



A Common Core State Standards-  
Aligned Discussion/Activity Guide  
for Grades K-2

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# A Girl's Bill of Rights

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Written by Amy B. Mucha  
Illustrated by Addy Rivera Sonda

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In a world where little girls must learn to stand tall,  
*A Girl's Bill of Rights* boldly declares the rights of every woman and girl:  
power, confidence, freedom, and consent.

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Guide created by  
Debbie Gonzales, MFA



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## Pre-Reading Discussion

### Consider the illustration on the front of the book:

- Describe the action taking place in the illustration. What is the girl holding in her hand? Predict why she might need a megaphone.
- What is going on in this picture? What do you see that makes you think that?
- How is the girl in the illustration feeling? How do you know?
- The title of the book is A GIRL'S BILL OF RIGHTS. Tell all you know about the word "rights".
- Predict what this book is going to be about.



### Meet the Author – Amy B. Mucha:

- Ever since she was a young child, Amy has wanted to become a writer. At six-years-old, she wrote *Mr. Burnham, Keep it Under Your Hat!*, a story she truly hoped to become published. Determine how Amy's early dreams prepared her to become the accomplished writer that she is today.
- On her website, Amy discusses another story that she wrote as a child. In it, she misspelled the word giraffe as *dwaffe*. Is it possible to have great ideas about stories and even become a great writer while still making mistakes? Do the mistakes mean that your ideas are not tremendous? Explain your answer.
- Amy is passionate about supporting girls by helping them own their power and rights. Access her website at [amybmucha.com](http://amybmucha.com) to find out more about Amy and her empowering work.



### Meet the illustrator – Addy Rivera Sonda:

- Addy's deepest desire is that her art might help people to understand themselves and others in more compassionate ways. Discuss the notion that illustrations and other forms of art can inspire goodness and empathy others.
- Addy is passionate about animal rights. She is an avid activist for several groups dedicated to rescuing and caring for animals in need. An activist is an advocate for change, someone who is dedicated to improving the lives of others. Make a connection between Addy's advocacy for animal rights and Amy's desire to empower young girls. Identify how that their passions support one another.
- Addy believes that everyone's type of activism is different. What does she mean by this statement? How about you? What does your form of activism look like? Explain your answer.



## Post-Reading Discussion

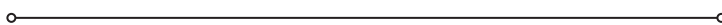
*I have the right to like what I like and love what I love.*

- The word “issue” can mean having a problem or concern. Can you think of an instance where someone might have an issue with you liking what you like or loving what you love? If they do have an issue, does that mean you should change or hide how you feel?
- The word “right” or “rights” can mean things we deserve that should never be taken away from us. Explain why it is important own the right to like or love freely and boldly.
- The word “responsibility” means that you are being trusted with something important. Explore why it is important that girls understand their rights to express their desires, and how, by practicing these rights, they are being responsible to themselves and others.



*I have the right to think for myself and choose for myself,  
to say “Yes!” if I want something...and “No” if I don’t,  
and the right to change my mind.*

- Turn to the spread featuring a girl holding a ballot and three other girls shaking hands and greeting one another. Describe the action taking place in this illustration. Identify the clues that help tell the story.
- The word “confidence” means that we believe in ourselves and our ability to do what needs to be done. Explain why it would take confidence to run as a candidate for class president.
- The word “courage” means that we are able to do something even when it’s scary. Why would it take courage to vote for someone in an election? Would it take even more courage to later change your mind? If so, why?



*I have the right to laugh, and the right to cry.*

- Turn to the spread featuring two girls seated on a bench laughing while another girl is kneeling under a tree, crying. What is happening in this scene? Describe the emotions each girl is feeling. Tell why the girl under the tree is sad.
- The word “freedom” means having the power or right to act, speak, or think as you wish. Explore reasons why each girl in this scene has the freedom to express their emotions as they see fit.
- While each girl has the power and right to laugh or cry, is there ever a time when someone can choose to help someone who is sad? Are there times when being kind is the better choice, even if it requires courage and boldness? Explain your answer.



*If someone is hurting or disrespecting me,  
I have the right to say "STOP!" and even the right to SCREAM it!*

- The word disrespect means to insult someone, be rude to them, or be cruel. Discuss reasons why a girl has the right to insist that she is never disrespected.
- Identify reasons why it requires confidence and courage to demand respect.
- Examine reasons why a girl should only accept respectful actions from others, and why she should respect others as well.



*Because most of all, no matter what, I absolutely always  
have the right to be ME.*

Describe how you express the right to:

- be confident.
- be powerful.
- feel whatever you feel.
- speak your truth.
- be respected and respect others.
- be responsible.
- be courageous.
- be bold.
- be trustworthy and loyal.
- change your mind.
- forgive yourself and others.
- dream.



## Discovering Your Voice: Expressing Emotions

**Objective:** To make a personal connection with emotional expressions through personal identification and reflection.

**Materials:**

- A GIRL’S BILL OF RIGHTS, the book
- The Emotion Match template (Guide, pg. 7)
- The Emotion Match Answers (Guide, pg. 8)
- Pencil
- Markers & art paper

**Procedure:**

- Lead a discussion about expressing emotions by discovering one’s voice. Re-read A GIRL’S BILL OF RIGHTS. Encourage the students to identify moments in which characters were either expressing their emotions or times when they were not.
- Encourage students to make an emotional connection with the events taking place in the story. Ask them to personally relate to some emotions or events. Have they experienced similar situations? If so, how did they respond? Did they use their voice to express their feelings? Have them describe the situation.
- Distribute copies of The Emotion Match template. Instruct students to identify the emotions expressed in the illustrations in the upper section of the page. Have them match the word labels listed below by writing the corresponding letter in the space beneath the image.
- Have students choose one emotion that they would like to explore. Instruct students to write and illustrate a story, fictional or not, in which they describe a situation in which they, or a character, experienced the emotion and then used their voice to communicate their concerns.
- Encourage students to share their work with the class.

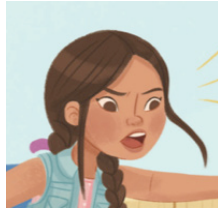


## Emotion Match

Identify the emotions expressed in the illustrations in the upper section of this page.  
Match the word labels listed below by writing the corresponding letters in the space  
beneath the pictures.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



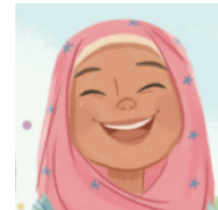
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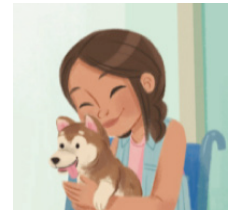
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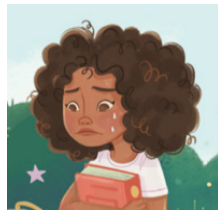
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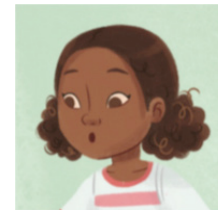
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\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

a. loving

f. amused

k. sad

b. confident

g. uncertain

l. surprised

c. scared

h. annoyed

m. happy

d. enthusiastic

i. angry

n. friendly

e. proud

j. concerned

o. focused

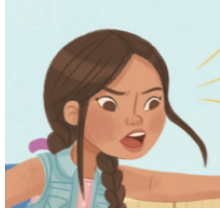


## Emotion Match Answers

Identify the emotions expressed in the illustrations in the upper section of this page.  
Match the word labels listed below by writing the corresponding letters in the space  
beneath the pictures.



f.



i.



h.



j.



b.



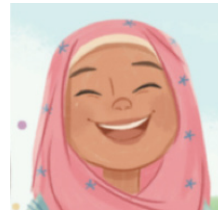
d.



o.



n.



m.



a.



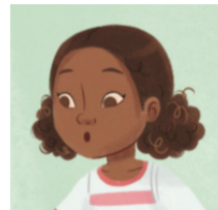
e.



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i. angry

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e. proud

j. concerned

o. focused





## A Girl's Bill of Rights: Character Analysis

**Objective:** To explore how cause and effect events in the text alters characterization.

**Materials:**

- A GIRL’S BILL OF RIGHTS, the book
- Character Analysis Worksheet (Guide, pg. 10)
- Pencil
- Markers

**Procedure:**

- Using the Character Analysis Worksheet as a guide, encourage students to define the terms printed in the center section. Engage in a discussion about how each word represents a right every girl is entitled to.
- Make a connection with each term as it is demonstrated by the characters in A GIRL’S BILL OF RIGHTS. Instruct students to analyze the illustrations to discover the cause and effect of engaging in the actions listed in the Character Analysis Worksheet.
- For example, examine how the word “confident” might describe the two election candidates. In the end, because of her confidence to run for office, Miriam grows to become a public-speaking activist. The cause was the elementary school election. Because she practiced her rights confidently, she became a leader.
- Encourage the students to explore how each of the terms is represented in the book or in their own lives.
- Instruct the students to write and illustrate a piece about the lifelong importance of owning one’s rights. Use any of the terms listed on the Character Analysis Worksheet as a reference. Have them share their work with the class.

*Identify events in the book in which the characters demonstrate the terms. Choose a character and describe the action.*



Cause: Identify a character demonstrating their right to be... → Effect: State how character changed as a result of engaging in their right.

	courageous	
	confident	
	respected	
	free	
	powerful	
	bold	
	forgiving	
	supportive	
	caring	
	authentic	

*Identify how engaging in each right changed or influenced the characters in the story, or explain how the actions affected the student's life. Explain how owning each right changes a girl's life.*



## Character Analysis Worksheet

*Cause: Identify a character demonstrating their right to be...*



*Effect: State how character changed as a result of engaging in their right.*

	courageous	
	confident	
	respected	
	free	
	powerful	
	bold	
	forgiving	
	supportive	
	caring	
	authentic	



## Girl Power Poster

**Objective:** To communicate the understanding of the power of owning personal rights through the creation and presentation of a poster.

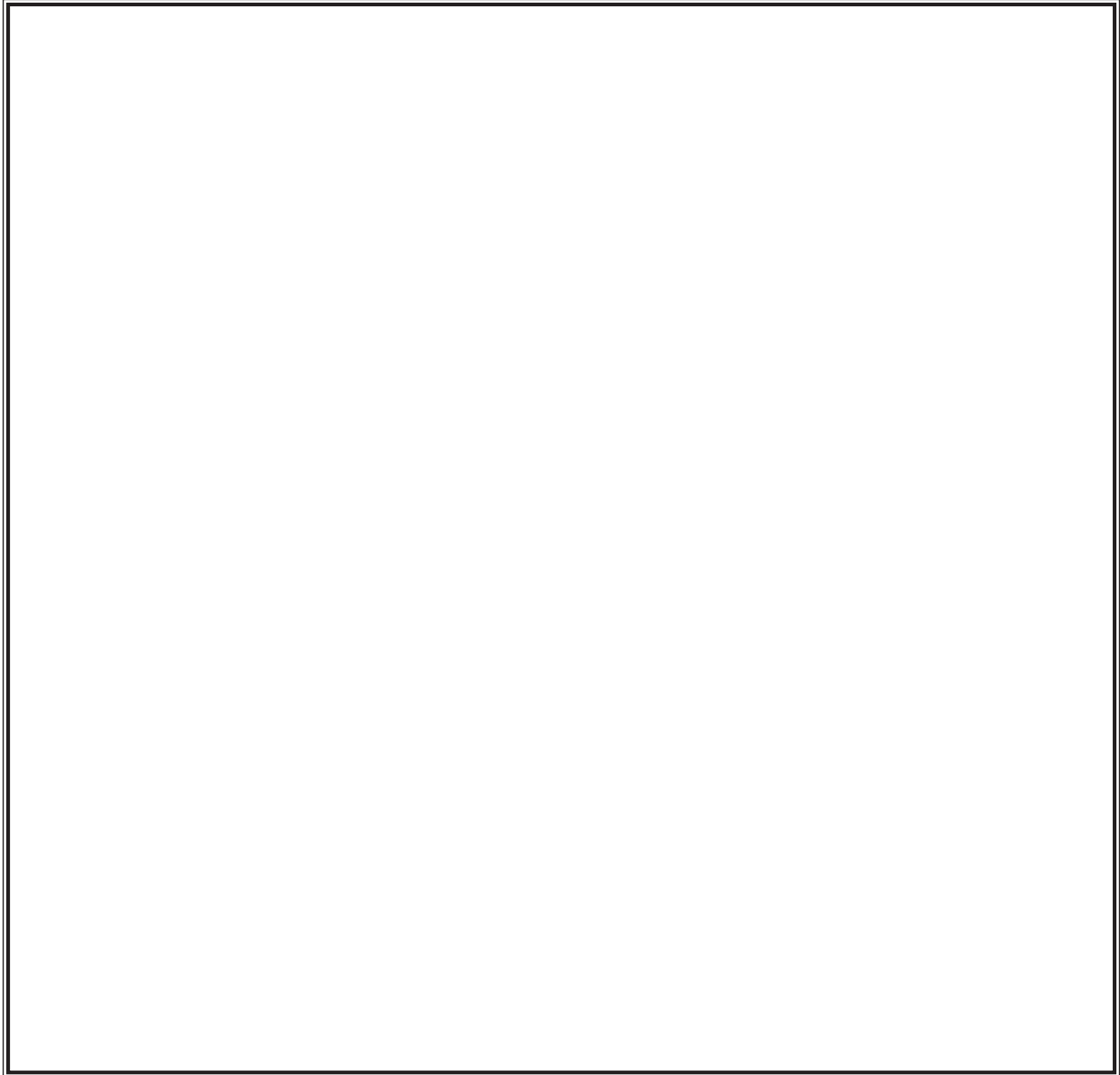
**Materials:**

- A GIRL’S BILL OF RIGHTS, the book
- The Girl Power Poster template (Guide, pg. 12)
- Poster board
- Pencil
- Markers

**Procedure:**

- Explain that the purpose of a poster is to communicate an idea through words and images.
- Instruct students to use art supplies to create a poster representing their interpretation of how engaging in a particular right empowers them.
- Using the phrase presented on the **Girl Power Poster** template as inspiration, encourage students to state their name and to identify the right they feel most strongly about. For example, they might state that they have the right to be caring or courageous.
- Invite students to illustrate events and circumstances in which they demonstrate their bill of rights by owning their personal power!
- Have them share their work with the class.





My name is \_\_\_\_\_

and I have the right to

\_\_\_\_\_



## Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature		Discussion	Emotion Match	Character Analysis	Girl Power Poster
CCSS.ELA-LITERACY.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	•	•	•	•
CCSS.ELA-LITERACY.RL.K.2	With prompting and support, retell familiar stories, including key details.	•	•	•	•
CCSS.ELA-LITERACY.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	•	•	•	•
CCSS.ELA-LITERACY.RL.K.4	Ask and answer questions about unknown words in a text.	•	•	•	•
CCSS.ELA-LITERACY.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	•			
CCSS.ELA-LITERACY.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	•	•	•	•
CCSS.ELA-LITERACY.RL.K.10	Actively engage in group reading activities with purpose and understanding.	•	•	•	•
CCSS.ELA-LITERACY.RL.1.1	Ask and answer questions about key details in a text.	•	•	•	•
CCSS.ELA-LITERACY.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	•	•	•	•
CCSS.ELA-LITERACY.RL.1.3	Describe characters, settings, and major events in a story, using key details.	•	•	•	
CCSS.ELA-LITERACY.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	•	•	•	•
CCSS.ELA-LITERACY.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	•	•	•	•
CCSS.ELA-LITERACY.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	•	•	•	•
CCSS.ELA-LITERACY.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	•	•	•	•
CCSS.ELA-LITERACY.RL.2.3	Describe how characters in a story respond to major events and challenges.	•	•	•	•
CCSS.ELA-LITERACY.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	•	•	•	•
English Language Arts Standards » Writing					
CCSS.ELA-LITERACY.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		•	•	•
CCSS.ELA-LITERACY.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		•	•	•
CCSS.ELA-LITERACY.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		•	•	•
CCSS.ELA-LITERACY.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		•	•	•
CCSS.ELA-LITERACY.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		•	•	•
CCSS.ELA-LITERACY.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		•	•	•



		Discussion	Emotion Match	Character Analysis	Girl Power Poster
<b>English Language Arts Standards » Writing</b>					
CCSS.ELA-LITERACY.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		•	•	•
CCSS.ELA-LITERACY.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		•	•	•
<b>English Language Arts Standards » Speaking &amp; Listening</b>					
CCSS.ELA-LITERACY.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	•	•	•	•
CCSS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	•	•	•	•

