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EVERY DAY WITH April & Mae ACTIVITY KIT



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About the Series

April and Mae are as different as two girls can be, but they're still best friends—and their pets are best friends, too! Each day of the week brings a new challenge for them to face together with humor and heart.

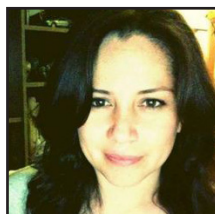
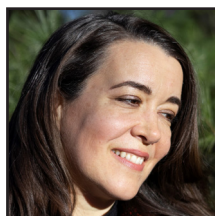
About the Author

Megan Dowd Lambert is the author of *A Kid of Their Own*, *A Crow of His Own*, *Real Sisters Pretend*, and *Reading Picture Books with Children*. Her experiences as a white mother of seven children in a blended, multiracial, queer, adoptive family inform her work as an author, reviewer, and educator.

About the Illustrators

Briana Dengoue is a Philadelphia-born-and-based illustrator and graphic designer. She holds a BFA from Maryland Institute College of Art and is a firm believer in the fact that representation matters.

Born and raised in Bogotá, Colombia, Gisela Bohórquez fell in love with drawing when her parents gave her a huge box of crayons at three years old. She studied graphic design in college, where she learned digital illustration and fell in love with those techniques.



April & Mae and the Tea Party

Activity Kit



Discussion

1. How are April and Mae alike? How are they different?
2. April and Mae have a big argument. When have you had a big argument with a friend or sibling? What was the argument about?
3. Why does April insist that she is not a *bad* juggler but a *new* juggler? Can you think of a time when you were new at something and made a mistake? How long did it take for you to get comfortable doing something new?
4. How do April and Mae feel after their fight? How do you know? How do you express your feelings when you're angry, frustrated, offended, embarrassed, or sad?
5. What are some strategies that April and Mae use to apologize and make up with each other? Have you ever used these strategies? Can you think of other ways to apologize?

Recipe: Tea Cakes

These tasty treats are perfect for a tea party! Young bakers should ask an adult for help before using the oven.

Ingredients:

- 1¾ cups white sugar
- 1 cup butter
- 2 large eggs
- 1 tsp vanilla extract
- 3 cups all-purpose flour, plus some for kneading and rolling
- ½ tsp baking soda
- ½ tsp salt
- ¼ tsp ground nutmeg
- Optional: colored frosting for decorating

1. Beat together butter and sugar until fluffy. Add eggs one at a time. Beat in vanilla extract.
2. Combine remaining ingredients and stir into the butter-sugar mixture.
3. Knead dough for a few minutes on a floured board until smooth. Cover and refrigerate until firm, about 30 minutes.
4. Preheat the oven to 325°F. Roll out the dough on a lightly floured surface and cut into desired shapes with cookie cutters. Place 1½ inches apart on cookie sheets. Bake until edges are golden, 8–10 minutes. Let cool on a wire rack. If desired, decorate with frosting before serving.



Discussion

1. What do you know about April and Mae's book club after reading the first few pages of this book? Why is it important to know how a book club works before getting into the main story?
2. Mae gets distracted while baking and forgets an important ingredient. Why is flour important when making a cake?
3. Can you think of a time you were distracted while trying to do something? How did it affect your ability to complete your task (such as taking extra time, missing a step, etc.)?
4. What do the girls do when they realize they've made a mistake? What do you do when you make mistakes?

Recipe: Flourless Chocolate Cupcakes

A delicious chocolate treat to share with friends! Young bakers should ask an adult for help before using the oven.

Ingredients:

- $\frac{1}{4}$ cup chocolate chips
- $\frac{1}{4}$ cup butter
- $\frac{1}{3}$ cup packed brown sugar
- 1 egg, beaten
- $\frac{1}{2}$ tsp vanilla extract
- $\frac{1}{3}$ cup cocoa powder
- $\frac{1}{4}$ tsp salt
- Optional: whipped cream and fresh berries for serving

1. Preheat oven to 350°F.
2. Microwave the butter and chocolate chips together in a medium-size bowl in 30-second increments until melted. Stir to combine.
3. Let cool to room temperature and whisk in the brown sugar, eggs, and vanilla until smooth.
4. Sift in the cocoa powder and salt and mix until just combined.
5. Fill each cupcake liner $\frac{2}{3}$ full and bake until the tops are set, about 15 minutes. Take care not to overbake! Let cool completely before decorating with whipped cream and fresh berries and serving.

April & Mae and the Soccer Match

Activity Kit



Discussion

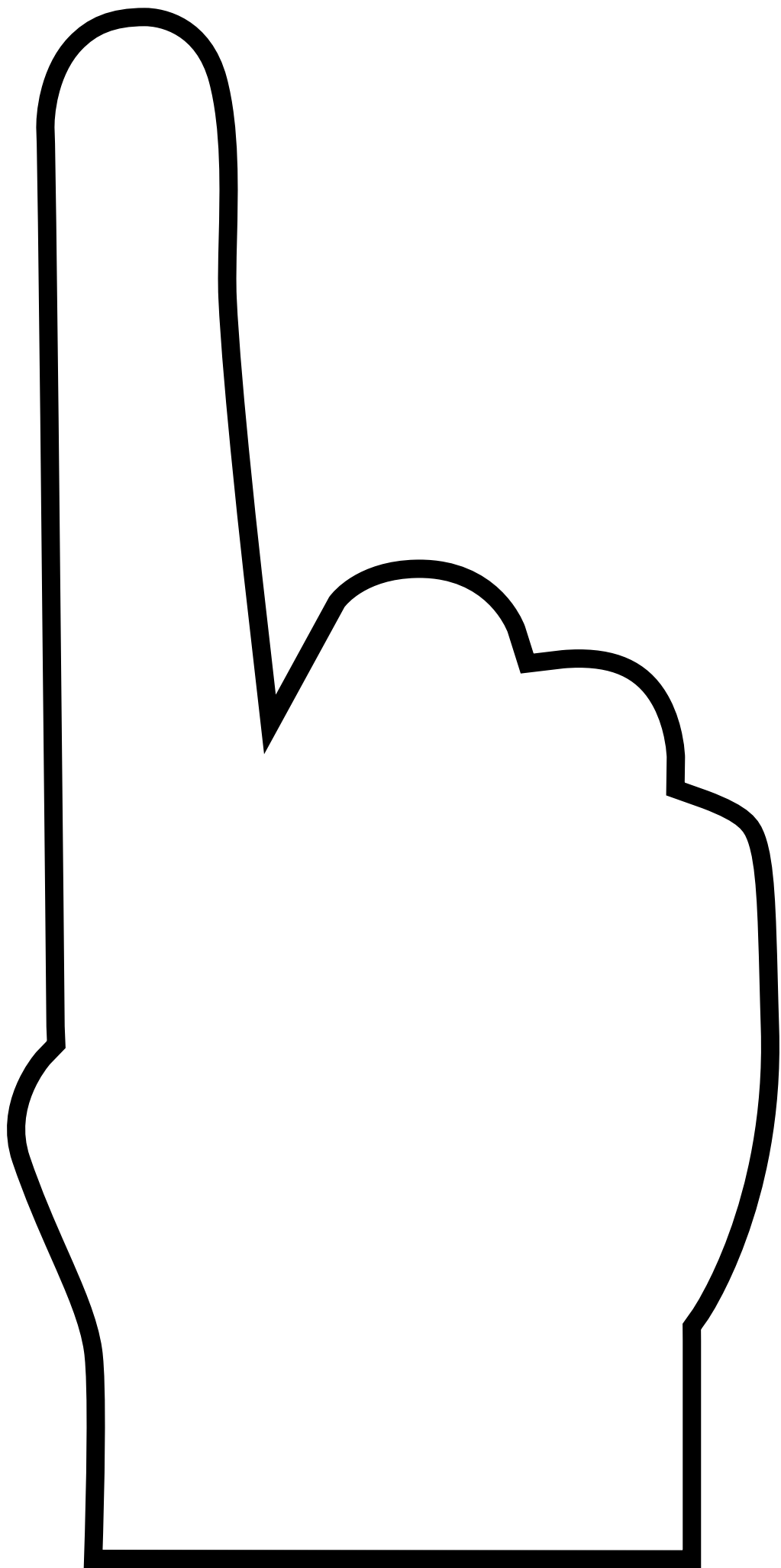
1. How do April and Mae feel about soccer? Do you play soccer or another team sport? What do you like about your sport?
2. How does Mae feel after falling in the mud and missing the kick? How do you know?
3. Can you think of a time you felt frustrated about losing a game or competition? What helped you feel better?
4. What does April try first to help Mae feel better? Does it work? Why or why not? What are some other strategies that April tries?
5. April likes to cheer, which is also a sport. What are some cheer skills that she demonstrates in this book? How is cheer like or unlike soccer?

Craft: Foam Cheering Finger

Help students put together a fun tool for cheering on their friends as they face challenges in sports, school, and life—if they do their best, they're all number one!

Materials:

- Two sheets of colored craft foam per child
 - One pair of scissors per child
 - At least one hot glue gun
 - Markers, paint, glitter glue, and other art supplies
1. Copy page 5 of this kit and distribute one copy to each student as a template. Invite them to cut it out and trace it onto both sheets of craft foam.
 2. Once students have cut out their foam fingers, ask them to line up so you or an adult classroom volunteer can glue the two sheets together at the edges using a hot glue gun, leaving a gap at the wrist so the cheering finger can be worn as a glove.
 3. When their fingers are cooled and ready to be handled, invite students to decorate them with the art supplies of their choice. They can write encouraging messages, draw cheerful symbols, or jazz it up with glitter!



April & Mae and the Talent Show

Activity Kit



Discussion

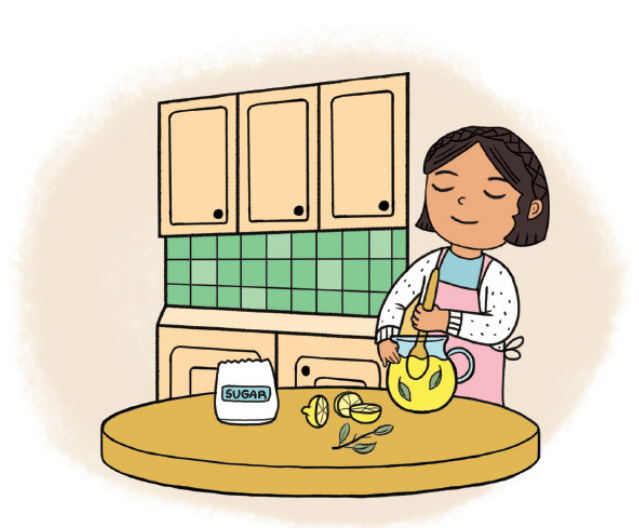
1. What is April's talent? What is Mae's talent? What are your talents? Where did you learn them?
2. Where did the girls learn about the talent show? How do they each decide to help?
3. Why does April feel shaky and freeze up when she's on stage? Have you ever felt nervous to perform or present in front of people?
4. How does Mae help April overcome her stage fright?

Activity: Class Talent Show

1. **Lay the groundwork.** If your talent show will take place in a school auditorium or other shared room, make sure the space is appropriately reserved and other school personnel are prepared for the event to take place. Check that essential equipment such as microphones will be available and recruit any adult volunteers necessary for the show.
2. **Preview the project.** Discuss with the class: What is a talent show? Have students ever attended or participated in one? What makes a talent show different from other kinds of performances? Explain that the class is going to hold a talent show, present students with a timeline (one month is recommended, though you may need more time), and ask for their help making the show a success.
3. **Choose a beneficiary.** If you are selling tickets and/or concessions, decide as a class where you would like to donate the money. Possible beneficiaries include the school library, the local public library, an animal shelter, or another local nonprofit.
4. **Assign responsibilities.** There are many ways to participate in a talent show—some students may wish to perform, while others may prefer to make posters and parent invitations, sell concessions, help with setup and cleanup, assist the stage manager, or make and decorate thank-you gifts such as medals or bouquets of flowers for the performers. Encourage students to think of how they would be happiest helping and emphasize that all ways of helping are important to make a talent show successful.
5. **Check in on progress.** Institute a daily or weekly work period specific to the talent show. Make a little time to check in with each student and offer advice or encouragement where needed.
6. **Rehearse.** Prepare students who are performing or volunteering at the show by rehearsing in the performance space at least once. Offer safety reminders for the backstage area, familiarize performers with the stage management process, and give students a chance to practice their performance on the stage.
7. **Hold the show.** After performers take their final bows, invite the rest of the class up to the stage to take a bow and be celebrated for their help to make the show a success!

April & Mae and the Animal Shelter

Activity Kit



Discussion

1. What is the Woof and Meow Animal Shelter like? What kinds of animals do they take care of?
2. April and Mae decide to help in different ways. What do they do to help the shelter? Why do they want to help in different ways?
3. Why does April have trouble writing her letter? How does Mae encourage her?
4. How do the animal shelter workers feel about April and Mae's help? What do they invite April and Mae to do?
5. What does it mean to volunteer? Do you volunteer for a local organization, like an animal shelter or a food bank? If you do, what is it like? If not, what organization would you pick to help?

Activity: Make a Difference

This guided writing and research activity will encourage students to think about the impact they can make in their community through local nonprofit organizations.

1. **Pre-project discussion.** As a class or in small groups, discuss: What is a nonprofit organization? What are some examples of local nonprofits? Who (or what) is helped by nonprofits? What is the benefit of working in an organization, as opposed to helping individual stray animals or individually planting trees?
2. **Pre-project reflection.** Ask students to reflect on one or more of the following questions in their journals during silent writing time: What does it mean to make a difference in my community? If I could give a million dollars to one organization, which would I choose and why? How could I use my skills and talents to help as a volunteer?
3. **Research.** Invite students to research a local nonprofit (or a national nonprofit with a local chapter). Their presentation should include the name and mission of the organization; at least three facts about their impact in the community; information about their structure, funding, and leadership; and information about how to volunteer to support this organization. Provide in-class and out-of-class time for this research and check in on student progress as they work.
4. **Presentation.** Students may organize their findings in a trifold board, a slideshow, or another visual medium. Encourage students to practice in small groups before presenting their research to the class.

April & Mae and the Sleepover Activity Kit



Discussion

1. What is a sleepover? What are some ways a sleepover is different from other kinds of playdate?
2. Why does it take a long time for April and Mae to set up the tent? Have students ever helped pitch a tent before?
3. Mae wishes on a shooting star for a blanket. What would students wish for if they could wish on a star? Why?
4. One of the girls wants to sleep indoors and the other wants to sleep in the backyard. What are some of the arguments for or against each choice? If your students could choose to spend a sleepover indoors or outdoors, which would they choose and why?
5. How do April and Mae make their decisions together when they each want different things? What are some ways that students resolve differences of opinion with their friends and family?

Activity: Classroom Slumber Party

Celebrate student progress or reward a specific milestone by holding a classroom “slumber” party!

1. **Plan the party.** Encourage students to take part in planning their slumber party. Take suggestions for decorations, refreshments, movies, and games and ask students to vote on their favorites. Remind students that they may need to compromise and work together to resolve differences of opinion and organize a party that’s fun for everybody. Optionally, you can ask students to flex their math skills by helping you budget for the party.
2. **Prepare the room.** Whether you’re going big and bold with decorations or simply rearranging some furniture, a novel classroom arrangement can add an element of fun and excitement to the party. Consider establishing different zones for students to enjoy higher or lower-intensity activities such as dancing, playing board games, or eating snacks. Students’ sensory and access needs may also play an important role in the room arrangement.
3. **Hold the party.** Invite students to show up in their pajamas for the day; consider lowering the lights in the room and drawing the blinds for a cozy nighttime atmosphere. You may offer a buffet of activities for students to choose from during the party, or choose to begin or end with an all-together activity such as watching a movie or playing a large group game.

April & Mae

and the

Movie Night

Activity Kit



Discussion

1. How do April and Mae divide their tasks on movie night? Does it seem fair that one picks the food and the other picks the movie?
2. Why does Mae put pineapple on the pizza? Do you like pineapple on pizza or not? What makes it a popular or unpopular choice?
3. How does April feel about the movie? Why do you think she picked a movie that she doesn't like? Have you ever made a similar choice?
4. April and Mae have very different preferences. Are they still friends? Can you think of ways that you are different from their friends (preferences, personality, interests, etc)? How about ways that you're similar?

Recipe: Perfect Personal Pizza

Encourage kids to express their preferences by making a pizza that's perfect for them. Young bakers should ask an adult for help before using the oven.

Ingredients:

- Premade pizza dough
- Premade pizza sauce
- Mozzarella cheese
- Flour
- Optional: cornmeal
- A variety of pizza toppings: pepperoni, ham, pineapple, peppers, onions, chicken, olives, sundried tomatoes, mushrooms, sausage, etc.

1. Preheat the oven according to instructions on your pizza dough package.
2. Offer each child a piece of pizza dough sufficient to make an eight-inch personal pizza. Invite them to shape their own dough into a thin round on a floured surface, leaving a slightly thicker rim around the edge for the pizza crust.
3. Demonstrate how to apply sauce and cheese, then invite each child to add their favorite toppings to their pizza.
4. Bake pizzas according to package instructions on a parchment-lined baking sheet.
5. Enjoy!