



READ AROUND THE WORLD

TRAVEL AROUND THE WORLD through the pages of books. This Read Around the World collection contains fiction and nonfiction books set in countries across the globe. Ideally, this exploration will also encourage discussions about and reflection on students' own identities, communities, and cultural practices.

Before beginning, ask students to complete the back of their Read Around the World Passport—also included in the kit—consulting with their families if they need help filling in the information. Then host individual conferences with students where you share your own passport, ask questions about theirs, and have an informal conversation about the places you've been able to travel to through books and the places you'd like to go.

You can also download and complete dedicated activities for each book, using the QR code below, to deepen understanding of a place or culture. Distribute reproducible activities to students. As you "travel," have students mark their passports to record their visits.



HAPPY READING AROUND THE WORLD!

**DISCOVER MORE
TITLES AND TITLE-
SPECIFIC ACTIVITIES!**



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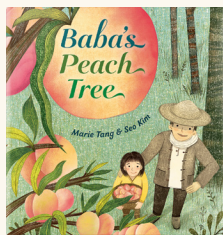


CHINA

BABA'S PEACH TREE

Behind their old stone house, Tao Hua and her father, Baba, discover good fortune: a peach tree. Baba calls it a blessing. And for a long time, the peach tree offers them fruit and hope for a better life. But time passes, and so do the seasons, and one day, the tree does not blossom.

But life blossoms in a different way when Baba comes home and announces that he got a job in the Big City, where there are good schools and opportunities. And so the seasons pass, and one day, when Baba is very old, he and his daughter return to their old home and to new peach trees—to old memories and new beginnings.



PALESTINE

MY OLIVE TREE

Salam's grandpa says that olive trees are strong and that their roots run deep in their Palestinian land. They connect everyone—from the farmer who presses the olives into oil to the baker who uses the oil in his taboon.

Salam plants her own seed and is eager to see it grow. She waits . . . she waters . . . she asks the seed to hurry . . . until finally . . . a sprout! But one day soldiers come and destroy everything in their path . . . including Salam's new olive tree. Salam is crushed, but she doesn't have to worry. Her grandpa gathers their neighbors, and together, they plant olive trees as far as the eye can see.



COLOMBIA

DIGGING FOR WORDS

In the city of Bogotá, in the barrio of La Nueva Gloria, there live two Josés. One is a boy who dreams of Saturdays—that's the day he gets to visit the library. The second José is a garbage collector. From dusk until dawn, he scans the sidewalks as he drives, searching household trash for books. This is based on the true story of Señor Gutiérrez, known as the "Lord of the Books." His library project began with a single discarded book found on his garbage route, and has expanded to provide reading material to over 200 schools, organizations, and libraries across Colombia. Here is a celebration of perseverance, community, and the power of books.



NIGERIA

THE NIGHT MARKET

The night market is here again, and all one girl needs is a bag of gold coins to enter. The market is alive with the sound of hawkers and traders. "A taste of tangy sweetness!" hollers a man behind a towering fountain of lemonade. "I'll trade you a joke for a coin," a little boy calls. "Home-grown spices!" shouts a granny at a counter. When the sun starts to rise and the night market winds down, the girl has one gold coin left—just enough to buy a return ticket to the night market.

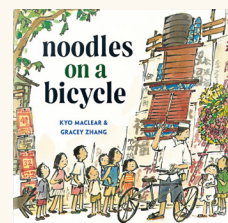


JAPAN

NOODLES ON A BICYCLE

This is a vibrant historical picture book about Tokyo's bicycle food deliverers, or demae, who balanced towering trays of steaming-hot noodles on their shoulders while navigating crowded city streets.

They are acrobats: whizzing past other bicycles, soaring around curves, avoiding the black smoke of motorcycles. When the children see them, they want to be them. And so they practice with bowls of wobbling water stacked on trays. The day passes, and finally, exhausted, the demae return home to their families and, yes, to steaming bowls of noodles.



TRINIDAD AND TOBAGO

LOVE, LAH LAH

It's Carnival morning, and Lah Lah is awake bright and early, ready to take part in the festivities of the day. Join Lah Lah and her papa as they dance through the streets of Trinidad and Tobago, cheer on the king and queen of the Carnival parade, and end with a grand performance onstage!

A moving and lyrical tribute to Nailah Blackman's grandpa Ras Shorty I, the creator of soca music, which blends African and East Indian rhythms, *Love, Lah Lah* thrums with the colors and the beat of Carnival.



INDIA

THE SPICE BOX

Rishi's grandma arrives from India today, and he longs to cook curry alongside his dad using the delicious flavors from his family's spice box. But this spice box is more than just fragrant spices in shades of gold and ruby. This spice box holds memories that are passed down from one generation to the next, as each found their place in this wide world. When Rishi drops the box that holds the family's heart and history, he draws courage and meaning from their treasured past to set things right.



VIETNAM

MY FIRST DAY

This is no ordinary first journey. The rainy season has come to the Mekong Delta, and An, a young Vietnamese boy, sets out alone in a wooden boat wearing a little backpack and armed only with a single oar. On the way, he is confronted by giant crested waves, heavy rainfall, and eerie forests where fear takes hold of him. Although daunted by the dark unknown, An realizes that he is not alone and continues to paddle. He knows it will all be worth it when he reaches his destination—one familiar to children all over the world.



UNITED STATES OF AMERICA

THIS LAND

This Land teaches readers that American lands, from our backyards to our schools to Disney World, are the traditional homelands of many Indigenous nations. It will spark curiosity and encourage readers to explore the history of the places they live and the people who have lived there throughout time.



ACTIVITIES

DISCUSSION

Define **community** for students. Explain that within communities there are smaller communities. Explain that communities have traditions that make them unique and can unite people in a community as a group.

Define **tradition** for students. Discuss how rituals, festive events, and holidays can be traditions. Name some of the traditions each of these communities has, inviting students to share their ideas:

- Classroom traditions
- School traditions
- Family traditions

Consider the origin of these traditions, if possible. Where did this practice come from, or how did it start?

FAMILY HISTORY

Invite students to research their family history. Let them know that researching their family history doesn't mean they have to dig into historical records or even use a computer! (Although they may, if they'd like to.) As a class, brainstorm questions that they can ask relatives to make history come to life. Questions might include:

- Where have you lived?
- Where have you traveled?
- What was your school like?
- What was your favorite food when you were young?
- How did your family spend time together when you were young?

Note: If a student doesn't have access to information about their family history, you could invite them to pick someone they look up to—an author, or even a character from a book—and learn something about that person's family history.

WHAT'S IN A NAME?

Invite students to share the story of how they got their name. This could be a last name, a first name, or a nickname. Invite students to present to the class—a few minutes each—the story of how they got a name! Explain to students that it's important to always try to say someone's name correctly, as they wish it to be said. When we say someone's name correctly, we're respecting the entire story behind the name, too. Let students know that there might be some characters in the books you're reading that have names they haven't heard before, but that you'll all try your best to say the names correctly.

POSTCARD

After reading the books in this global collection, ask students to imagine one place they'd like to go. What would they do when they got there? Ask them to write a postcard to themselves from the place, as if they were visiting. What are they experiencing?

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POSTCARD FROM ABROAD!

DIRECTIONS: Imagine you are visiting one of the countries you have read about. Write a postcard to yourself, a friend, or a family member, telling them what you are experiencing.

REPRODUCIBLE!

A large rectangular frame for a postcard. The top-left corner contains a small square box for an address. The rest of the frame is divided into two sections by a horizontal line. The bottom section contains three horizontal lines for writing the message.



My first trip to the USA © 2024 Houghton Mifflin Harcourt



The Night Market © 2024 Scholastic Teaching Resources