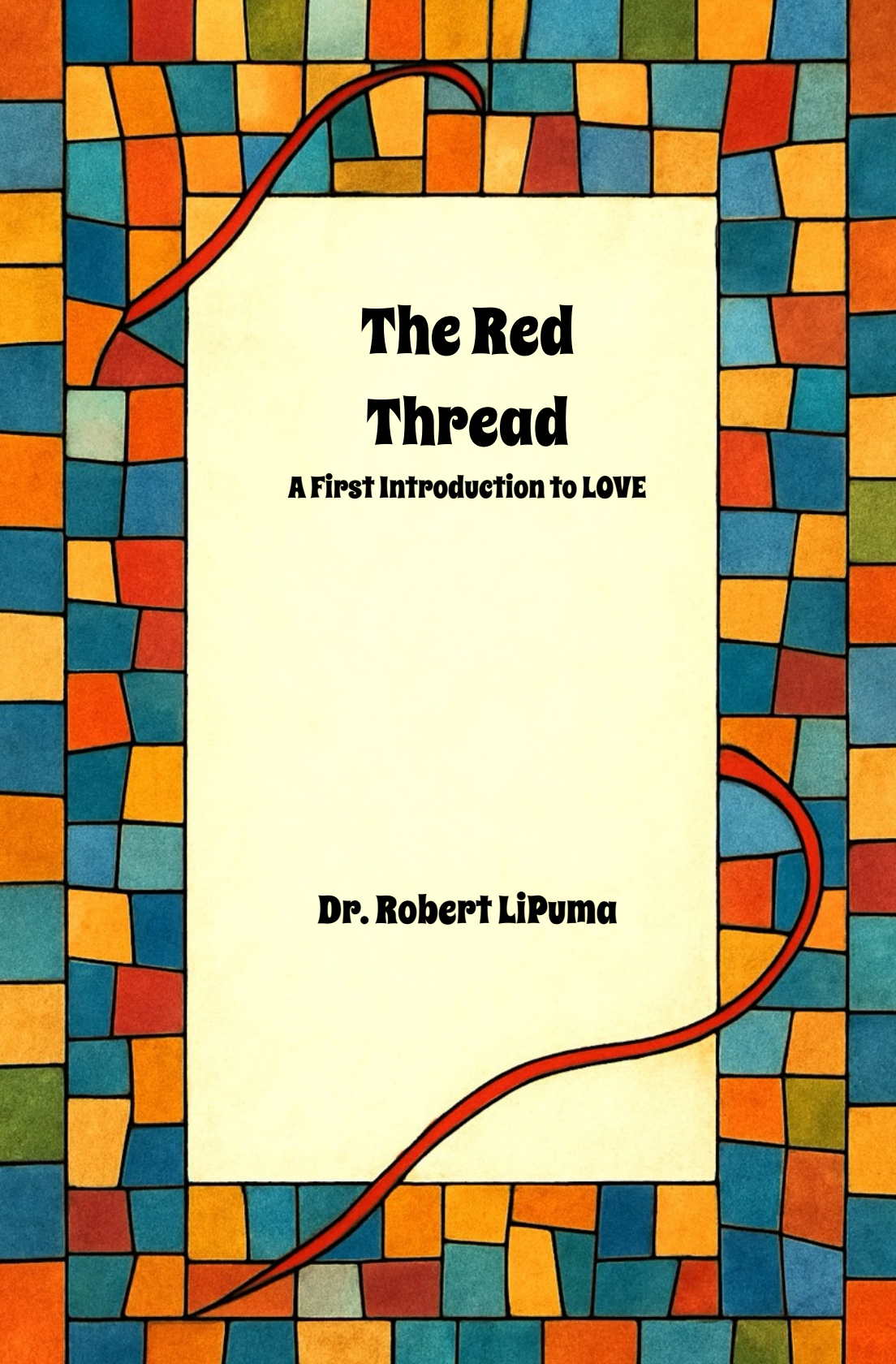




The Red Thread

A First Introduction to LOVE

Dr. Robert LiPuma

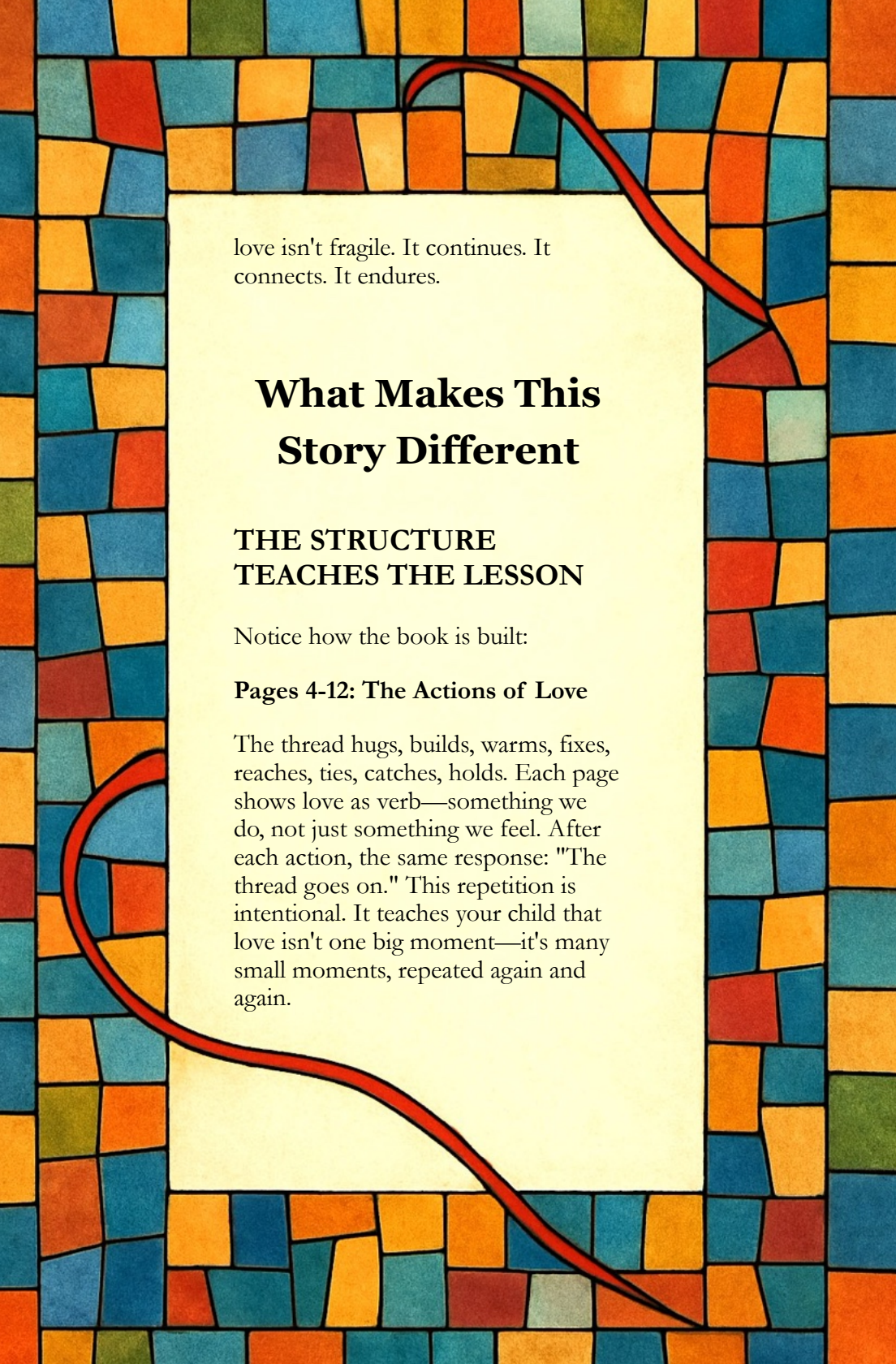


Dear Grown-Ups: A Guide to Reading The Red Thread

WELCOME TO A STORY ABOUT THE LOVE THAT CONNECTS US

"The Red Thread" is designed for the moments when your child needs to understand connection—how love weaves through everything we do, how it tangles and knots and still holds, and how one thread of love becomes many.

This book uses the power of repetition to build emotional safety. The refrain "The thread goes on" appears throughout, creating a rhythmic anchor your child can lean on. With each reading, this simple phrase becomes a touchstone—a way for young hearts to understand that



love isn't fragile. It continues. It connects. It endures.

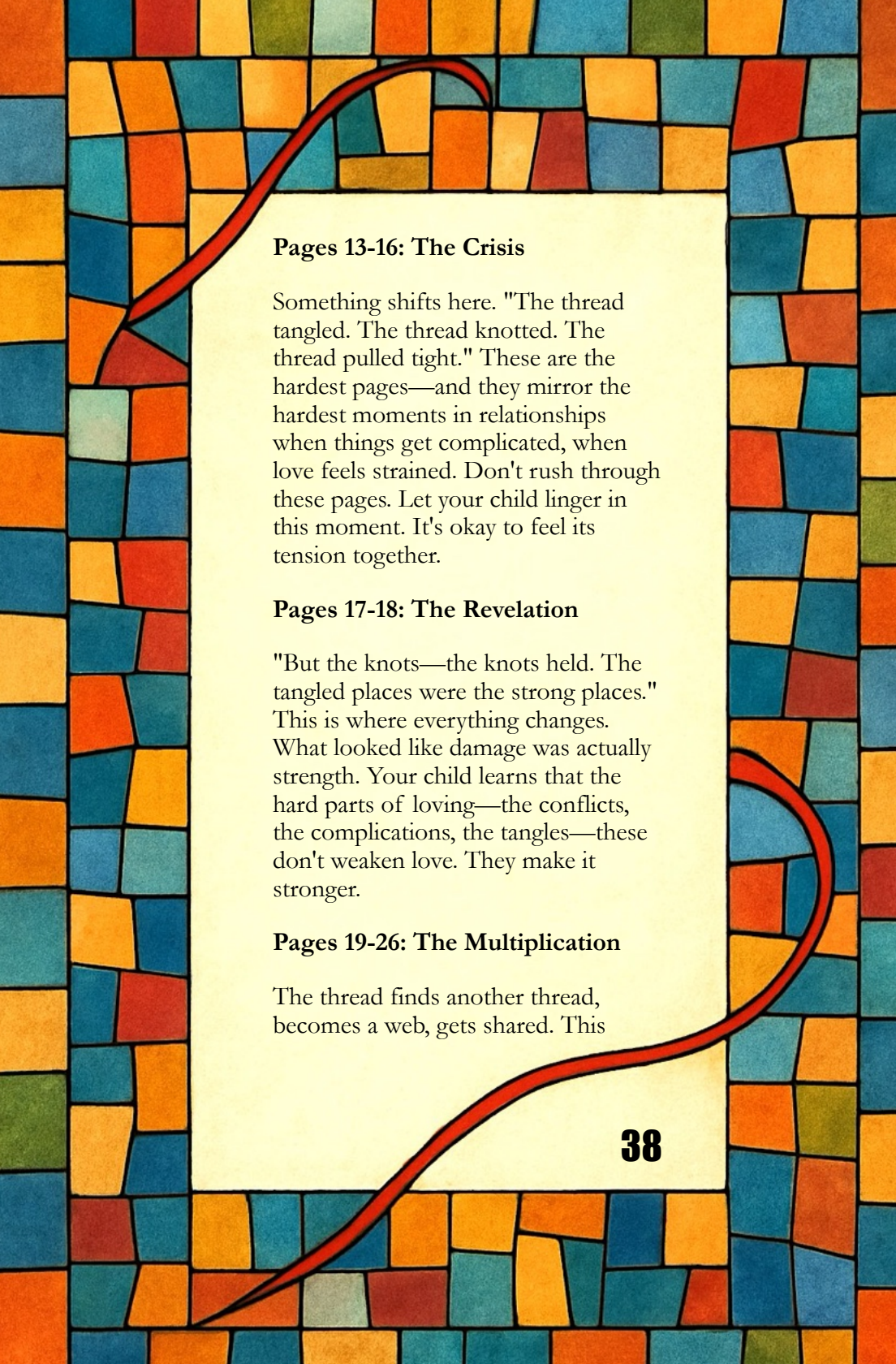
What Makes This Story Different

THE STRUCTURE TEACHES THE LESSON

Notice how the book is built:

Pages 4-12: The Actions of Love

The thread hugs, builds, warms, fixes, reaches, ties, catches, holds. Each page shows love as verb—something we do, not just something we feel. After each action, the same response: "The thread goes on." This repetition is intentional. It teaches your child that love isn't one big moment—it's many small moments, repeated again and again.



Pages 13-16: The Crisis

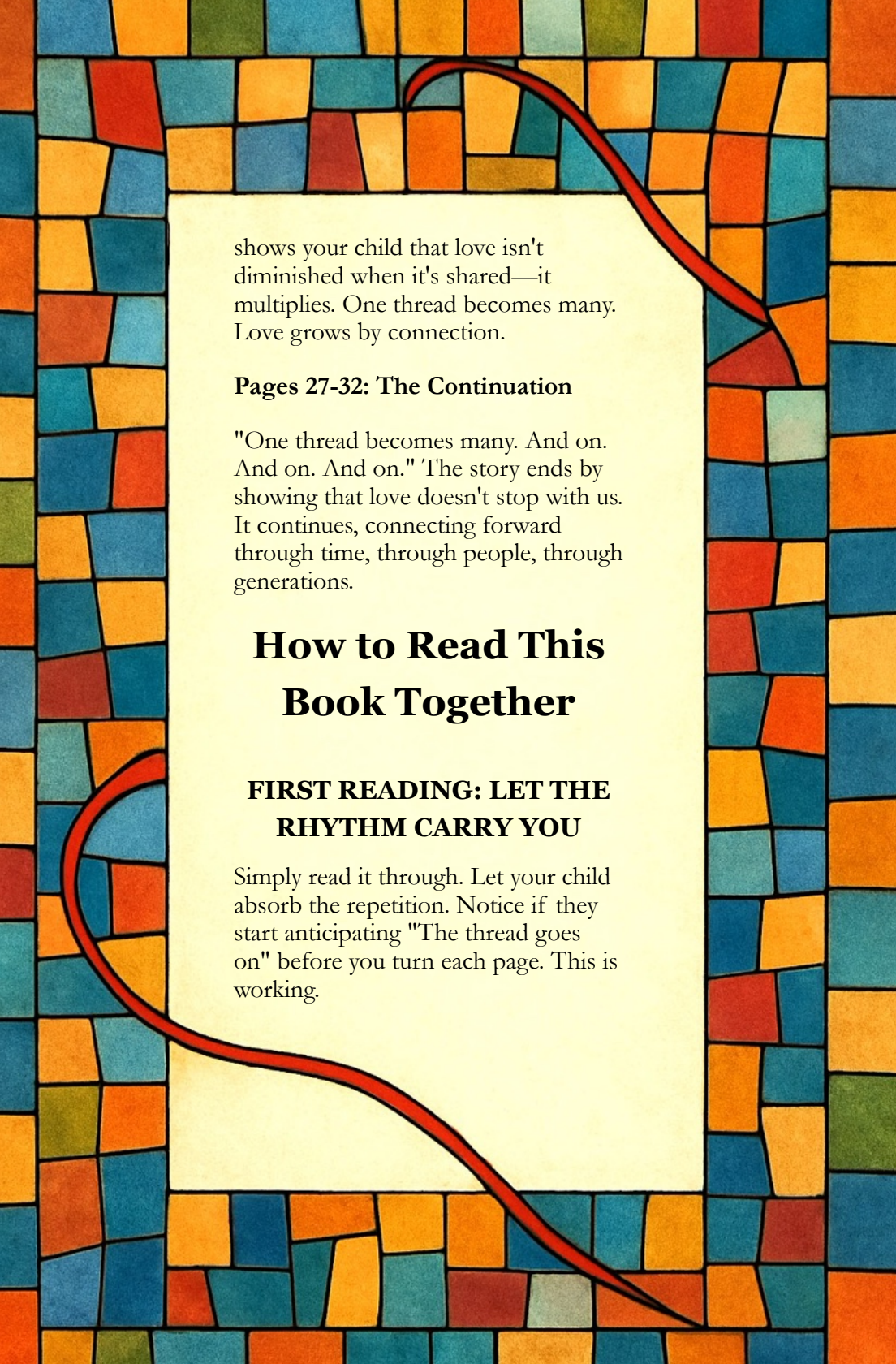
Something shifts here. "The thread tangled. The thread knotted. The thread pulled tight." These are the hardest pages—and they mirror the hardest moments in relationships when things get complicated, when love feels strained. Don't rush through these pages. Let your child linger in this moment. It's okay to feel its tension together.

Pages 17-18: The Revelation

"But the knots—the knots held. The tangled places were the strong places." This is where everything changes. What looked like damage was actually strength. Your child learns that the hard parts of loving—the conflicts, the complications, the tangles—these don't weaken love. They make it stronger.

Pages 19-26: The Multiplication

The thread finds another thread, becomes a web, gets shared. This



shows your child that love isn't diminished when it's shared—it multiplies. One thread becomes many. Love grows by connection.

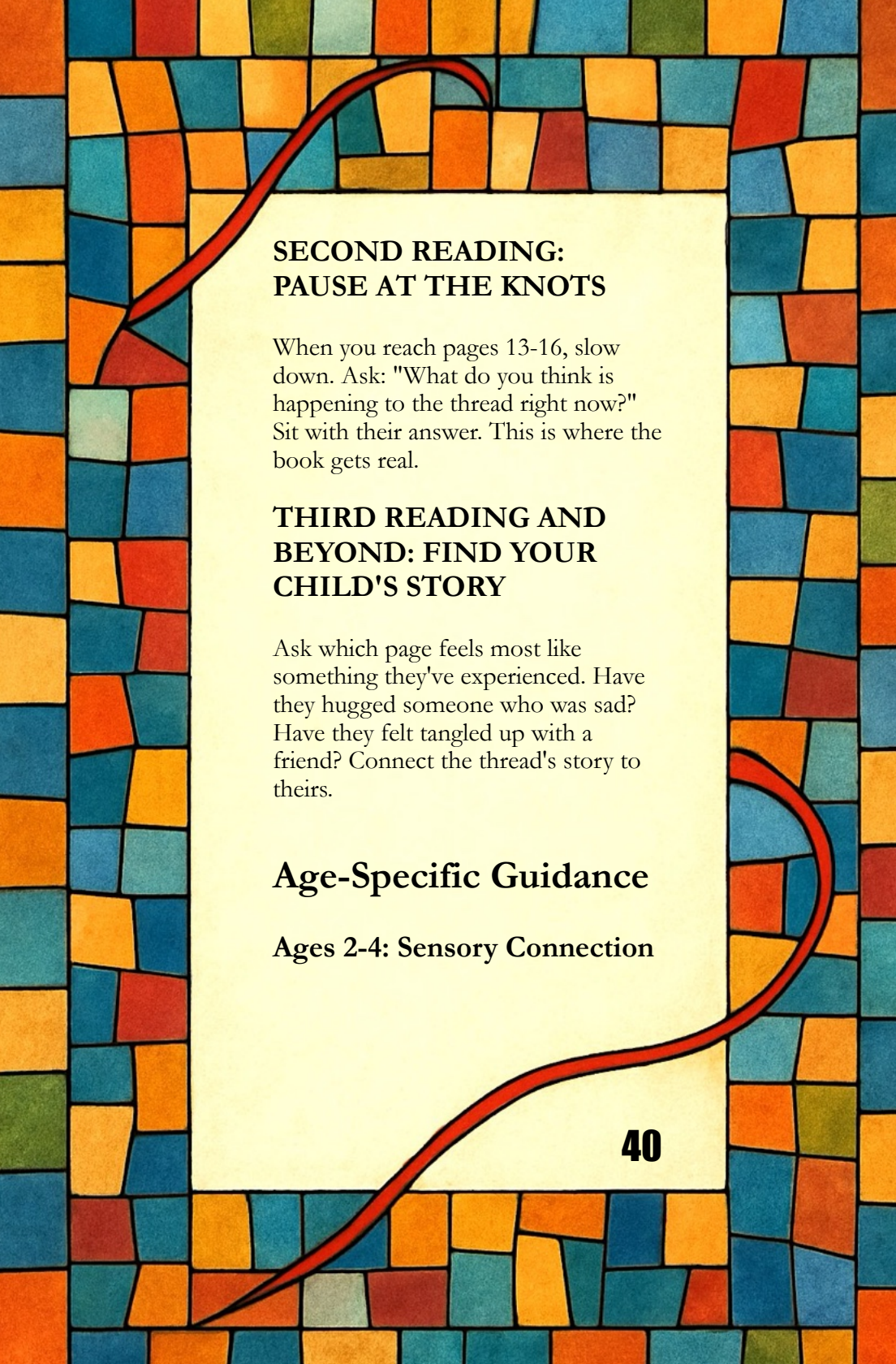
Pages 27-32: The Continuation

"One thread becomes many. And on. And on. And on." The story ends by showing that love doesn't stop with us. It continues, connecting forward through time, through people, through generations.

How to Read This Book Together

FIRST READING: LET THE RHYTHM CARRY YOU

Simply read it through. Let your child absorb the repetition. Notice if they start anticipating "The thread goes on" before you turn each page. This is working.



SECOND READING: PAUSE AT THE KNOTS

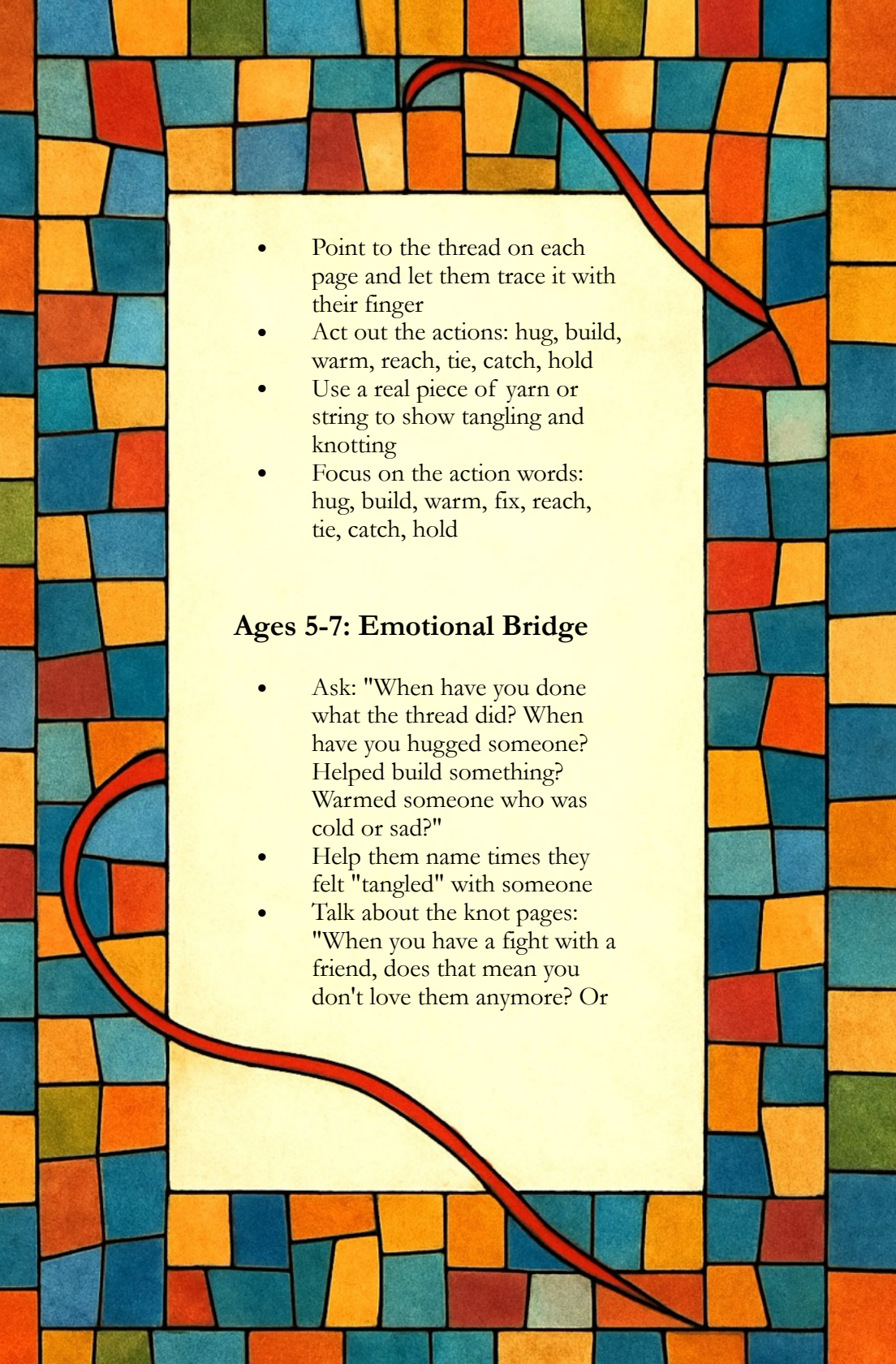
When you reach pages 13-16, slow down. Ask: "What do you think is happening to the thread right now?" Sit with their answer. This is where the book gets real.

THIRD READING AND BEYOND: FIND YOUR CHILD'S STORY

Ask which page feels most like something they've experienced. Have they hugged someone who was sad? Have they felt tangled up with a friend? Connect the thread's story to theirs.

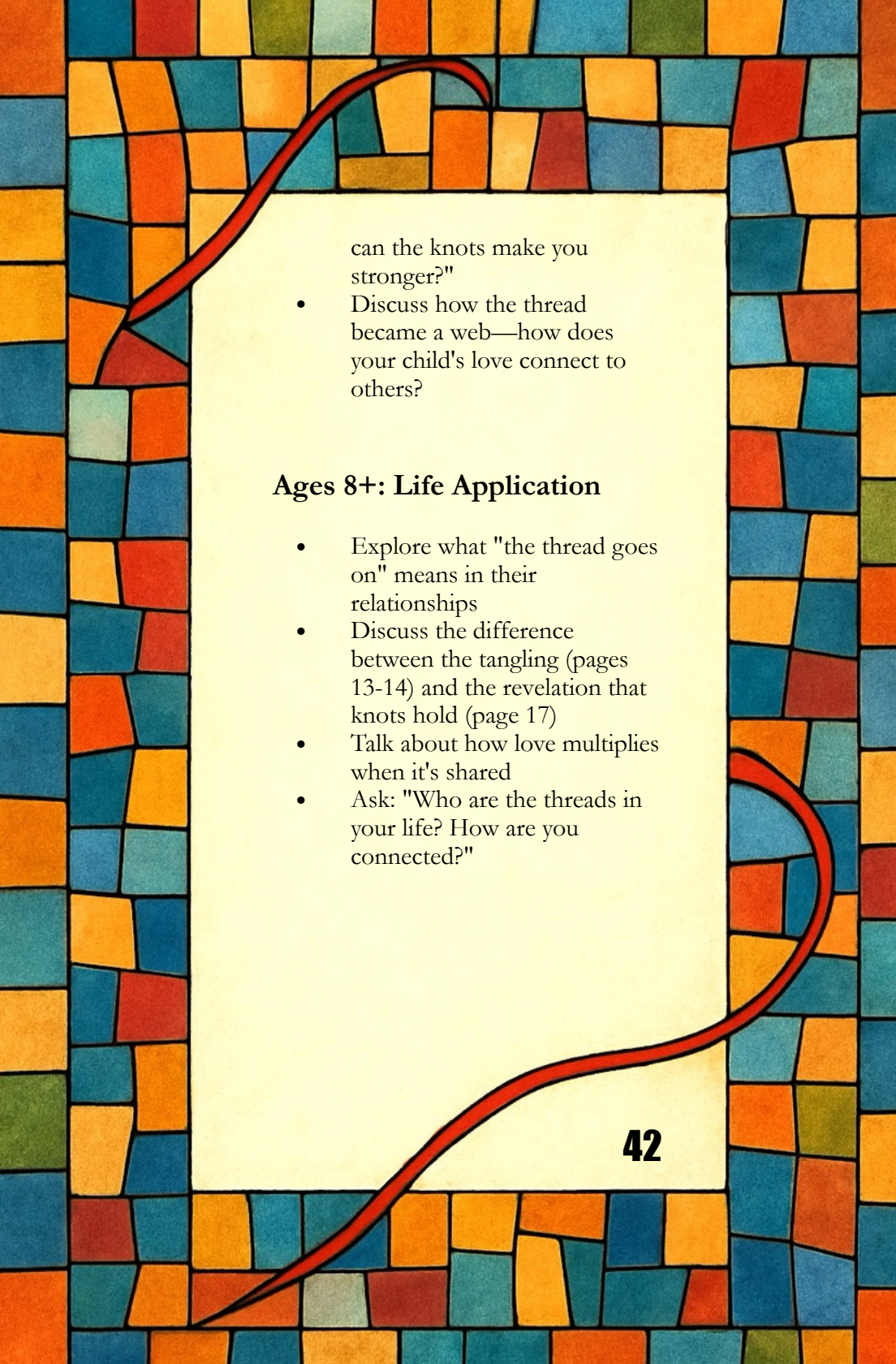
Age-Specific Guidance

Ages 2-4: Sensory Connection

- 
- Point to the thread on each page and let them trace it with their finger
 - Act out the actions: hug, build, warm, reach, tie, catch, hold
 - Use a real piece of yarn or string to show tangling and knotting
 - Focus on the action words: hug, build, warm, fix, reach, tie, catch, hold

Ages 5-7: Emotional Bridge

- Ask: "When have you done what the thread did? When have you hugged someone? Helped build something? Warmed someone who was cold or sad?"
- Help them name times they felt "tangled" with someone
- Talk about the knot pages: "When you have a fight with a friend, does that mean you don't love them anymore? Or

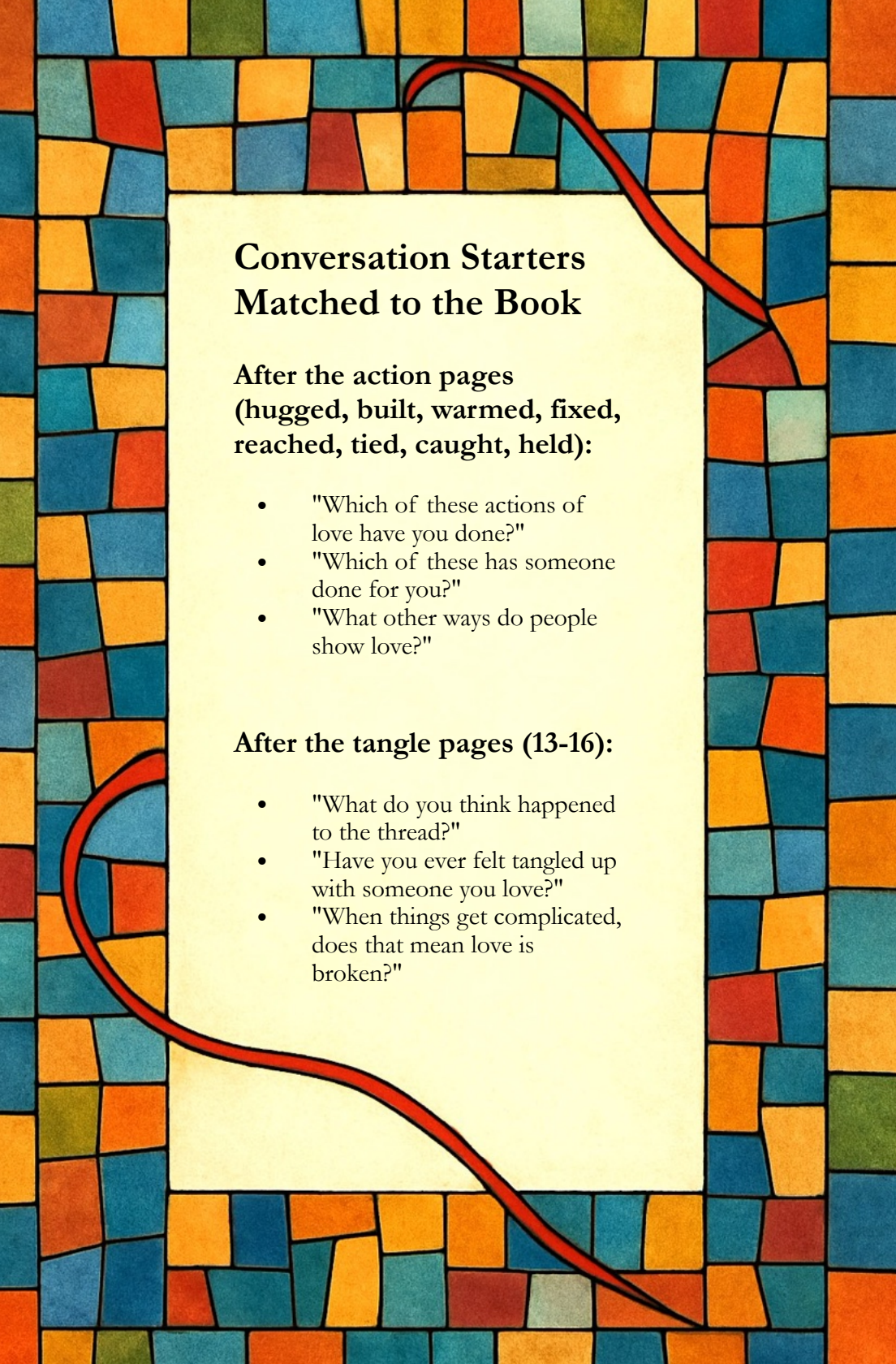


can the knots make you stronger?"

- Discuss how the thread became a web—how does your child's love connect to others?

Ages 8+: Life Application

- Explore what "the thread goes on" means in their relationships
- Discuss the difference between the tangling (pages 13-14) and the revelation that knots hold (page 17)
- Talk about how love multiplies when it's shared
- Ask: "Who are the threads in your life? How are you connected?"



Conversation Starters Matched to the Book

**After the action pages
(hugged, built, warmed, fixed,
reached, tied, caught, held):**

- "Which of these actions of love have you done?"
- "Which of these has someone done for you?"
- "What other ways do people show love?"

After the tangle pages (13-16):

- "What do you think happened to the thread?"
- "Have you ever felt tangled up with someone you love?"
- "When things get complicated, does that mean love is broken?"

**After the knot revelation
(17-18):**

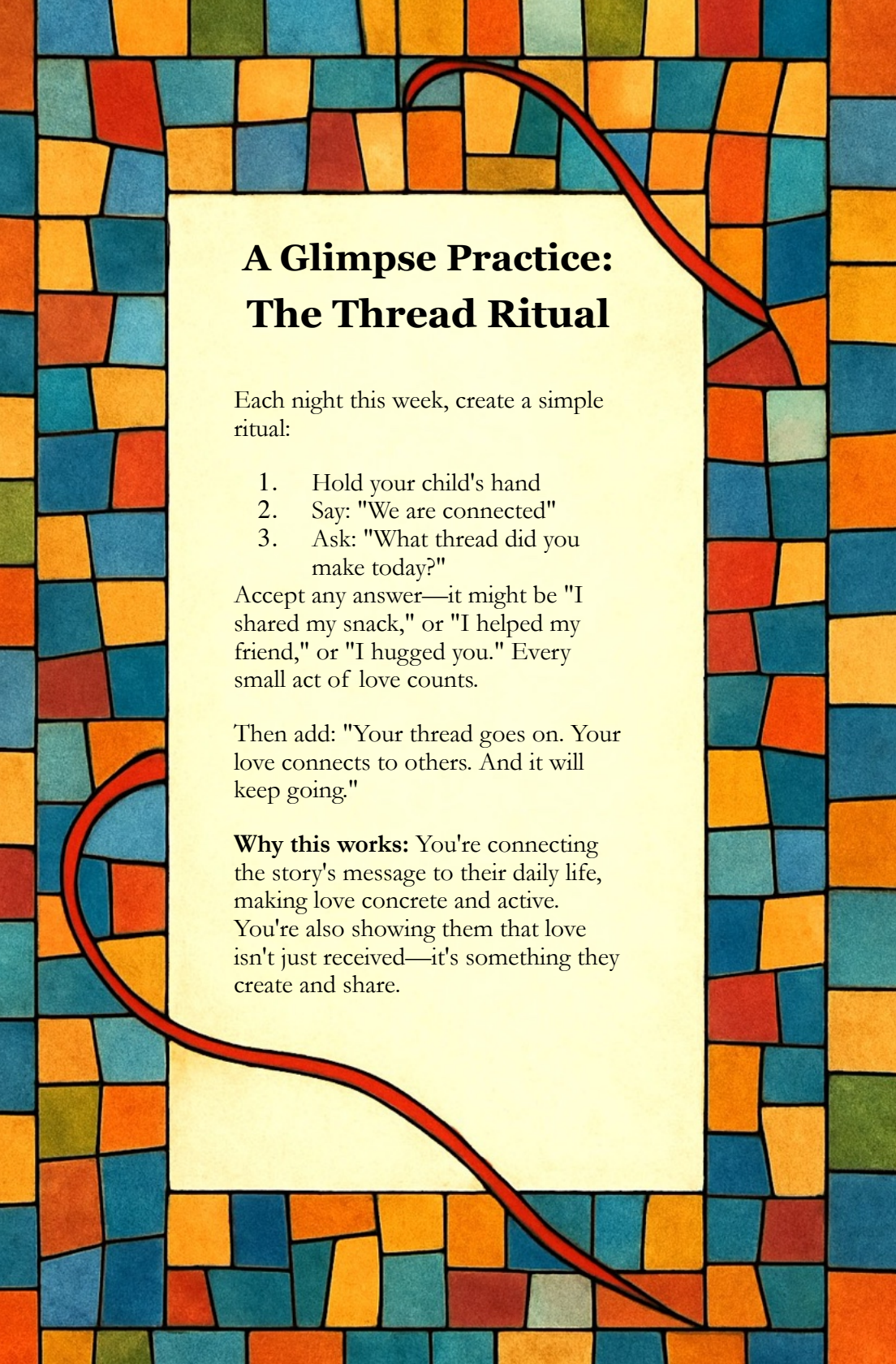
- "What does 'the knots held' mean?"
- "How can a tangled place be a strong place?"
- "Have you ever had a hard time with someone that made you closer?"

After the web pages (19-24):

- "How did one thread become many?"
- "When you share love, does it get smaller or bigger?"
- "Who are you connected to?"

After the final pages (27-32):

- "What does 'the thread goes on' mean?"
- "Where will your thread go?"
- "How will you pass love on?"



A Glimpse Practice: The Thread Ritual

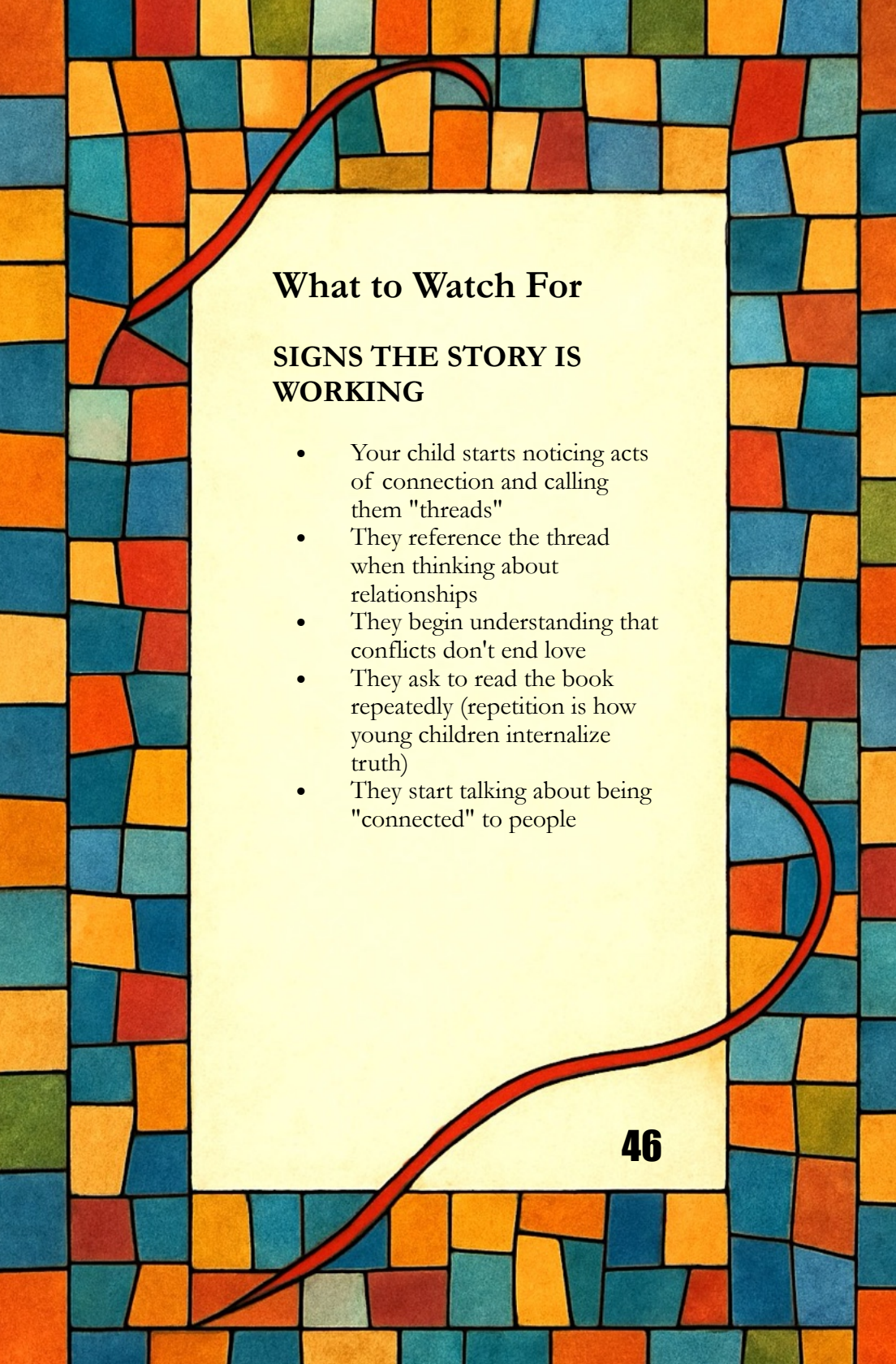
Each night this week, create a simple ritual:

1. Hold your child's hand
2. Say: "We are connected"
3. Ask: "What thread did you make today?"

Accept any answer—it might be "I shared my snack," or "I helped my friend," or "I hugged you." Every small act of love counts.

Then add: "Your thread goes on. Your love connects to others. And it will keep going."

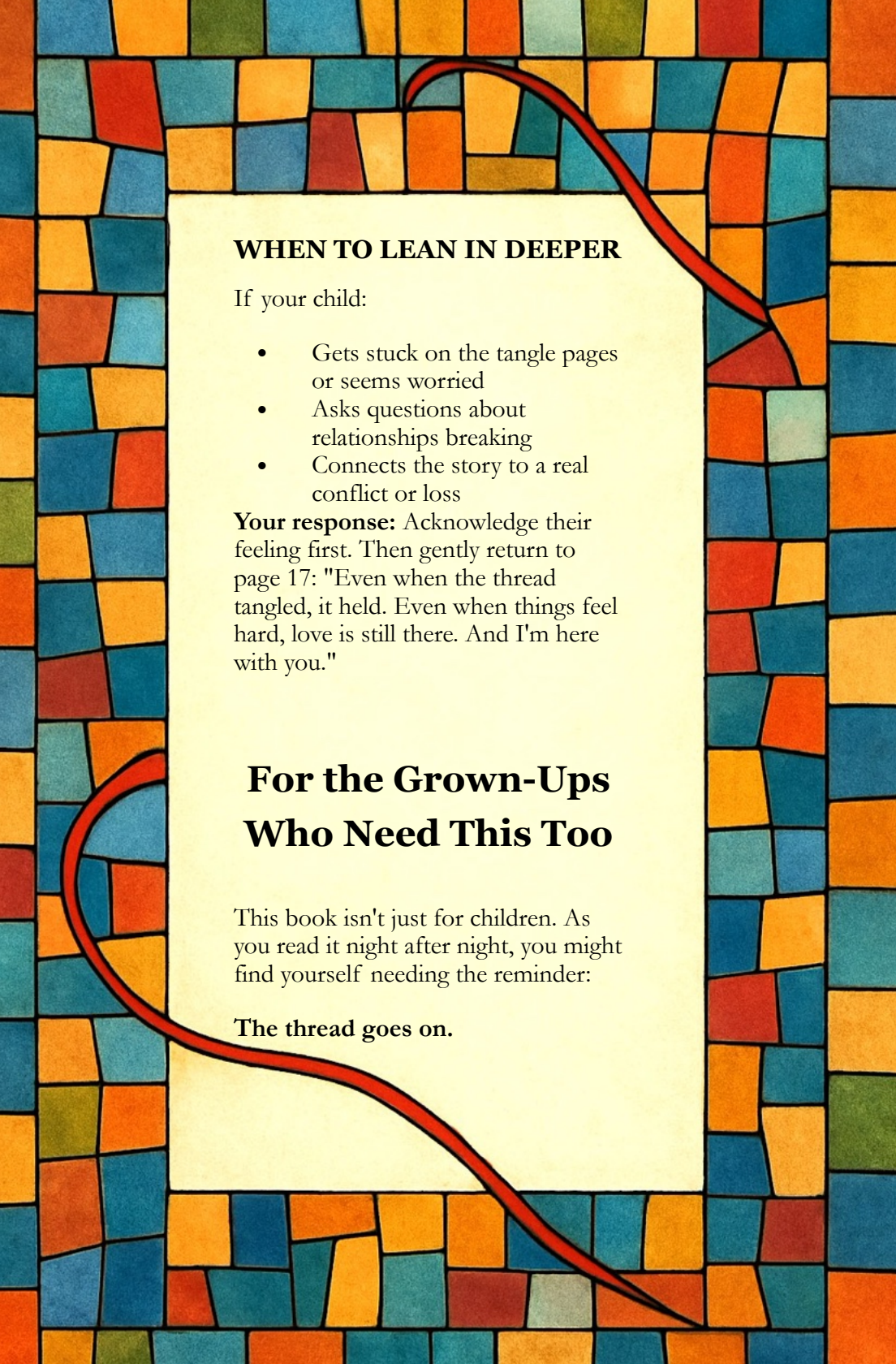
Why this works: You're connecting the story's message to their daily life, making love concrete and active. You're also showing them that love isn't just received—it's something they create and share.



What to Watch For

SIGNS THE STORY IS WORKING

- Your child starts noticing acts of connection and calling them "threads"
- They reference the thread when thinking about relationships
- They begin understanding that conflicts don't end love
- They ask to read the book repeatedly (repetition is how young children internalize truth)
- They start talking about being "connected" to people



WHEN TO LEAN IN DEEPER

If your child:

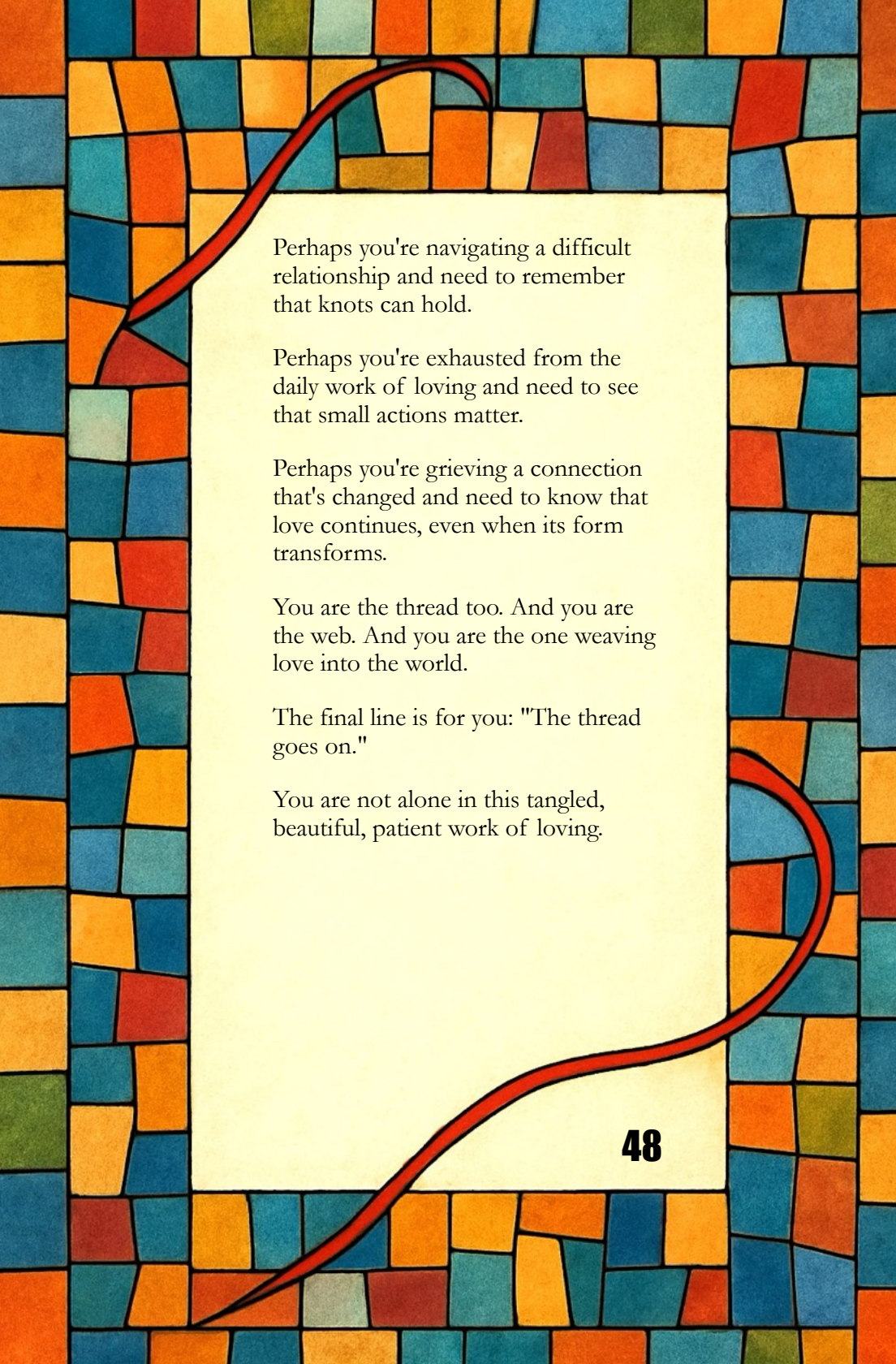
- Gets stuck on the tangle pages or seems worried
- Asks questions about relationships breaking
- Connects the story to a real conflict or loss

Your response: Acknowledge their feeling first. Then gently return to page 17: "Even when the thread tangled, it held. Even when things feel hard, love is still there. And I'm here with you."

For the Grown-Ups Who Need This Too

This book isn't just for children. As you read it night after night, you might find yourself needing the reminder:

The thread goes on.



Perhaps you're navigating a difficult relationship and need to remember that knots can hold.

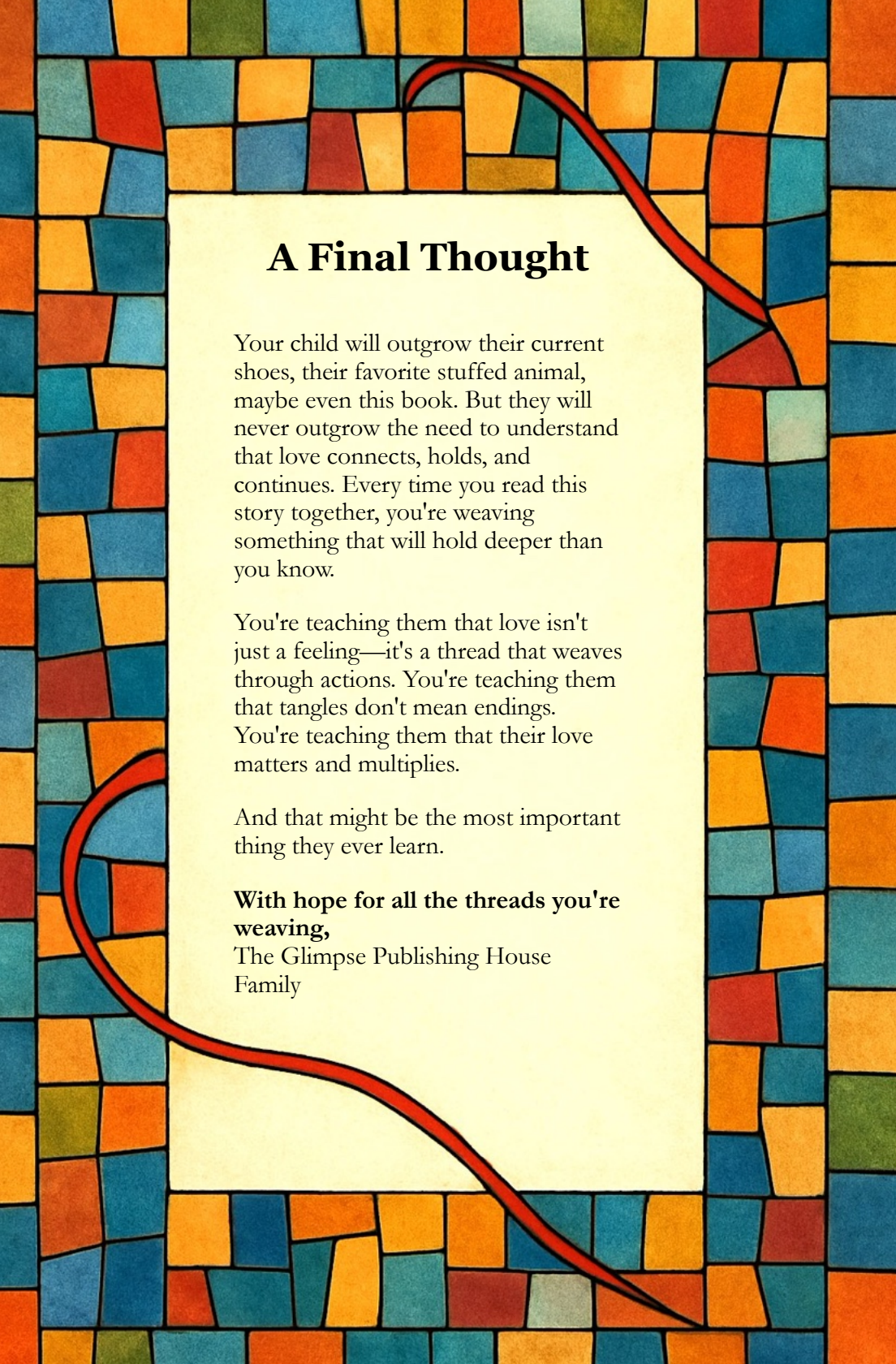
Perhaps you're exhausted from the daily work of loving and need to see that small actions matter.

Perhaps you're grieving a connection that's changed and need to know that love continues, even when its form transforms.

You are the thread too. And you are the web. And you are the one weaving love into the world.

The final line is for you: "The thread goes on."

You are not alone in this tangled, beautiful, patient work of loving.



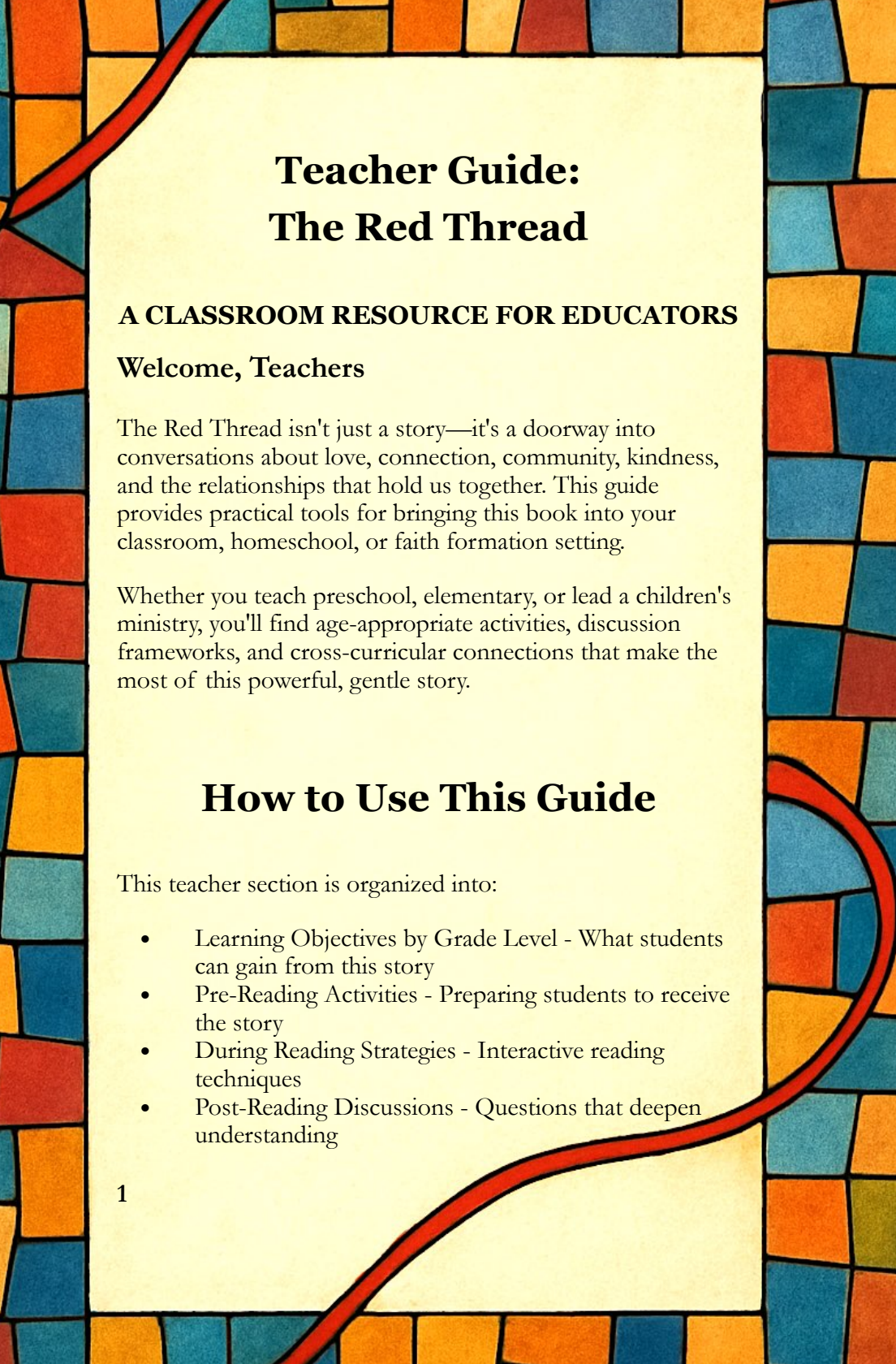
A Final Thought

Your child will outgrow their current shoes, their favorite stuffed animal, maybe even this book. But they will never outgrow the need to understand that love connects, holds, and continues. Every time you read this story together, you're weaving something that will hold deeper than you know.

You're teaching them that love isn't just a feeling—it's a thread that weaves through actions. You're teaching them that tangles don't mean endings. You're teaching them that their love matters and multiplies.

And that might be the most important thing they ever learn.

With hope for all the threads you're weaving,
The Glimpse Publishing House
Family



Teacher Guide: The Red Thread

A CLASSROOM RESOURCE FOR EDUCATORS

Welcome, Teachers

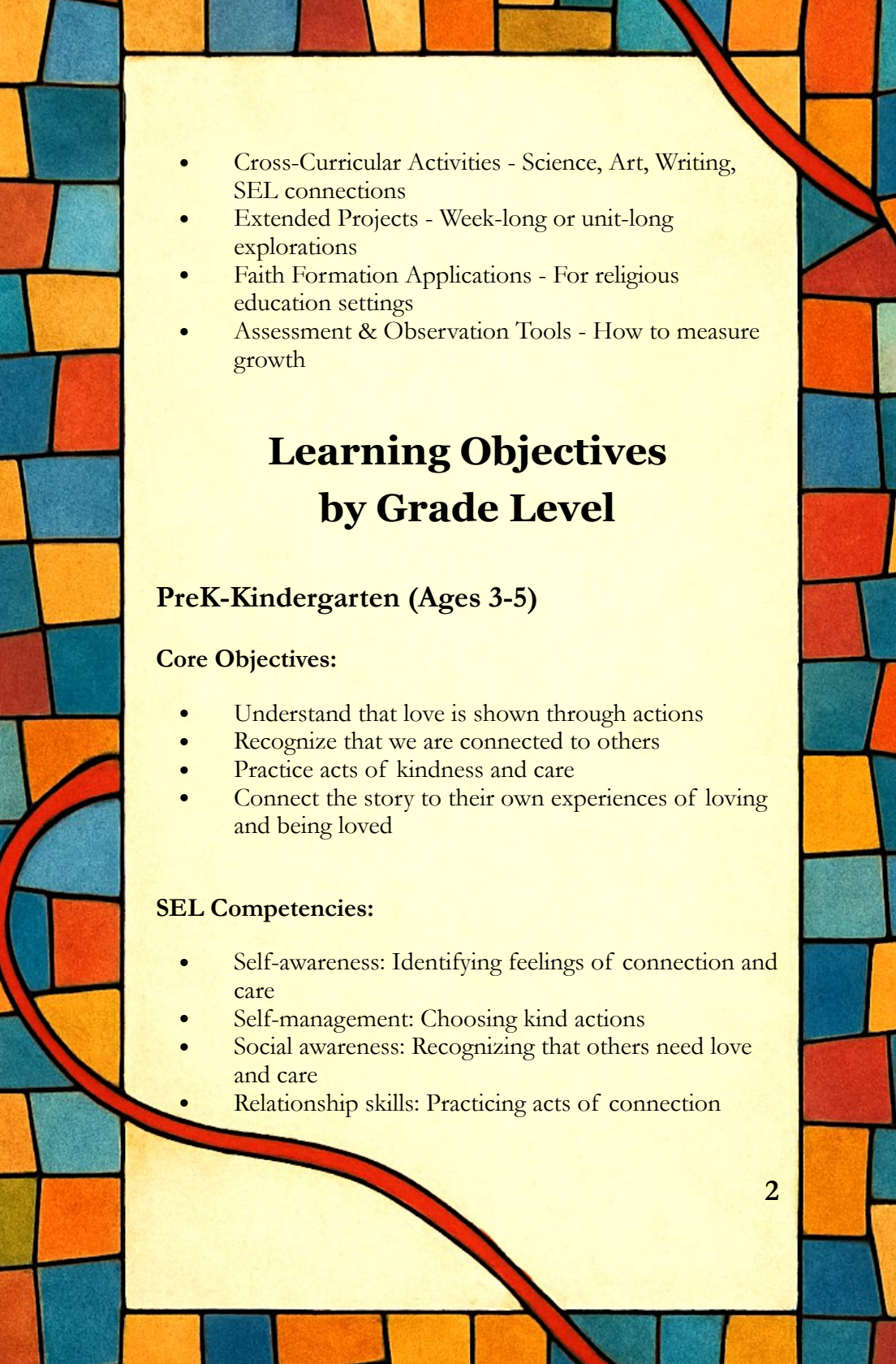
The Red Thread isn't just a story—it's a doorway into conversations about love, connection, community, kindness, and the relationships that hold us together. This guide provides practical tools for bringing this book into your classroom, homeschool, or faith formation setting.

Whether you teach preschool, elementary, or lead a children's ministry, you'll find age-appropriate activities, discussion frameworks, and cross-curricular connections that make the most of this powerful, gentle story.

How to Use This Guide

This teacher section is organized into:

- Learning Objectives by Grade Level - What students can gain from this story
- Pre-Reading Activities - Preparing students to receive the story
- During Reading Strategies - Interactive reading techniques
- Post-Reading Discussions - Questions that deepen understanding

- 
- Cross-Curricular Activities - Science, Art, Writing, SEL connections
 - Extended Projects - Week-long or unit-long explorations
 - Faith Formation Applications - For religious education settings
 - Assessment & Observation Tools - How to measure growth

Learning Objectives by Grade Level

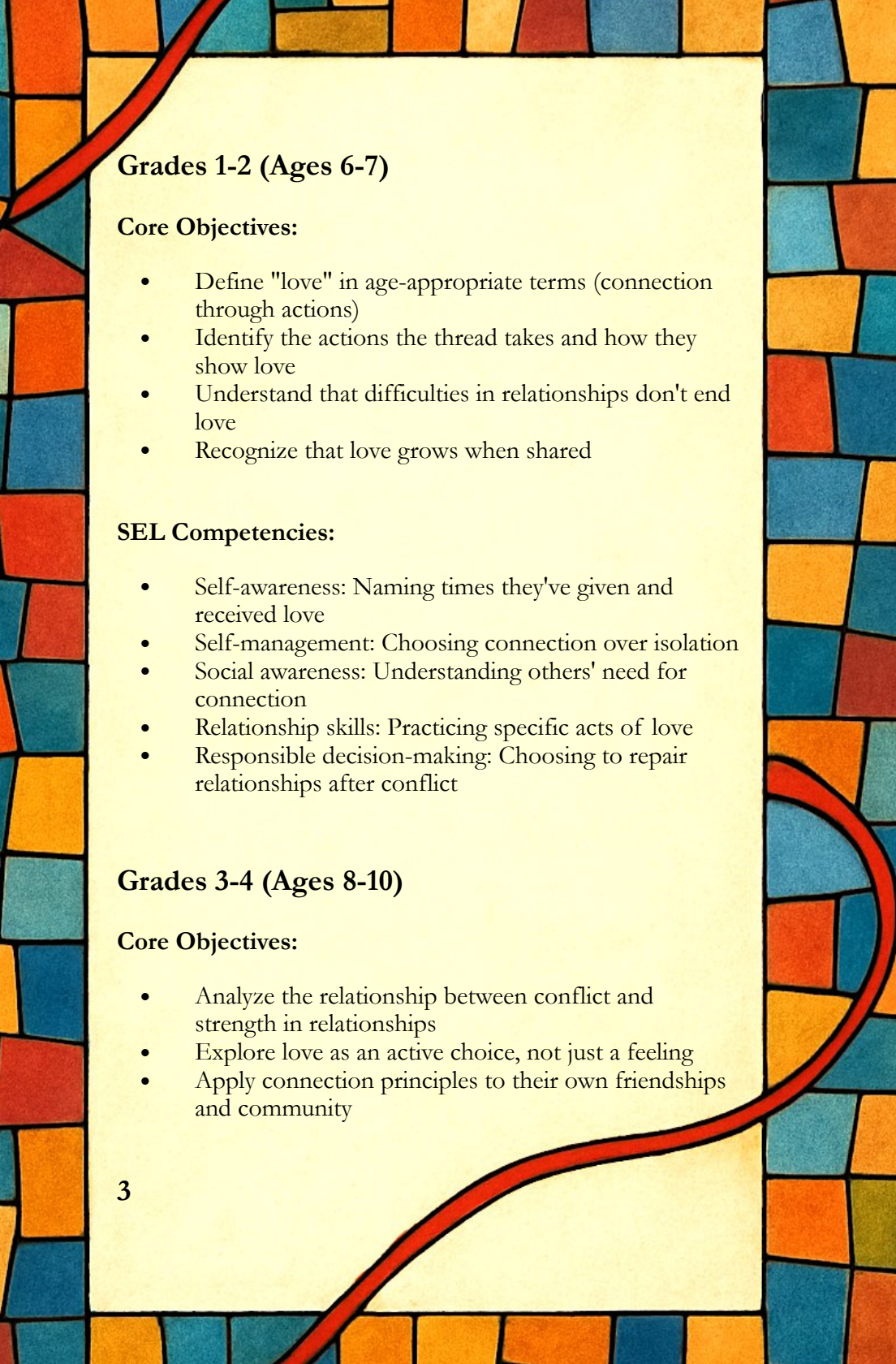
PreK-Kindergarten (Ages 3-5)

Core Objectives:

- Understand that love is shown through actions
- Recognize that we are connected to others
- Practice acts of kindness and care
- Connect the story to their own experiences of loving and being loved

SEL Competencies:

- Self-awareness: Identifying feelings of connection and care
- Self-management: Choosing kind actions
- Social awareness: Recognizing that others need love and care
- Relationship skills: Practicing acts of connection



Grades 1-2 (Ages 6-7)

Core Objectives:

- Define "love" in age-appropriate terms (connection through actions)
- Identify the actions the thread takes and how they show love
- Understand that difficulties in relationships don't end love
- Recognize that love grows when shared

SEL Competencies:

- Self-awareness: Naming times they've given and received love
- Self-management: Choosing connection over isolation
- Social awareness: Understanding others' need for connection
- Relationship skills: Practicing specific acts of love
- Responsible decision-making: Choosing to repair relationships after conflict

Grades 3-4 (Ages 8-10)

Core Objectives:

- Analyze the relationship between conflict and strength in relationships
- Explore love as an active choice, not just a feeling
- Apply connection principles to their own friendships and community

- Understand that individual acts of love create collective strength

SEL Competencies:

- Self-awareness: Reflecting on personal patterns in relationships
- Self-management: Working through relationship challenges
- Social awareness: Understanding interconnection in communities
- Relationship skills: Building and maintaining strong connections
- Responsible decision-making: Choosing actions that strengthen bonds

Pre-Reading Activities

Activity 1: The Thread Experiment

Time: 10 minutes

Materials: Ball of yarn or string, scissors

Process:

1. Hold up a single piece of thread or string
2. Ask: "How strong is this? Could it hold something heavy?"
3. Show students how one thread can break easily
4. Then braid or twist multiple threads together
5. Ask: "What about now? Is it stronger?"
6. Demonstrate that the woven threads hold much more
7. Introduce the concept: "Today we'll read about a thread that connects, holds, and becomes stronger—just like love."

Teaching Point: This primes students to think about connection, strength through unity, and how individual actions weave together.

Activity 2: Thinking About Connection

Time: 10-15 minutes

Materials: Chart paper, markers

Process:

1. Create a class chart with two columns: "Ways We Show Love" and "How It Feels"
2. Invite students to share actions (hugs, help, sharing, kind words, fixing things, reaching out)
3. Validate all responses
4. Add a third column: "Who Are We Connected To?"
5. Transition: "In our story, a thread shows love in many ways. Let's see what happens."

Teaching Point: Helps students recognize that love is active and creates connections.

Activity 3: Connection Web

Time: 15 minutes

Materials: Ball of yarn

Process:

1. Have students sit in a circle
2. Hold the end of the yarn and say someone's name plus something kind about them
3. Toss the ball to that person (while holding your end)
4. That person holds their section and does the same
5. Continue until everyone is connected
6. Look at the web you've created
7. Point out: "Look what we made together. We're all connected. Just like in our story."

Teaching Point: Creates a visual, physical representation of connection that students will remember when reading the story.

During Reading Strategies

Strategy 1: Echo Reading (PreK-1)

Read each page, then have students echo the refrain: "The thread goes on"

- This builds rhythm, anticipation, and emotional investment
- Pages 4-12: Strong, confident echoing
- Pages 13-16: The refrain disappears—let students feel the absence
- Pages 17-32: Resume the refrain with deeper meaning

Strategy 2: Action Reading (Grades K-2)

At each action page, pause and have students act it out:

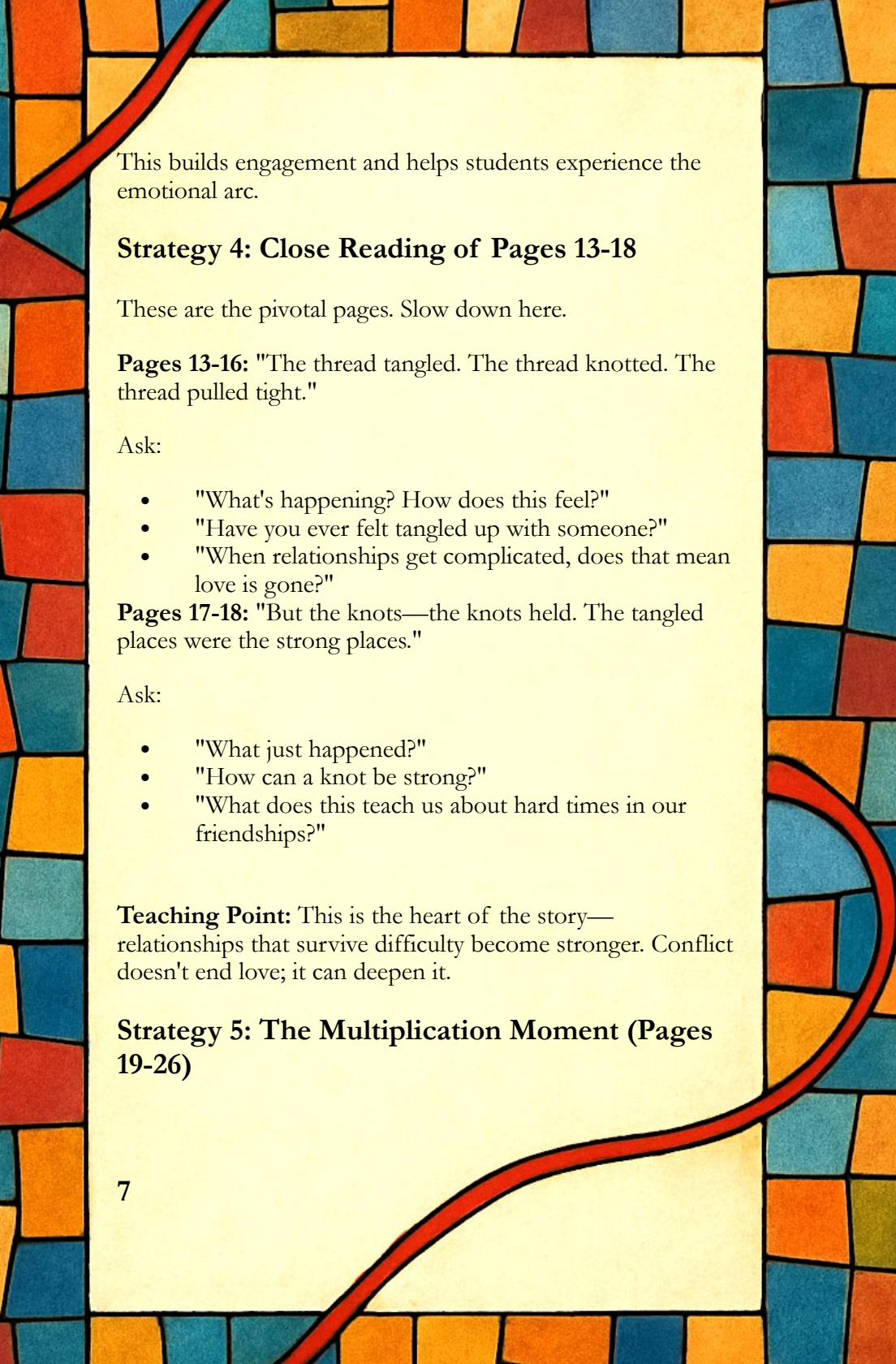
- Hugged: Students hug themselves or a neighbor
- Built: Make building motions
- Warmed: Wrap arms around themselves
- Fixed: Pretend to sew or mend
- Reached: Stretch arms out
- Tied: Make tying motions
- Caught: Catching motion
- Held: Hold hands together

This embodies the message that love is active.

Strategy 3: Predictive Pausing (Grades 1-3)

At key moments, pause and ask:

- After page 12 (held a hand): "What do you think will happen next?"
- After page 13 (tangled): "Oh no! What does this mean?"
- After page 16 (pulled tight): "Is the thread broken?"
- After page 17 (knots held): "Wait—what just happened?"

The page is framed by a colorful stained glass border in shades of blue, orange, and red. A thick red line curves from the top left, down the left side, and then curves back up towards the bottom right.

This builds engagement and helps students experience the emotional arc.

Strategy 4: Close Reading of Pages 13-18

These are the pivotal pages. Slow down here.

Pages 13-16: "The thread tangled. The thread knotted. The thread pulled tight."

Ask:

- "What's happening? How does this feel?"
- "Have you ever felt tangled up with someone?"
- "When relationships get complicated, does that mean love is gone?"

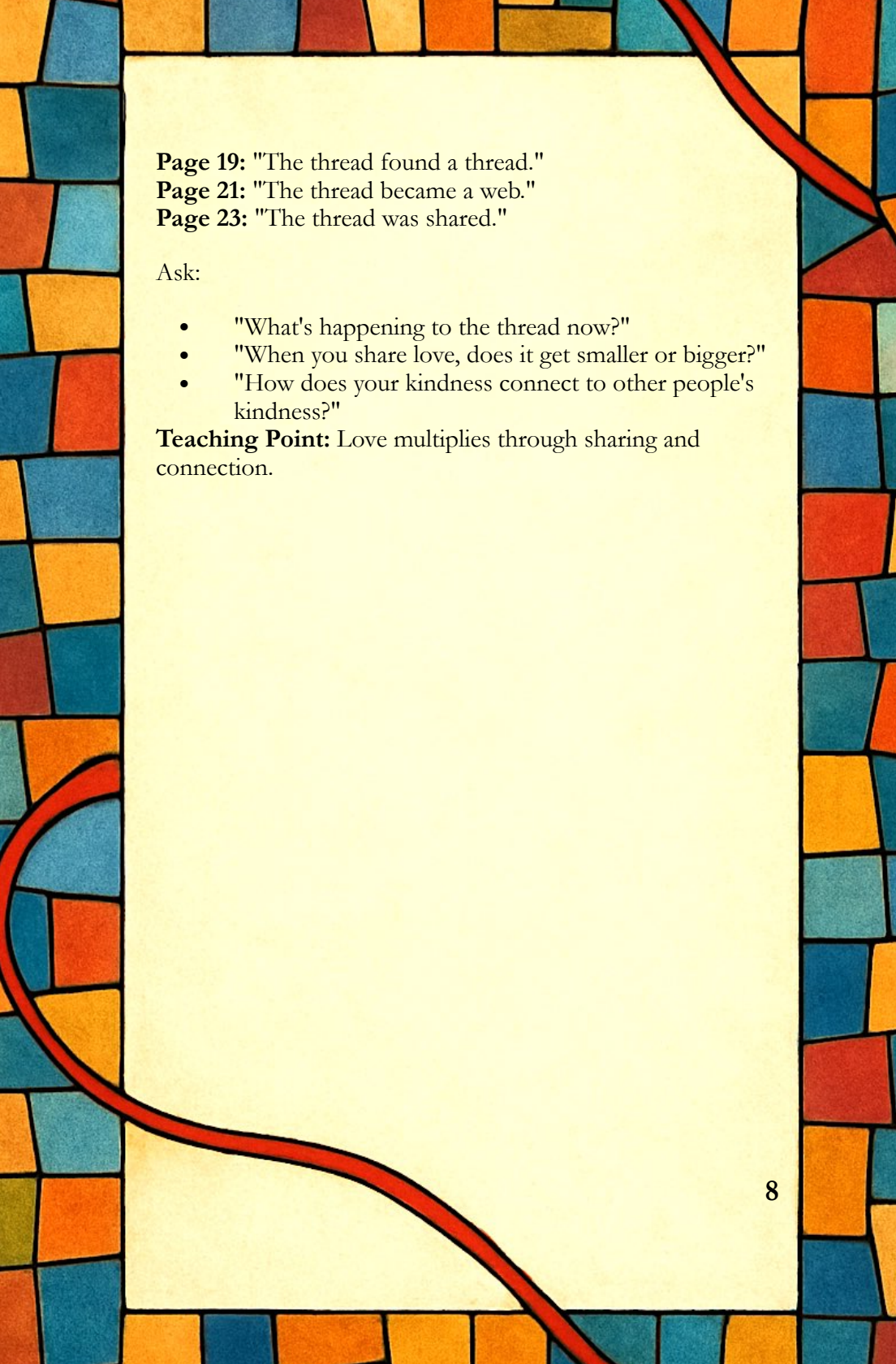
Pages 17-18: "But the knots—the knots held. The tangled places were the strong places."

Ask:

- "What just happened?"
- "How can a knot be strong?"
- "What does this teach us about hard times in our friendships?"

Teaching Point: This is the heart of the story—relationships that survive difficulty become stronger. Conflict doesn't end love; it can deepen it.

Strategy 5: The Multiplication Moment (Pages 19-26)



Page 19: "The thread found a thread."

Page 21: "The thread became a web."

Page 23: "The thread was shared."

Ask:

- "What's happening to the thread now?"
- "When you share love, does it get smaller or bigger?"
- "How does your kindness connect to other people's kindness?"

Teaching Point: Love multiplies through sharing and connection.

Post-Reading Discussions

DISCUSSION FRAMEWORK: THINK-PAIR-SHARE

Level 1 Questions (Comprehension):

- What actions did the thread do? (List them)
- What happened when the thread tangled?
- What happened to the thread at the end?

Level 2 Questions (Analysis):

- Why do you think the author chose to show so many different actions?
- What's significant about the knots holding?
- Why did the story say "the tangled places were the strong places"?
- How did one thread become many?

Level 3 Questions (Application):

- When have you been like the thread—showing love through actions?
- Have you ever had a "tangled" moment with someone? What happened?
- How can you be a thread in someone else's life?
- Who are you connected to? How?

Discussion Prompts by Theme

If focusing on LOVE AS ACTION:

- "The thread didn't just say it loved—it did things. What actions show love?"
- "Which action in the book was most important? Why?"
- "How do you show love without using words?"

If focusing on CONNECTION:

- "What does it mean to be connected to someone?"
- "The thread became a web. How are we like a web in our classroom?"
- "Who are the threads in your life?"

If focusing on RESILIENCE IN RELATIONSHIPS:

- "The thread tangled and knotted. Does that happen in friendships?"
- "What does 'the knots held' teach us?"
- "Can hard times make relationships stronger? How?"

If focusing on MULTIPLICATION OF LOVE:

- "One thread became many. How does that happen with love?"
- "When you're kind to someone, does it stop there? Or does it go on?"
- "How can your love reach people you've never met?"

If focusing on COMMUNITY:

- "How is our classroom like the web in the story?"
- "What happens when one thread is missing from a web?"
- "How do we take care of our connections?"

Cross-Curricular Activities

SCIENCE: WEB INVESTIGATION

Time: 30-40 minutes

Materials: Pictures of spider webs, magnifying glasses (if available), drawing materials

Process:

1. Read The Red Thread
2. Show images of spider webs or find real ones outside
3. Examine how the web is made:
 - Many individual threads
 - Connected at multiple points
 - Strong despite looking delicate
 - If one thread breaks, others hold
4. Discuss: "How is a spider web like our classroom? Like our friendships? Like love?"

Reflection Questions:

- "What makes a web strong?"
- "What happens if threads aren't connected?"
- "How are you like a thread in a web?"

ART: COMMUNITY THREAD WEAVING

Time: 45-60 minutes (can span 2 sessions)

Materials: Large cardboard loom (or stick frame), yarn in various colors, scissors

Process:

1. Create a simple cardboard loom or tie string between two sticks
2. Each student chooses a color of yarn
3. One by one, students weave their thread into the loom
4. As they weave, they say one way they show love or one person they're connected to
5. Create a collective weaving that represents the class community

Extension: Display with title: "Our Threads Go On" and add photos of each student around it.

Teaching Point: Love and connection are collective. We create community together.

WRITING: LOVE IN ACTION STORIES

Grades 2-4

Time: 30-40 minutes

Prompt: "Think of a time when someone showed you love through an action—not by saying 'I love you,' but by doing something. Or think of a time when you showed love through doing. Tell that story."

Framework:

- What was happening?
- What action showed love?
- How did it feel?
- How did that action connect you?

Extension: Create a class book: "The Threads in Room ____"

WRITING: My Thread Map

Grades K-2

Time: 20 minutes

Prompt: Draw yourself in the center. Draw lines (threads) connecting you to the people you love. On each thread, write or draw one way you show love to that person.

Examples:

- "I hug my mom"
- "I help my brother"
- "I share with my friend"
- "I listen to Grandma"

Display Idea: Create a bulletin board titled "Our Threads Go On" with all student thread maps overlapping to create a giant web.

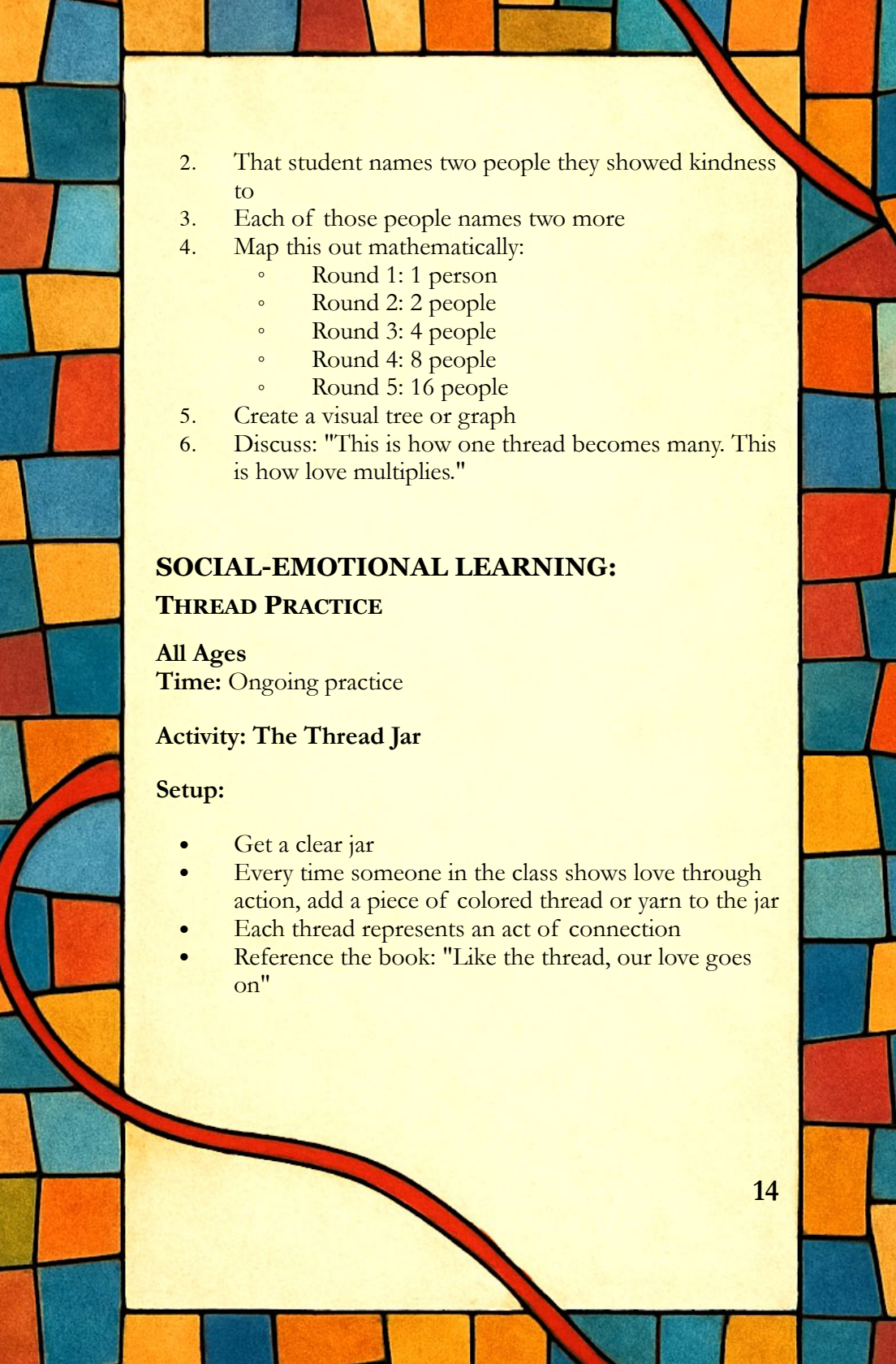
MATH: PATTERNS OF CONNECTION

Grades 2-4

Time: 30 minutes

Activity:

1. Start with one student

- 
2. That student names two people they showed kindness to
 3. Each of those people names two more
 4. Map this out mathematically:
 - Round 1: 1 person
 - Round 2: 2 people
 - Round 3: 4 people
 - Round 4: 8 people
 - Round 5: 16 people
 5. Create a visual tree or graph
 6. Discuss: "This is how one thread becomes many. This is how love multiplies."

SOCIAL-EMOTIONAL LEARNING:

THREAD PRACTICE

All Ages

Time: Ongoing practice

Activity: The Thread Jar

Setup:

- Get a clear jar
- Every time someone in the class shows love through action, add a piece of colored thread or yarn to the jar
- Each thread represents an act of connection
- Reference the book: "Like the thread, our love goes on"

Examples of when to add thread:

- Someone helps a classmate
- Someone includes a lonely student
- Someone fixes a problem
- Someone shares
- Someone reaches out to someone new
- Someone catches someone who's falling (literally or figuratively)

Reflection (weekly): Look at the jar together and discuss:

- "How many threads did we add this week?"
- "What actions of love did we see?"
- "How did these threads connect us?"

Extended Projects

PROJECT 1: CLASS THREAD MURAL (1-2 WEEKS)

Materials: Large canvas or butcher paper, yarn/thread in multiple colors, glue, markers

Process:

1. Create a large background with the words "The Thread Goes On" at the top
2. Each student chooses a color of thread/yarn
3. Students glue their thread onto the canvas in any pattern, making sure it touches or crosses other students' threads
4. Where threads cross or connect, students can add small notes:
 - "This is where I helped [name]"
 - "This is where [name] and I became friends"
 - "This is where we worked together"
5. The result is a visual web of classroom connection

Display with title: "We Are Connected"

Weekly Addition: Students can add new threads as new connections form.

PROJECT 2: KINDNESS CHAIN (2-3 WEEKS)

Materials: Paper strips, markers, tape or stapler

Process:

1. Each time a student performs an act of love/kindness, they write it on a paper strip
2. They add their strip to a growing paper chain
3. The chain winds around the classroom
4. Goal: See how long the chain can become
5. Take photos as it grows

Presentation: At the end, measure the chain. Discuss: "Look how far our love went. One thread became many."

PROJECT 3: INTERVIEW PROJECT - "THREADS IN OUR LIVES" (GRADES 3-4)

Time: 2-3 weeks

Process:

1. Students interview an adult about a person who was a "thread" in their life
2. Questions provided:
 - Who is someone who connected to you when you needed it?
 - What did they do? (specific actions)
 - How did that help you?

- Did that connection lead to other connections?
 - How do you pass that love on now?
3. Students create a presentation (poster, video, written story)

Class Celebration: "Gallery of 'Threads'" where students share their interviews and create a visual web connecting all the stories.

Teaching Point: Love creates chains of connection across time and people.

Faith Formation Applications

FOR SUNDAY SCHOOL/CCD/FAITH FORMATION CLASSES

Biblical Connections:

1 Corinthians 13:13

"And now these three remain: faith, hope, and love. But the greatest of these is love."

- Read alongside the book
- Discuss: Why is love the greatest? How does the thread show this?
- Connect to the series: Faith (The Little Seed), Hope (The Little Balloon), Love (The Red Thread)
- Activity: Create a display showing all three books with this verse

1 John 4:7-8

"Dear friends, let us love one another, for love comes from God. Everyone who loves has been born of God and knows God. Whoever does not love does not know God, because God is love."

- Connect to the thread: Love isn't just something God does—God IS love
- Discuss: "The thread goes on"—how is that like God's love?
- Activity: Create thread art with this verse woven through it

John 13:34-35

"A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another."

- Connect to the action pages: Love is shown through what we do
- Discuss each action (hug, build, warm, fix, reach, tie, catch, hold) as following this command
- Activity: Create an "Actions of Love" chart for the classroom

Ecclesiastes 4:12

"Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken."

- Connect to pages 17-18: "The knots held. The tangled places were the strong places."
- Discuss: Relationships that survive difficulty are stronger
- Demonstrate with actual cords/threads: One breaks easily, three braided are strong
- Activity: Braid friendship bracelets as a reminder

The Body of Christ (1 Corinthians 12:12-27)

- Read about how we are all parts of one body
- Connect to pages 19-26: One thread becomes a web
- Discuss: We are connected in the Body of Christ
- Activity: Create a web with each student's name on a thread, all connecting to the center (Jesus)

Prayer Practice: The Thread Prayer

For closing circle:

"God, you are the thread that connects us.
You hug us when we're afraid.
You build us up when we're broken.
You warm us when we're cold.
You fix what's torn in us.
You reach across every distance.
You tie us together with love.
You catch us when we fall.
You hold us always.

Even when we tangle,
Even when we knot,
Even when we pull tight—
Your love holds.

Help us be threads for each other.
Help us remember we are woven together.
Help us know:
The thread goes on.

Amen."

Virtue Formation: Love as a Practice

Weekly Practice:

- Monday: Name one person you're connected to and one way you'll show them love this week
- Wednesday: Check in - Did you show love through action? How did it feel?
- Friday: Reflection - How did your love connect to others? Did your thread go on?

Monthly Celebration: Share stories of connection from the month. Create a "Thread Map" showing how love multiplied in the classroom.

Sacramental Connection: Community and Communion

This book pairs beautifully with teaching about Eucharist and community:

- We are many threads, one body
- The bread is broken and shared—one becomes many (like page 25)
- Communion connects us to each other and to God
- The thread of grace goes on through generations

Discussion Questions:

- "How is the Eucharist like the thread in our story?"
- "When we share communion, how are we connected?"
- "What does 'the thread goes on' mean for our Church?"

Assessment & Observation Tools

OBSERVATIONAL CHECKLIST

Use this during and after reading to note student understanding:

Comprehension: ☐ Can retell the basic story sequence

- ☐ Identifies the actions the thread takes
- ☐ Recognizes the tangling on pages 13-16
- ☐ Understands the turning point: knots held (page 17)
- ☐ Notices how one thread becomes many
- ☐ Connects the ending message to themselves

Thematic Understanding: ☐ Can define "love" as action, not just feeling

- ☐ Connects the thread's actions to personal experiences
- ☐ Recognizes that difficulties in relationships can create strength
- ☐ Understands that love multiplies when shared
- ☐ Grasps the metaphor: thread = love/connection

SEL Development: ☐ Shows empathy for others' needs

- ☐ Demonstrates acts of kindness and connection
- ☐ Works through conflicts with understanding that relationships can survive difficulty
- ☐ Supports peers who are struggling
- ☐ Shows awareness of classroom community and their role in it

Reflection Questions for Students

Written or Verbal Assessment:

1. What is this story really about?
2. The thread did many actions. Which one is most important? Why?
3. On pages 17-18, it says "the knots held" and "the tangled places were the strong places." What does that mean?
4. When have you been like the thread?
5. Who are you connected to? How?
6. How can you be a thread for someone else?
7. What does "the thread goes on" mean?

Portfolio Piece

Have students create a "Before and After" comparison:

- **Before (before reading):** "Love is..."
- **After (after reading and activities):** "Love is..."
(Now with understanding of love as action, connection, endurance)

OR

Have students create a "My Thread" reflection:

- Draw yourself as a thread
- Show the connections to others
- Label actions of love you've done or received
- Add the words: "My thread goes on"

This documents growth in understanding love as active, connective, and enduring.

Connecting to Social-Emotional Learning Frameworks

This book naturally connects to SEL core competencies:

SELF-AWARENESS:

- Recognizing our capacity to love and be loved
- Understanding our role in community
- Identifying our feelings about connection and belonging

SELF-MANAGEMENT:

- Choosing loving actions even when we don't feel like it
- Working through relationship difficulties
- Maintaining connections over time

SOCIAL AWARENESS:

- Recognizing others' need for connection
- Understanding how our actions affect the web
- Seeing how love multiplies through community

RELATIONSHIP SKILLS:

- Practicing specific acts of love (the eight actions in the book)
- Communicating care through actions
- Repairing relationships after conflict
- Building and maintaining connections

RESPONSIBLE DECISION-MAKING:

- Choosing actions that strengthen connections
- Considering how our choices affect the web
- Deciding to work through difficulties rather than give up

Activity: Create a class anchor chart showing how each page of the book teaches an SEL skill.

Additional Resources

Recommended Read-Alouds to Pair With This Book:

- *The Invisible String* by Patrice Karst
- *Somebody Loves You, Mr. Hatch* by Eileen Spinelli
- *The Day You Begin* by Jacqueline Woodson
- *Each Kindness* by Jacqueline Woodson
- *The Giving Tree* by Shel Silverstein
- *Last Stop on Market Street* by Matt de la Peña

Videos:

- Time-lapse videos of spider webs being made
- "What is Love?" videos for kids
- Kindness challenge videos

Songs:

- "We Are Family" by Sister Sledge
- "Lean on Me" by Bill Withers
- "You've Got a Friend in Me" from Toy Story
- "Count on Me" by Bruno Mars

Books for Teachers:

- *The Power of Showing Up* by Daniel J. Siegel
- *Teaching with the HEART in Mind* by Lorea Martinez Perez
- *The Rabbit Listened* by Cori Doerrfeld

Thank You, Teachers

Thank you for bringing *The Red Thread* into your classroom. You are weaving threads of love, connection, and community with your students—and like the thread in this story, your work goes on in ways you may never see.

You are teaching them something profound:

Love is action.

Connection creates strength.

Knots can hold.

One thread becomes many.

This is a lesson that will serve them for a lifetime.

When your students face loneliness, conflict, or disconnection—and they will—they will remember this thread. They will remember that love is something they do, not just something they feel. They will remember that hard times in relationships can make them stronger. They will remember that they are part of a web.

And they will remember you—the teacher who showed them every day that love goes on.

One day, when they reach out to someone who's alone, or work through a difficult moment with a friend, or see themselves as part of something bigger, they will think:

My teacher knew. My teacher showed me. My teacher believed I was a thread that mattered.

And the thread goes on.

With gratitude,
Dr. Robert LiPuma
Glimpse Publishing House