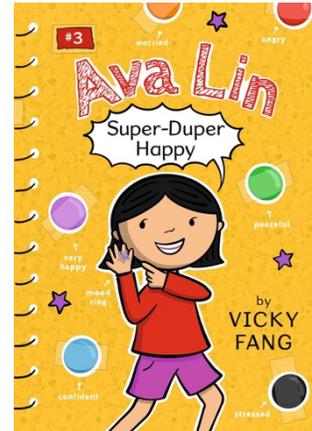
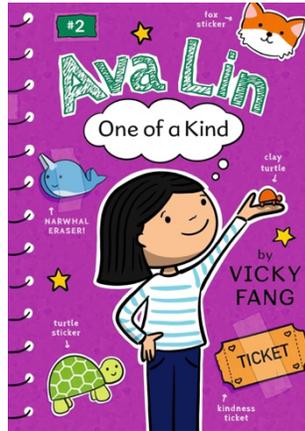
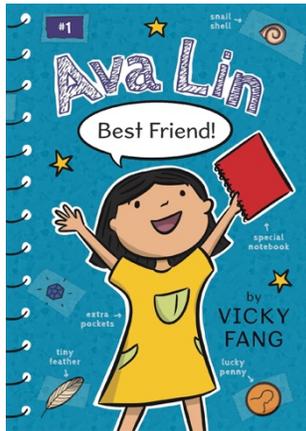


A Curriculum Guide for Educators & Readers



Discussion points, activities, and writing prompts to help educators use the Ava Lin series as a classroom read-aloud or as selection for independent reading. Great for book clubs, too!

About the Author-Illustrator, Vicky Fang

Vicky Fang is the author-illustrator of the Ava Lin chapter book series, the Friendbots early comic series, the AlphaBot novelty book, and the forthcoming One Mad Cat early graphic novel series. She is the author of the Layla and the Bots series, the Best Buddies series, the I Can Code board book series, the picture books *Invent-a-Pet* and *The Boo Crew Needs You!*, and the forthcoming *Lots and Lots of Ocelots*. A former Google product designer, she now writes and illustrates children's books full-time.

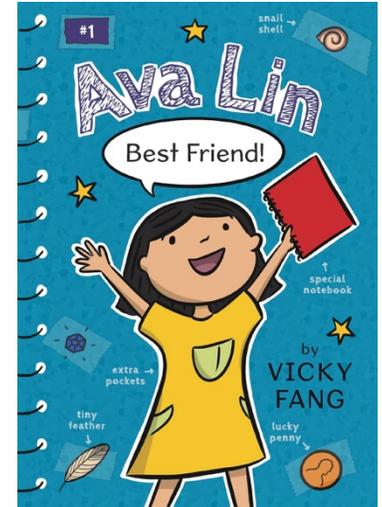


This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. Marcie can often be found writing books of her own at home in San Diego, California. Visit her at www.thisismarciecolleen.com.

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Book One: Best Friend!

The comprehension questions below focus on key story events to check for understanding, while the discussion questions encourage personal connections and deeper thinking. Either set can be used for whole-class conversations, small-group work, or independent reflection. Feel free to adapt the questions to fit your students' needs and to spark their own ideas—after all, like Ava, every reader's journey to friendship is unique!



Comprehension Questions

1. What exciting event is happening in Ava's life at the start of the story?
2. What does Ava really, really want to find in first grade?
3. What trick does Justin play on Ava at the restaurant with her bubble tea?
4. What shiny object does Ava find stuck to her desk at school?
5. What happens when Ava offers the jewel to Kushi?
6. What mistake does Ava make with the silver pebble during art class?
7. Why does Ava's mom get upset after doing the laundry with Ava's hoodie?
8. What special thing does Ava notice about Nikki's notebook?
9. What special activity do Ava and Kushi do together at recess that makes Ava happy?

Discussion Questions

1. Ava makes a list of 117 pets she wants. If you could pick any pet—even an imaginary one—what would it be, and why?
2. Ava really wants a best friend in first grade. What do you think is the difference between a friend and a best friend?
3. Ava tries to be polite by saying "no" when Kushi offers her food, but it doesn't work the way she hoped. What could Ava have done differently?

4. Ava treasures little objects like jewels, pebbles, and snail shells. Do you have a favorite treasure you like to keep in your pocket or backpack?
5. When Ava loses the blue jewel, she feels really upset. What helps you feel better when something you love gets lost or broken?
6. Ava puts a silver pebble in her ear because she doesn't have pockets. Have you ever made a silly mistake because you wanted to keep something safe?
7. If you had a notebook like Ava's, how would you decorate it?
8. Sometimes Justin plays mean tricks on Ava. What do you think Ava should do when someone teases her?
9. Ava's parents help her understand that offering something means really giving it away. Why do you think sharing can sometimes be tricky?
10. At the end, Ava isn't sure if Kushi is her best friend yet, but she's still happy. Do you think it's better to have one best friend or lots of friends? Why?

Activity: What Makes a Good Friend?

Discuss what makes a good friend. Draw upon examples from students's own friendships and create a list describing what makes a good friend.

Example: Good friends...

- Are reliable.
- Do kind things for one another and use kind language.
- Help out when a friend is sad or has a problem.
- Like to spend time together.
- Have fun with one another.

Look closely at Ava Lin and Kushi. Which moments show Ava being a good friend to Kushi? Which moments show Kushi being a good friend to Ava?

As a class, create an action plan on how to be a good friend.

Activity: Make Your Own Collage Notebook

Ava notices Nikki's shiny, decorated notebook and later gets to decorate notebooks with her new friend Kushi. This activity gives students the same opportunity to make something that feels personal and meaningful.

You will need:

- Plain notebooks (or folded/stapled blank pages as booklets)
- Glue sticks and tape
- Scissors (safety scissors for younger students)
- Collage materials such as sequins, beads, foil, stickers, colorful paper scraps, fabric pieces, leaves, or feathers
- Markers, crayons, or colored pencils

Instructions:

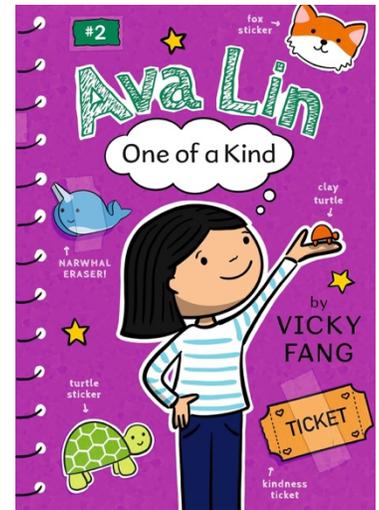
1. Read aloud or review the part of the book where Ava admires Nikki's notebook and then decorates with Kushi. Why do you think the notebooks are important to Ava? How does decorating together help her feel connected to her friends?
2. Provide each student with a notebook or booklet.
3. Invite students to collage their covers with the same spirit of creativity Ava shows. Encourage them to:
 - Use different textures and shiny pieces, just like Ava loves collecting jewels and pebbles.
 - Add their names in a special style (hearts, stars, sparkles, bubble letters).
 - Include drawings or decorations that show something they treasure.
4. Just like Ava shares her notebook with Kushi, give students a chance to show their covers to a partner or small group.
5. Encourage students to write in their notebooks like Ava:
 - Make lists of real or imaginary "treasures."
 - Collect doodles, notes, or stickers from friends.
 - Draw or write about moments that make them happy.
6. Display the notebooks around the classroom to celebrate everyone's individuality—just as the story celebrates the joy of making something your own.

Book Two: One of a Kind

The comprehension questions below focus on key story events to check for understanding, while the discussion questions encourage personal connections and deeper thinking. Either set can be used for whole-class conversations, small-group work, or independent reflection. Feel free to adapt the questions to fit your students' needs and to spark their own ideas—after all, like Ava, every reader's journey to friendship is unique!

Comprehension Questions

1. What exciting event does Ava look forward to every Friday in class?
2. Who wins the kindness bucket-filler challenge at the start of the story, and what prize does he choose?
3. What new prize in the bin becomes Ava's main goal to win?
4. What kind of list does Ava start making to earn more kindness tickets?
5. What nickname does Justin call Ava at dim sum, and how does she respond?
6. What is Ava's job in class the week of the story?
7. How does Ava's lucky bean sprout get ruined?
8. What special project does Ava decide to make for her whole class?
9. Who helps Ava make the turtles?
10. Why does Kushi get upset with Ava after the turtles are handed out?
11. What advice do Ava's parents give her about apologizing?
12. What prize does Ava finally win at the end of the story, and what does she choose to do instead?



Discussion Questions

1. Ava wants to win the narwhal eraser more than anything. Have you ever wanted something so much that you couldn't stop thinking about it? What was it?
2. Ava sometimes says "peep" or "meep" instead of using her words. Why do you think she does this? Have you ever used a silly word or sound instead of saying what you really feel?
3. Ava tries hard to be "extra nice" to win tickets. Do you think being kind should be about rewards or about helping others? Why?
4. When Ava's bean sprout breaks, she feels like her luck is gone. Do you have something you think of as a "lucky charm"?
5. Ava decides to make turtles for everyone in her class. Why do you think she wanted to do something for the whole group instead of just one person?
6. Ava feels frustrated when the turtles don't turn out the way she imagined. What do you do when a project doesn't go the way you hoped?
7. Kushi helps Ava a lot but feels ignored when Ava takes the credit. Why is it important to share credit and say "thank you"?
8. At first Ava is upset with Kushi, but later she apologizes. How do you think apologizing made Ava and Kushi's friendship stronger?
9. Ava wins the prize she wanted but chooses to give Kushi something special instead. How do you think Ava felt when she made that choice?
10. Kushi tells Ava she's "one of a kind." What do you think it means to be "one of a kind"?

Activity: Kindness Bucket Challenge

Just like Ava fills her bucket with kindness, your whole class can team up to fill one big kindness bucket together!

You will need:

- One large bucket, jar, or envelope for the whole class
- Slips of paper or "kindness tickets"
- Markers or crayons to decorate the bucket

Instructions:

1. Start with a class discussion: What does kindness look like at school? (Helping, sharing, encouraging others, inviting someone to play, etc.)
2. As a class, decorate your kindness bucket to make it special and visible.
3. Throughout the week, encourage students to notice acts of kindness. When they see or experience kindness, they can write it down on a ticket and place it in the bucket.
4. Watch the bucket fill up! Once it reaches the top, the whole class earns a celebration—this could be extra recess, a class dance party, a pajama day, or another fun reward you choose together.
5. At the end of each week, take a few minutes to read some kindness tickets aloud. Reflect on how those small acts made your classroom a kinder, happier place.

Activity: Finding Commonalities and Uniqueness

Ava discovers that everyone has something that makes them special. This activity helps students find what they share with classmates while also celebrating what makes each of them unique.

You will need:

- Pens, pencils, or crayons
- Two pieces of paper per group (labeled "*Things We Share*" and "*One-of-a-Kind*")

Instructions:

1. Divide students into pairs or small groups. Explain that, just like Ava and Kushi, they're going to notice both what makes them alike and what makes them "one of a kind."
2. On the "Things We Share" sheet, students brainstorm similarities. Encourage them to think about things they like (favorite snacks, games, books, or jokes) or things they don't like (such as broccoli, homework, or getting up early). The goal is to find real connections beyond the obvious, like discovering you both love jumping rope, dislike scary movies, or can't stand brussels sprouts.
3. On the "One-of-a-Kind" sheet, students take turns naming things that make each partner unique. This could be a special hobby, a favorite food, a family tradition, or a personal talent. If someone has trouble thinking of something, invite their

partner (or the whole class) to help by noticing things they admire about them—like always telling funny jokes, being a great friend, or having a cool way of drawing. The focus is on celebrating that everyone has something that makes them special.

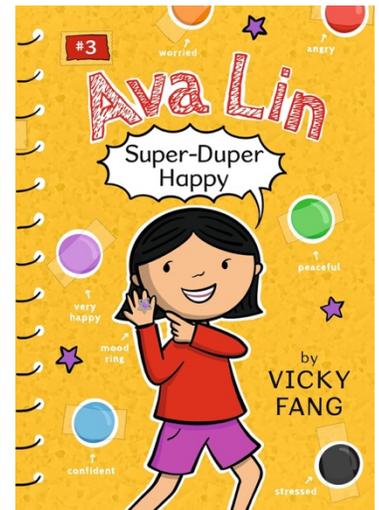
4. Invite groups to share one item from each list with the class. Emphasize how being alike helps us connect, while differences make us special.
5. Create a class bulletin board titled "*Our One-of-a-Kind Wall*" and post the lists so everyone can celebrate both the connections and the unique qualities in the classroom—just like Ava and Kushi do when they appreciate each other.

Book Three: Super-Duper Happy

The comprehension questions below focus on key story events to check for understanding, while the discussion questions encourage personal connections and deeper thinking. Either set can be used for whole-class conversations, small-group work, or independent reflection. Feel free to adapt the questions to fit your students' needs and to spark their own ideas—after all, like Ava, every reader's journey to friendship is unique!

Comprehension Questions

1. What two exciting events are happening in Ava's life this week?
2. What medal did Ava win at last year's walkathon, and what medal is she hoping for this year?
3. What nickname does Justin call Ava on the playground, and how does it make her feel?
4. What happens when Popo first sees Ava's playground "treasures"?
5. What special gift does Popo give Ava that changes in hot water?
6. What activity at the Curiosity Center helps Ava and Popo connect and have fun together?
7. What gift does Ava buy for Popo at the Curiosity Center gift shop, and what does Popo buy for Ava in return?



8. How does Ava feel when her mood ring turns orange for “worried”? What is she worried about?
9. What game does Popo play with her friends that Ava helps with, and how does it connect to Ava’s walkathon sponsor list?
10. What special way do Ava and Popo walk together during the walkathon?
11. How many laps does Ava need to finish to earn the gold medal?
12. At the end of the story, what color does Ava’s mood ring turn, and what does it mean?

Discussion Questions

1. Ava feels nervous when Justin teases her. How do you think kids should react when someone calls them names?
2. Ava is upset when Popo throws away her “treasures.” Have you ever had something special to you that others didn’t understand? How did it feel?
3. Ava and Popo don’t always understand each other at first. Why do you think it can be tricky when family members have different ideas about what’s important?
4. Popo brings Ava a special tea flower. Do you have a family tradition, food, or object that feels meaningful or magical?
5. Ava loves the Curiosity Center because she gets to explore and move. What is your favorite place to explore or learn something new?
6. Ava uses breathing and “blowing out fingers” to calm down. What helps you when you start to feel overwhelmed or upset?
7. Ava worries she won’t have enough time to prepare for the walkathon. Have you ever had a big goal that felt hard to reach? How did you handle it?
8. Popo dances with Ava around the walkathon track. What fun or silly way would you like to exercise if you could invent your own?
9. Ava buys Popo a mood ring to show she cares. What’s a small gift or action you could give to someone to make them feel loved?

10. At the end, Ava feels “super-duper happy.” What makes you feel super-duper happy?

Activity: Create Your Own Goal-athon

Ava sets her sights on winning a gold medal at the school walkathon. This activity encourages students to set their own goals, think about the steps it will take to reach them, and recognize the people who cheer them on along the way.

You will need:

- Pens, pencils, or crayons
- Stickers or markers for decoration

Instructions:

1. Have each student draw a simple track with three finish lines: Bronze, Silver, Gold.
2. Ask them to choose a personal goal they’d like to reach (it could be about school, friendship, or something fun). Write or draw it at the Gold finish line.
3. Along the way, at the Bronze and Silver lines, have them write or draw the smaller steps or challenges they’ll need to overcome to reach the big goal.
4. Around the track, ask students to add the names of people who support them—family, friends, teachers, pets—because every goal is easier to reach with encouragement.
5. Invite students to share their tracks with the class, highlighting both their challenges and their cheering squads—just like Ava was supported by Popo and her family.

Activity: Mood Ring Feelings

Ava and Popo share mood rings that change colors to show different emotions. This activity helps students explore feelings and how to express them.

You will need:

- Paper cut into ring shapes (or blank paper for drawing)
- Crayons, markers, or colored pencils

Instructions:

1. Give each student a paper “mood ring.”
2. Together, brainstorm feelings (happy, sad, worried, hopeful, proud, excited) and assign each one a color, just like Ava’s mood ring.
3. Students color their rings to represent how they feel right now.
4. As a class, talk about how feelings can change, just like the colors of a mood ring—and that it’s okay to feel different things at different times.
5. Optional: Create a *Mood Ring Chart* in the classroom so students can check in with their feelings during the week.

Series-Wide Discussion Questions

1. Ava’s Lists
 - Ava makes lots of lists—of pets, of nice things to do, of treasures, and more.
 - Why do you think Ava likes making lists so much?
 - Make a list of your own—what would it be about?
 - How can lists help you stay organized, dream big, or remember things?
2. Friendship Across the Series
 - Friendship is an important theme in all three books.
 - How do Ava and Kushi show they are friends?
 - What challenges do they face in their friendship?
 - Do you think Ava changes as a friend from *Best Friend!* to *Super Duper Happy*? How?
3. Family Connections
 - Ava’s family plays a big role—her parents give advice, her mom teaches lessons, and Popo visits in *Super Duper Happy*.
 - How do Ava’s family members help her learn important lessons?
 - What’s one special thing you do with your family that feels important to you?
4. Handling Big Feelings
 - Ava often has *super-duper big* feelings—anger, excitement, frustration, joy.
 - What strategies does Ava use to calm down (like blowing out fingers, apologizing, or dancing)?

- Which of these strategies would work for you?
- Why is it important to understand and talk about feelings?

5. Character Growth

- Over the series, Ava learns about friendship, kindness, and family.
 - What lessons does Ava learn in each book?
 - Which lesson do you think is the most important?
 - How does Ava change from the beginning of *Best Friend!* to the end of *Super Duper Happy*?