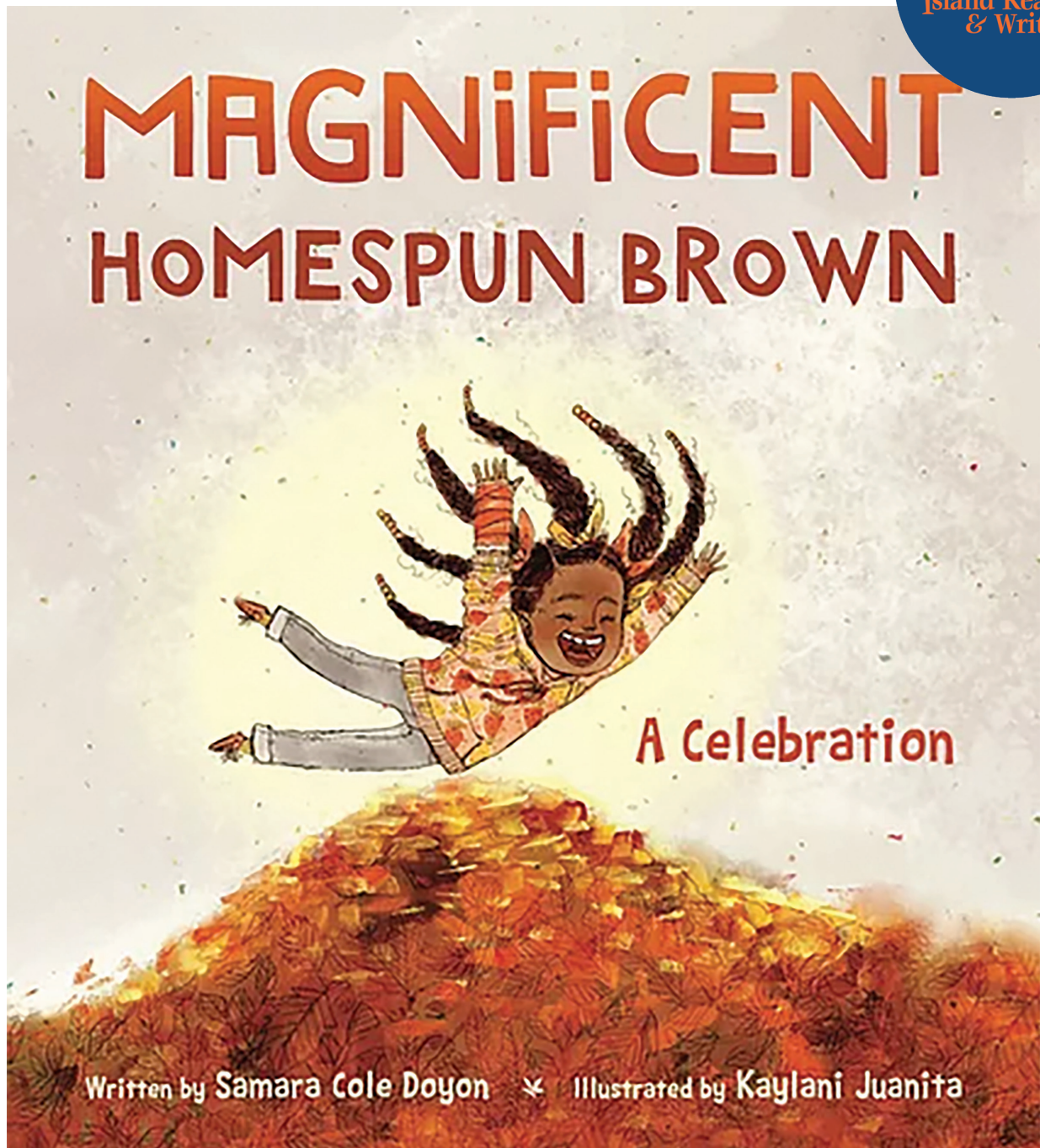


# EXPLORE MORE BOOK GUIDE

We've created this guide of resources and suggested activities, paired with the classroom standards they support, to expand student learning and build excitement for this book and IRW program.



## HAVE QUESTIONS?

Please contact Alison Johnson at IRW, 207-460-6828 or [ajohnson@islandreadersandwriters.org](mailto:ajohnson@islandreadersandwriters.org).

# EXPLORE MORE BOOK GUIDE

Getting Started: **BEFORE** reading the book!

Interested in a guided session with a trained facilitator in the Visual Thinking Strategies process?

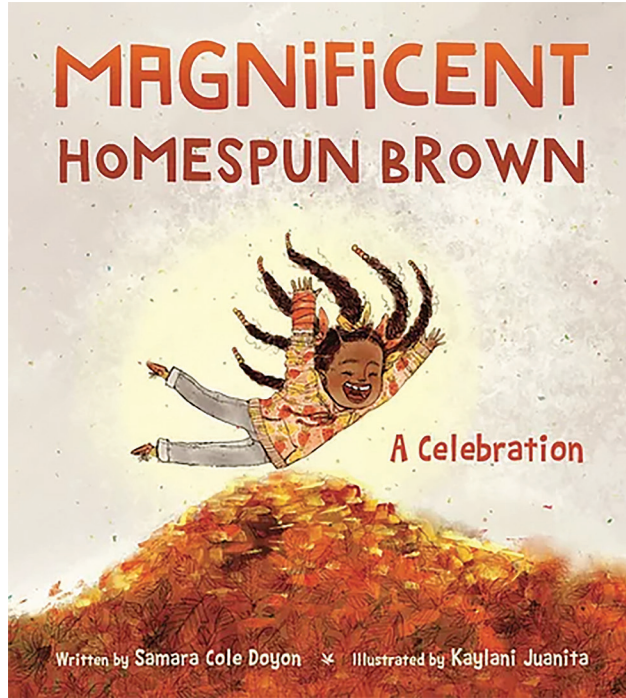


Please contact  
Alison Johnson at IRW:  
207-460-6828 or [email](#).

What is Visual  
Thinking Strategies?



Watch this [video](#) to  
learn more about VTS.



Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

If virtual, ask your students to summarize (or you paraphrase if synchronous) their ideas in short notes in a Google Doc or other format (Padlet, etc.) Build on the group ideas and communal knowledge during your discussion.

- What is going on in this picture?
- What do you see that makes you say that? (provide evidence)
- What more can we find?

## STANDARDS

Covered throughout  
this Explore More  
Book Guide:

*SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.*

*SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.*

*R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.*

*R.5. Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.*

*R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

*R.8. Analyze the structure of various texts, including how the features and components relate to each other and the whole.*

*R.9. Assess how perspective or purpose shapes the content and style of various texts.*

*R.10. Evaluate the argument and specific claims in various texts*



# EXPLORE MORE BOOK GUIDE



## MEET SAMARA!

Samara Cole Doyon is a second-generation Haitian American living in the state of Maine—a region of unceded Wabanaki/Abenaki territory where half the roots of her family tree reside. She is a children’s book author whose debut picture book, *Magnificent Homespun Brown* (Tilbury House Publishers, January, 2020), received both a Lupine Award and an International Literacy Association Award. Her second children’s book, *Magic Like That* (Lee & Low Books, September, 2021), made the [Bookstagang Best Picture Books](#) of 2021 list and has been selected as a feature in the [Black Joy by Black Authors](#) poster project by Spit Honey and Writing to Change the Narrative. Samara is a poet and educator, holding a BA in English, with graduate-level teacher training from the University of Southern Maine. She resides with her husband, two children, and rescue pup in Lewiston.

[SAMARA READING THE BOOK ON YOUTUBE](#)

Check out the illustrator: [KAYLANI JUANITA](#)

## LET’S TALK! Discussion Questions



Samara, the author, wrote this book in the form of a poem. She used many different ways to describe the various shades of brown. What is your favorite color? Can you talk about it with a friend and describe why you like it? Take turns sharing your descriptions.

This story stitches together all the places and people the characters love to make one whole. What are the places and people you love? Make a list.

In one image, we see a girl gazing out her grandmother’s window, and daydreaming a bit about deep secret brown. Do you have a window you like to gaze out? What do you see and why do you like to look out the window?

## LET'S MOVE! Take an Active Break

### BREATHING EXERCISES

**Try color breathing.** Breathe in, reaching your arms up high and imagine a calm, happy, positive color. Breathe out, throwing your arms down and back behind you as you imagine a color you think represents stress, anxiety, sadness, etc., leaving your body. Whoosh—let it go!

[CHECK OUT THESE OTHER BREATHING ACTIVITIES FOR KIDS.](#) We particularly like this star breathing exercise.

## LET'S CREATE! Book-Inspired Art

### STANDARDS FOR LET'S CREATE:

L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.

A. *Disciplinary Literacy - Visual Arts:* Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

### Activity:

1. Draw a picture of your body and write a poem about one of the following parts; eyes, lashes, hair, skin, arms, legs, hands, feet. Describe it like Samara did. List adjectives, nouns, and body parts. Can you use a simile?

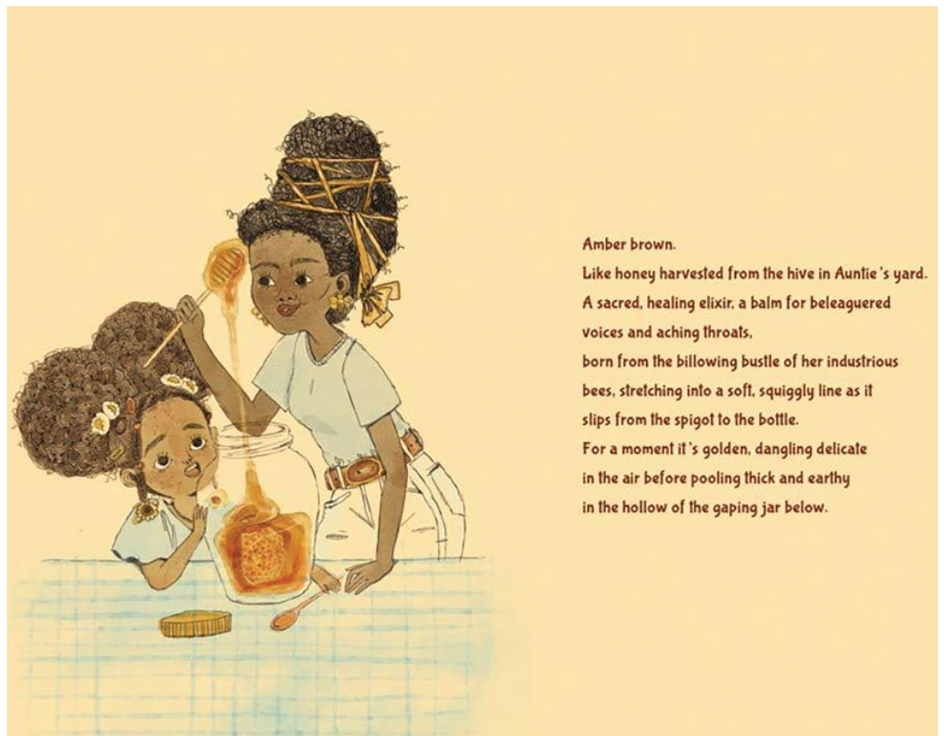
### DEFINITIONS:

- **SIMILE:** a figure of speech comparing two unlike things using "like" or "as".

*Example: "Their cheeks are like roses" is a simile.*

- **ALLITERATION** is when two or more words that start with the same sound are used repeatedly in a phrase or a sentence. The repeated sound creates the alliteration, not the same letter.

*Example: "...blundering, blankets of blue waves bouncing off boulders..."*



Amber brown.

Like honey harvested from the hive in Auntie's yard.  
A sacred, healing elixir, a balm for beleaguered  
voices and aching throats,  
born from the billowing bustle of her industrious  
bees, stretching into a soft, squiggly line as it  
slips from the spigot to the bottle.  
For a moment it's golden, dangling delicate  
in the air before pooling thick and earthy  
in the hollow of the gaping jar below.

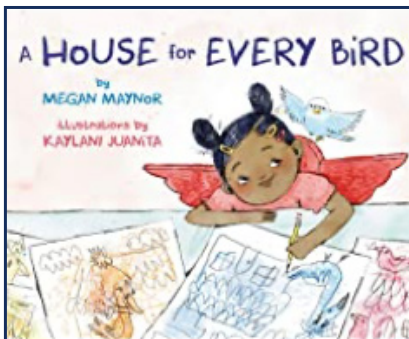


2. Make a quilt picture with scraps of fabric and glue. Photo samples below.



3. In the book, the author and illustrator explore eight shades of brown. Pick a color to explore and see if you can come up with eight different names for the shades and eight smileys to describe each one. Then, illustrate your eight shades.

## LET'S READ MORE! [Text to Text Connections](#)



\_\_\_\_\_  
Name

# Book of Color

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