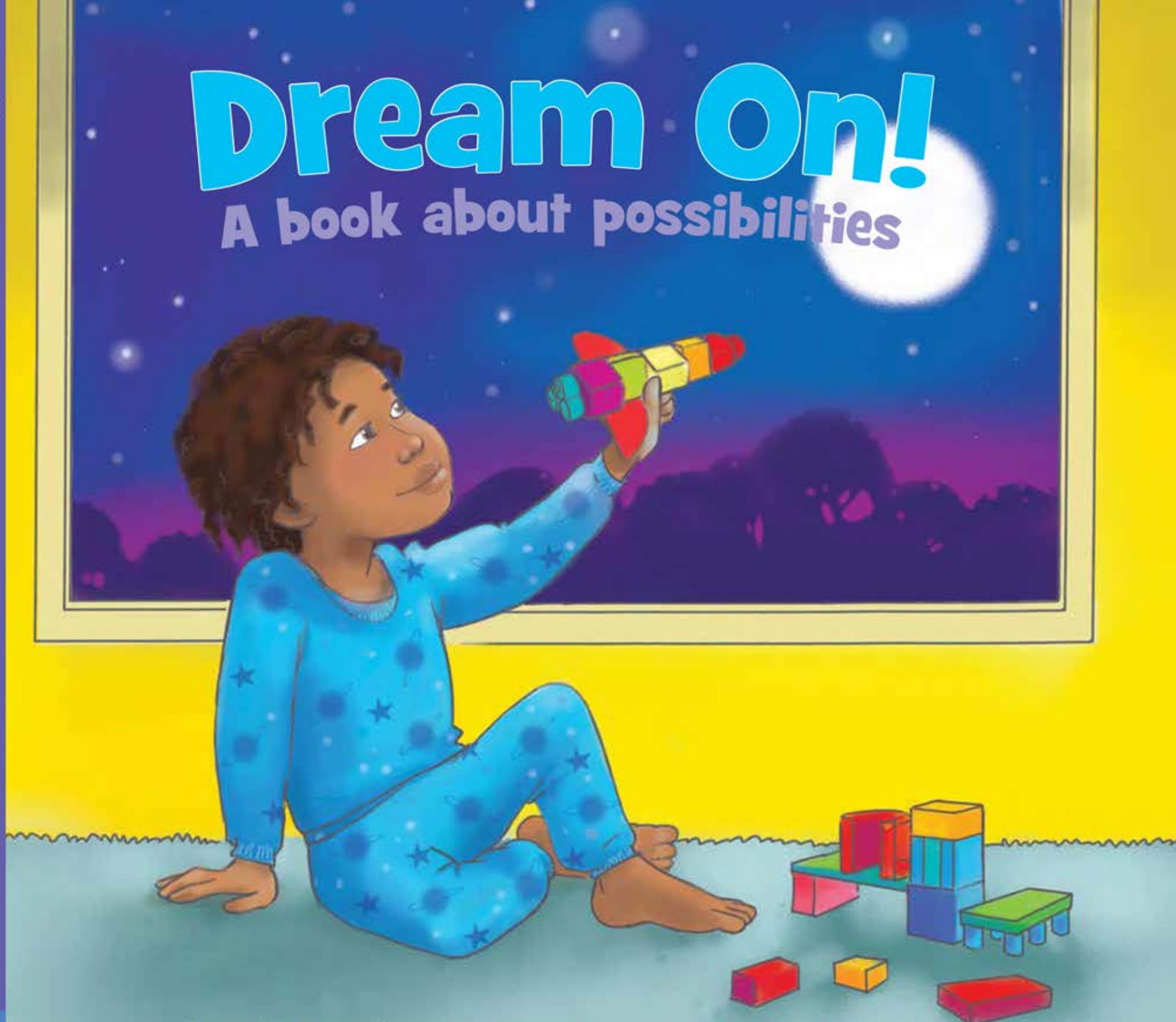




Includes  
activity  
guide for  
adults

# Dream On!

A book about possibilities



free spirit  
PUBLISHING®

**Cheri J. Meiners** ★ **illustrated by Elizabeth Allen**

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**Library of Congress Cataloging-in-Publication Data**

Meiners, Cheri J., 1957–

Dream on! : a book about possibilities / Cheri J. Meiners ; illustrated by Elizabeth Allen.  
pages cm. — (Being the best me series)

Summary: "Helps children strengthen their imaginations, think about the future, and work toward goals. Back matter includes advice for motivating children and teaching about goal setting" — Provided by publisher.

ISBN 978-1-63198-055-8

1. Achievement motivation—Juvenile literature. 2. Goal (Psychology)—Juvenile literature. I. Allen, Elizabeth (Illustrator) illustrator. II. Title.

BF504.3.M45 2015

155.4'138—dc23

2015014173

ISBN: 978-1-63198-057-2

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Reading Level Grade 2; Interest Level Ages 4–8;  
Fountas & Pinnell Guided Reading Level K

Cover and interior design by Tasha Kenyon and Janet LaMere  
Edited by Alison Behnke

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In memory of my father, Victor,  
for his dreams and his brilliant  
design contributions to over  
70 space missions





In my mind, anything is possible.  
I can think and dream and imagine.







I have ideas and dreams for the future.  
I believe that good things can happen,  
and I hope they will.

## Ways to Reinforce the Ideas in *Dream On!*

*Dream On!* teaches about imagination, goal setting, and problem solving. Young children who think about their dreams and their future are more prepared to cope with problems and are more likely to get along with others and be high achievers. As children incorporate some of the principles learned in the book, they may take on more responsibility for their own goals and view things through a more hopeful lens. In addition, the activities on pages 33–35 can motivate children to look forward to accomplishing difficult things. Here is a quick summary of key skills for imagination and goal setting, most of which are mentioned in the children’s text:

1. Play and use your imagination. This can be a starting point for making dreams a reality.
2. Choose a dream that feels important to you.
3. Enjoy the dreams you are living today and the things that are happening right now.
4. Explore and learn about things you like, and be open to new things, too.
5. Imagine activities you’d like to take part in.
6. Picture yourself living a goal.
7. Work to make your dream happen.
8. Keep trying when things are hard.
9. Be inspired by other people’s dreams.
10. Be a part of something that is bigger than you are.

### Words to know:

Here are terms you may want to discuss.

**appreciate:** to enjoy, to be grateful, or to be thankful; to understand that something is important or good

**dream:** a wonderful idea, goal, or possibility

**encourage:** to help and reassure someone

**expect:** to look forward to; to think that something can happen

**explore:** to think about or learn about an idea or subject

**focus:** to pay close attention to something; to pay attention

**future:** time that is to come after today, like tomorrow, next year, or many years from now

**grateful:** appreciative or thankful; when you are grateful, you appreciate something and are glad for it

**hope:** the feeling that things will be okay or that good things will happen

**imagine:** to have a picture in your mind about something

### As you read each spread, ask children:

- What is happening in this picture?
- What is the main idea?
- How would you feel if you were this person?

### Here are additional questions you might discuss:

#### Pages 1–5

- What is something that you like to imagine when you play?
- How is a dream of something you want different from a dream you have at night?
- What do you hope will happen in the future for yourself? What about for someone you know?
- What is something you enjoy and appreciate right now?

#### Pages 6–15

- What is something you are good at? What do you love to do?
- What are things you want to learn more about? What new ideas do you want to explore?
- What is a dream that you can imagine living? What do you think it will feel like when your dream happens?

- What is something important that you want to do even if it seems hard?
- How can focusing on a dream or goal help it happen?

#### Pages 16–21

- What is a wish you have that could depend on someone else?
- How can being patient help when things don’t go your way? How can being kind help?
- How can you show your support for others when their dreams work out?
- What is a time when something good happened, even if it wasn’t what you expected or hoped for? How can you look for the good in situations that are disappointing at first?

#### Pages 22–31

- Who do you know who has followed a dream? What can you learn from this person?
- Who has encouraged you in a dream you have? What was your dream? How did the person help you?
- How can helping someone make a difference to the person? What is something you would like to do for someone else?
- What does it mean to “be part of something bigger than yourself”? Do you think that’s a good idea? Why?
- How can being your best help you? How can it help someone else?
- Why do you have hope for your future? Why is it okay if you’re not the best at everything? What is something you can do each day to be your best?

## Games and Activities for Imagining Possibilities

Read this book often with your child or group of children. Once children are familiar with the book, refer to it as a tool to encourage imagination and goal setting, as well as to help children learn to handle the difficult emotions they may feel when their

expectations or dreams don’t become reality. In addition, use the following activities to reinforce children’s understanding of how to develop and pursue their hopes and dreams.

**Note:** Before beginning the activities, prepare the following cards and photographs to use with your group.

### Dream Cards

On individual 3" x 5" cards, write questions and prompts such as the following and others of your own. Make as many cards as you wish and plan to use your set of sample cards in the activities that follow.

- What is something you wish for?
- If you could go anywhere tomorrow, where would you go?
- If you could do something nice for somebody else, what would you do?
- What is something you would like to do when you are older?
- What is your biggest dream?
- Name something that you are good at.
- What is something about your life that makes you happy right now?
- When you play, what do you like to imagine?
- What is something you would like to be better at?
- If you could do anything you wanted to do all day, what would you do?
- If you wanted to be like a superhero, a famous person, or someone else, who would you choose? Why?
- If you could make any wish and know that it would definitely come true, what would it be?

### Photographs of Children

Take a picture of each child, and print out at least two pictures for each child to use in the activities that follow.