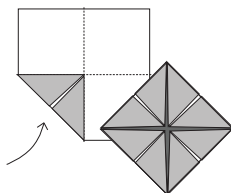
2. Fold all four corners evenly into the middle.



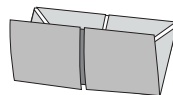
3. Flip the folded paper over.



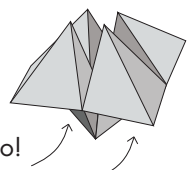
4. Fold all four corners evenly into the middle.



5. Fold in half in each direction.



6. Fit your fingers into the slits under the color panels—you're ready to go!



Celebrating Student Voices and Choices

In classrooms and out in the world, literacy is a tool that students can use to know themselves better and to understand the world. All of the skills and strategies students are learning in school can help them find their voice. Of all the meaningful experiences teachers provide students as readers, writers, and communicators, those related to student empowerment may be the most important today.

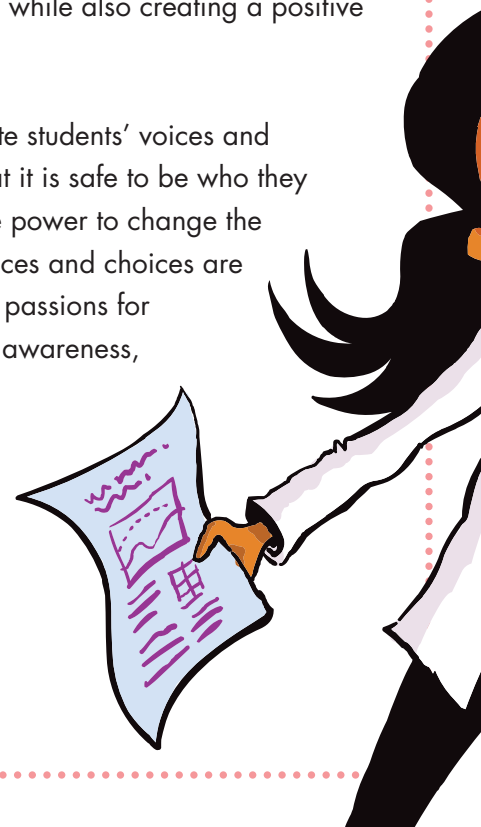


When students feel confident in their ideas and choose to share them, they are building a strong foundation for a lifetime of confidence and courage. Teachers can celebrate students' voices and all the ways they are expressed by first listening with intention and by reading aloud books with characters that serve as models. In *Say Something!*, Peter Reynolds shows readers the myriad ways that people can express themselves. Teachers can use *Say Something!* as a teaching tool to promote multiple ways of sharing something with the world through words, actions, and heart. Teachers can also use this book to take notice of the ways children speak, write, create, and express their unique style, and even the ways children are present for others.

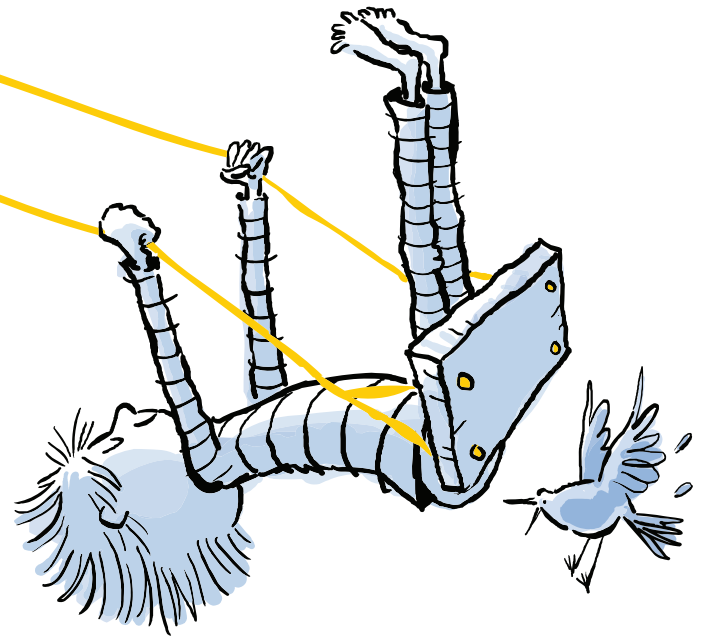
Read together, Peter Reynolds's books can show children that they can change the world and share their voice simply by being themselves. His books give children models for how to be a part of a new social imagination whether they see themselves as happy dreamers, word collectors, or world changers. Reynolds's books invite children to ask big, important questions: What do I want the world to be? How can I make the world a better place? What problems do I see, and how can I help solve them? Engaging students in these big questions helps them find their voice while also creating a positive classroom community.

When classrooms celebrate students' voices and choices, children learn that it is safe to be who they are and that they have the power to change the world. When students' voices and choices are celebrated, children grow passions for learning more, for raising awareness, and for bringing about change.

To celebrate students' voices and choices, notice opportunities for children to take the lead. Encourage students to



share their voices, hopes, and dreams along with their concerns. Give students choices for how they can share their voices and ideas through writing, drawing, and speaking. Include students in decisions about the classroom and ask for their help to decorate it. Commit to daily community meeting time where students greet one another, share news from their lives, and are encouraged to ask questions. Model patient, thoughtful dialogue that encourages the kinds of critical thinking that comes from deep listening and connection.



The literacies of social action are supported by developing academic skills such as reading from a variety of sources, report writing, writing letters of thanks or inquiry, crafting news articles, giving speeches, making posters, listening with care, and asking good questions. Through the acquisition of these skills, children will gain the tools to fully engage with the world around them and to consider personal, global, and historic social issues.

or sticky notes to create a dynamic word display in a school hallway that every student contributes to. Multiple languages spoken in the school can be celebrated in a school-wide assembly along with simple words that have a big impact like “thank you” or “I love you.” Teachers and students can acknowledge all the ways students say something in the community just by being themselves.

If literacy is about possibility, students’ voices are the key to a better, more hopeful world tomorrow. Consider doing a school-wide book study of Peter Reynolds’s

Honoring and celebrating students’ voices and choices is essential to nurturing and cultivating confident, courageous, compassionate students. Peter Reynolds’s books can help you begin.



books or using one of his books for a school-wide read aloud. Encourage students to share their voices by launching a celebratory school-wide day such as a Wondrous Words Day inspired by Jerome from *The Word Collector* or a *Say Something!* Day. On this day, students, teachers, and school community members can share their favorite word or words with someone else.

Students can find words they love in a newspaper or magazine, cut them out, and hang them up. Student writing and artwork can be hung for others to see and to comment on with affirmation statements. Students can use scraps of paper



ABOUT THE BOOKS



Say Something!

Hardcover: 978-0-545-86503-6
\$17.99 USD • \$21.99 CDN
Ages 4 to 8, Grades P to 3

This empowering picture book explores the many ways that a single voice can make a difference. Each of us, each and every day, have the chance to say something: with our actions, our words, and our voices. Perfect for kid activists everywhere, this timely story reminds readers of the undeniable importance and power of their voice. There are so many ways to tell the world who you are . . . what you are thinking . . . and what you believe. And how you'll make it better. The time is now: SAY SOMETHING!

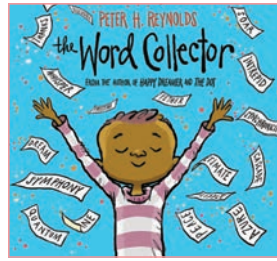
Praise for *Say Something!*

"This book's encouragement to kids to find their voices can also be used to start a conversation about how they can make a difference in their world." —*Kirkus Reviews*

ABOUT THE AUTHOR

Peter H. Reynolds is the beloved author and illustrator of many books for children, including *The Dot*, *Happy Dreamer*, the *New York Times* bestseller *The Word Collector*, and *Say Something!* His books have been translated into over twenty-five languages around the globe and are celebrated worldwide. In 1996, he founded FableVision with his brother, Paul, as a social agency to help create "stories that matter, stories that move." He lives in Dedham, Massachusetts, with his family. Visit him at Peterhreynolds.com. Follow him on Twitter @peterhreynolds.

This discussion guide was written by Katie Egan Cunningham, an Associate Professor of Literacy and English Education at Manhattanville College, with contributions from Kristin Rydholm. She is the author of *Story: Still the Heart of Literacy Learning* and coauthor of *The Classroom Bookshelf* blog.



The Word Collector

Hardcover: 978-0-545-86502-9
\$17.99 USD • \$21.99 CDN
Ebook: 978-1-338-25717-5
\$10.99 USD • \$15.99 CAD
Ages 4 to 8, Grades P to 3

El Coleccionista de Palabras (*The Word Collector*)

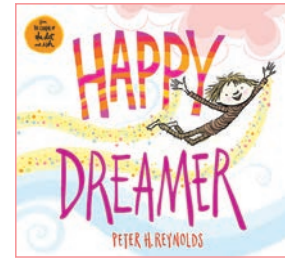
Paperback: 978-1-338-32970-4
\$6.99 USD • \$8.99 CDN
Ebook: 978-1-338-33783-9
\$3.99 USD • \$3.99 CDN
Ages 4 to 8, Grades P to 3

In this *New York Times* bestselling tale, Jerome discovers the magic of the words all around him—short and sweet words, two-syllable treats, and multi-syllable words that sound like little songs. Words that connect, transform, and empower.

Praise for *The Word Collector*

"Capture[s] the beauty of words and the wonder of sharing them with others . . . enchanting." —*Kirkus Reviews*

"Packs a powerful punch . . . capture[s] both the joy of learning and the power of kindness." —*School Library Journal*



Happy Dreamer

Hardcover: 978-0-545-86501-2
\$17.99 USD • \$21.99 CDN
Ebook: 978-1-338-25435-8
\$10.99 USD • \$15.99 CAD
Ages 4 to 8, Grades P to 3

While the world tells us to sit still, to follow the rules, and to color inside the lines, *Happy Dreamer* celebrates all those moments in between when the mind and spirit soar and we are free to become our own true dreamer maximus! This empowering picture book reminds children of how much their dreams matter, and while life will have ups and downs, they should stay true to who they are, tap into their most creative inner selves, and never ever forget to dream big!

Praise for *Happy Dreamer*

"The message of acceptance and patience comes through clearly, and the exhortation to 'carve your own path' and 'show the world who you are' will be appreciated by anyone who has ever felt misunderstood." —*Booklist*

"A sweet gift to praise spirited individuality, this choice encourages readers to dream big. Let those sparkles fly!" —*Kirkus Reviews*