

# The SEL Interactive Read Aloud Collection

## Tulare County Office of Education

Tim A. Hire, County Superintendent of Schools

### Eyes That Speak to the Stars by Joanna Ho

**Self-Awareness** (understanding identity, emotions, and self-worth)

**Self-Management** (building confidence and resilience)

**Social Awareness** (appreciating diversity, recognizing different perspectives)

**Relationship Skills** (connecting with family and cultural pride)

**Responsible Decision-Making** (choosing to embrace one's identity and inspire others)

#### Background

*Eyes That Speak to the Stars* is a beautifully written companion to *Eyes That Kiss in the Corners*. It tells the story of a young Asian boy who feels different after noticing that his eyes don't look the same as those in a picture his friend drew. Through heartfelt conversations with his father, grandfather, and little brother, he learns to see the strength, beauty, and history in his features. This book is a celebration of identity, self-acceptance, and cultural pride.

#### Before You Read

Look at the cover—what do you notice about the boy? How does he feel?

What does the title *Eyes That Speak to the Stars* make you think about?

Have you ever noticed something about yourself that was different from others? How did it make you feel?

Why is it important to learn about our family and where we come from?

How do family members help us feel confident and proud of who we are?

#### While You Read

##### Guiding Questions

**(Self-Awareness)** Why does the boy feel sad when he sees the drawing? What does he notice about his eyes?

**(Social Awareness)** Do you think his friend meant to make him feel bad? Why might the drawing still hurt his feelings?

**(Self-Management)** How does the boy react to his feelings? What does he do when he gets home?

**(Relationship Skills)** How does his father comfort him? Why is it important to have someone to talk to when we feel sad?

## The SEL Interactive Read Aloud Collection

	<p><b>(Social Awareness)</b> His father says that their eyes rise to the skies and speak to the stars.. What do you think he means by that?</p> <p><b>(Self-Awareness)</b> How does learning about his grandfather and ancestors help the boy feel better about himself?</p> <p><b>(Responsible Decision-Making)</b> The boy starts seeing his eyes differently. How does his perspective change?</p> <p><b>(Relationship Skills)</b> Why is it special that he sees his little brother's eyes like his own?</p> <p><b>(Self-Management)</b> What does the boy do at the end of the story to show his confidence?</p> <p><b>(Self-Awareness &amp; Social Awareness)</b> What lesson do you think the boy learned about himself? How can we learn to love the things that make us unique?</p>
After Reading	<p><b>K-2 Activity: “What Makes Me Shine” Self-Portrait</b></p> <p><b>Objective:</b> Students will celebrate their unique features and qualities through art and writing.</p> <p><b>Activity Steps:</b></p> <ol style="list-style-type: none"><li>1. <b>Discussion:</b> Talk about what makes each person special—our eyes, our hair, our talents, and our family histories.</li><li>2. <b>Drawing:</b> Students will create a self-portrait, focusing on their eyes and what makes them unique.</li><li>3. <b>Writing:</b> Each student writes (or dictates) a short sentence: “My eyes are special because...”</li><li>4. <b>Sharing:</b> Students share their drawings and words with the class, celebrating their individuality.</li></ol> <p><b>3-5 Activity: “Our Stories, Our Strength” Identity Reflection</b></p> <p><b>Objective:</b> Students will reflect on their identity, family, and cultural heritage, connecting to the themes in the book.</p> <p><b>Activity Steps:</b></p> <ol style="list-style-type: none"><li>1. <b>Discussion:</b> Ask students, “What do you know about your family’s history? What do you love about where you come from?”</li><li>2. <b>Writing Prompt:</b> “Write about something that makes you proud of your identity. It could be a tradition, a family story, or something about your appearance that connects you to your heritage.”</li><li>3. <b>Classroom Connection:</b> Students can pair up and share their reflections</li></ol>

## The SEL Interactive Read Aloud Collection

	<p>with a classmate before adding them to a classroom “Our Stories, Our Strength” display.</p> <p>4. <b>Extension:</b> Invite students to ask a family member about their past and share a story with the class later in the week.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------