

The SEL Interactive Read Aloud Collection

Tulare County Office of Education

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Come With Me by Holly M. McGhee

SEL Competencies:

Self-Awareness: Reflecting on emotions and understanding how one's feelings and actions impact others.

Self-Management: Managing personal emotions in difficult or uncertain situations.

Social Awareness: Recognizing and empathizing with others' feelings, especially in challenging times.

Relationship Skills: Building positive relationships based on empathy, respect, and understanding.

Responsible Decision-Making: Making decisions that contribute to positive outcomes for oneself and the community, especially during difficult moments.

Background

Come with Me by Holly M. McGhee is a beautifully illustrated book that explores the idea of overcoming fear and uncertainty by reaching out to others with kindness and empathy. The story follows a young child who feels afraid of the world and is hesitant to face the negative things happening around them. However, the child's parent encourages them to walk through life with an open heart and take small, courageous steps toward hope and connection. As they do, they see how simple acts of kindness can create a ripple effect of positivity, proving that even small actions can have a profound impact.

The book promotes the importance of empathy, compassion, and the power of positive actions, no matter how small they may seem. It encourages children to make connections with others, even in the face of difficult or scary situations.

Before You Read

1. **What do you think the title *Come with Me* might mean? What kind of things might the characters be doing together?** (Encourages students to think about cooperation, connection, and exploring new possibilities together.)
2. **What are some things that make you feel afraid or unsure about the world?** (Helps children begin to reflect on their own emotions and fear.)
3. **How do you think it might feel to be in a world where you feel uncertain or scared?** (Prompts students to reflect on empathy and the feelings of others.)
4. **How can we make the world a better place when we feel scared or worried?** (Starts a conversation about how positive actions can make a

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	<p>difference in difficult times.)</p> <p>5. What do you think the character might discover in this story? What do you think might happen when the character steps out of their comfort zone? (Prepares students for a theme of courage and positive action.)</p>
<p>While You Read</p> <p>Guiding Questions</p>	<ol style="list-style-type: none"> 1. What do you think the title <i>Come with Me</i> might mean? What kind of things might the characters be doing together? (Encourages students to think about cooperation, connection, and exploring new possibilities together.) 2. What are some things that make you feel afraid or unsure about the world? (Helps children begin to reflect on their own emotions and fear.) 3. How do you think it might feel to be in a world where you feel uncertain or scared? (Prompts students to reflect on empathy and the feelings of others.) 4. How can we make the world a better place when we feel scared or worried? (Starts a conversation about how positive actions can make a difference in difficult times.) 5. What do you think the character might discover in this story? What do you think might happen when the character steps out of their comfort zone? (Prepares students for a theme of courage and positive action.) <hr/> <p>During Reading Questions: (Note: These questions are designed to address the SEL competencies as they arise in the story.)</p> <ol style="list-style-type: none"> 1. At the beginning of the story, how does the child feel about the world? Why do you think they feel this way? (SEL Competency: Self-Awareness – Reflecting on personal feelings and recognizing how emotions impact perceptions.) 2. What does the parent encourage the child to do? How does this advice help the child start to change how they see the world? (SEL Competency: Self-Management – Understanding how encouragement and taking small steps can help manage fear and uncertainty.) 3. How does the parent’s perspective on the world differ from the child’s? Why do you think the parent sees things differently? (SEL

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	<p>Competency: Social Awareness – Recognizing that different people can have different perspectives on difficult situations.)</p> <ol style="list-style-type: none">4. What is the first step the child takes toward facing their fears? How does it help them feel better? (SEL Competency: Responsible Decision-Making – Encouraging positive, small actions that can lead to positive outcomes.)5. How do the child's actions affect the people around them? What impact do small actions of kindness have in the story? (SEL Competency: Social Awareness – Understanding how our actions can positively affect others, especially when we act with kindness and empathy.)6. What happens when the child starts reaching out to others with compassion? How do they feel as they continue to take action? (SEL Competency: Relationship Skills – Developing empathy and building connections through actions.)7. When the child reaches out to someone else, how does the world change around them? Why do you think this happens? (SEL Competency: Social Awareness – Understanding the ripple effect of kindness and connection.)8. What do you think the child learns by the end of the story? How does this help them see the world differently? (SEL Competency: Self-Awareness – Reflecting on growth and understanding how actions can change perceptions.)9. How does the child's courage affect their relationship with their parent? How does this bond help them move forward together? (SEL Competency: Relationship Skills – Strengthening relationships through shared experiences and mutual support.)10. What message do you think the book is trying to give us about how we can deal with fear or uncertainty? How can we make the world a better place? (SEL Competency: Responsible Decision-Making – Encouraging thoughtful reflection about how actions can lead to positive change in the world.)
After Reading	<p>K-2 Activity: "Kindness Ripple"</p> <p>Objective: To help students understand the ripple effect of kindness and how small acts can create positive change in their community.</p>

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Materials:

- Large paper or chart paper
- Markers or crayons
- Stickers (optional)

Instructions:

1. **Discussion:** After reading, talk about how the child in the story felt better when they started doing kind things for others. Discuss how small acts of kindness can create a ripple effect, making the world a kinder place.
 2. **Create the Ripple:** On a large sheet of paper, draw a big circle in the center to represent one small act of kindness. Around that circle, draw smaller circles, each representing an act of kindness the students could do (e.g., helping a friend, smiling at someone, saying thank you).
 3. **Write or Draw:** Have each student write or draw one act of kindness they can do. Encourage them to think about things that can help others feel better, just like the child in the story.
 4. **Reflection:** Share the kindness ripples with the class and reflect on how everyone's small actions can add up to create a larger positive change in the world.
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3-5 Activity: "Bravery and Kindness Journal"

Objective: To encourage students to reflect on their personal courage and the importance of kindness in making positive changes in the world.

Materials:

- Journals or notebooks
- Pencils, markers

Instructions:

1. **Discussion:** After reading, have a discussion about the child's journey and how bravery and kindness helped them overcome their fear of the world. Talk about how even small acts of courage and kindness can make a big difference.
2. **Journal Prompt:** Ask students to write a journal entry titled "*My Brave Act of Kindness*." In their journal, they should write about a time they showed bravery or kindness, or how they might show bravery and kindness in the

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future.

3. **Sharing:** After completing their journal entries, have students share their experiences or ideas with a partner or in small groups. Discuss how these small acts can contribute to creating a better world.
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6-8 Activity: "Creating a Compassionate Action Plan"

Objective: To challenge older students to think critically about how they can make a positive impact on their community through small, intentional acts of kindness and courage.

Materials:

- Paper
- Pens or pencils

Instructions:

1. **Discussion:** After reading, discuss the themes of empathy, courage, and making a positive change in the world. Reflect on how one person's actions can inspire others.
2. **Action Plan:** Have students create a "Compassionate Action Plan." In this plan, they should outline specific, small acts of kindness or bravery they can take to make their school or community a better place. These could be acts of kindness toward others, standing up for what is right, or working together to solve a problem.
3. **Reflection:** After completing their action plans, students can present their ideas to the class and discuss how their actions can help create a positive ripple effect in their community.
4. **Commitment:** Encourage students to make a personal commitment to carry out at least one of their actions in the coming week and to reflect on the outcome.