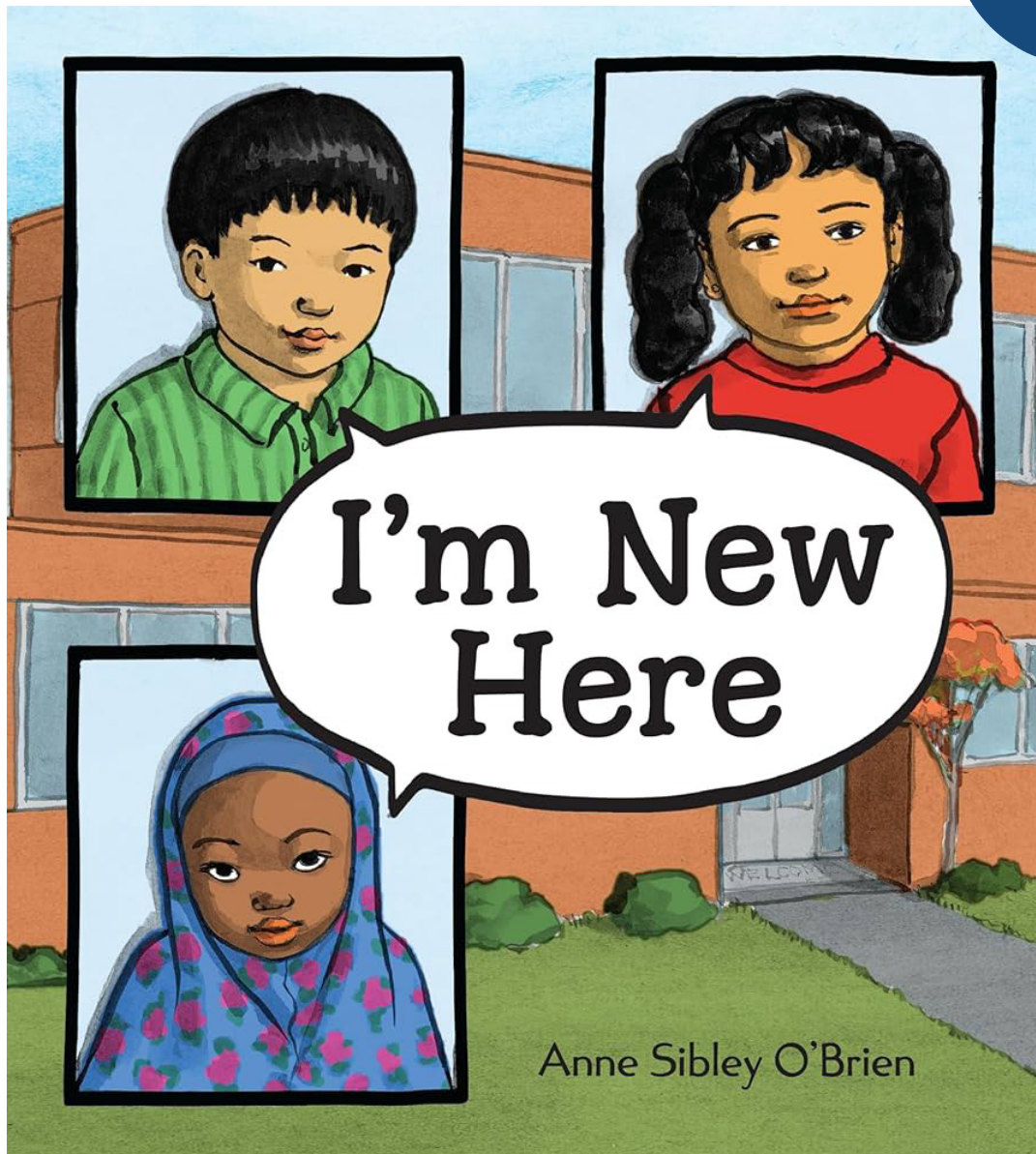


EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



HAVE QUESTIONS?

Please contact Alison Johnson at IRW, 207-460-6828 or 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?

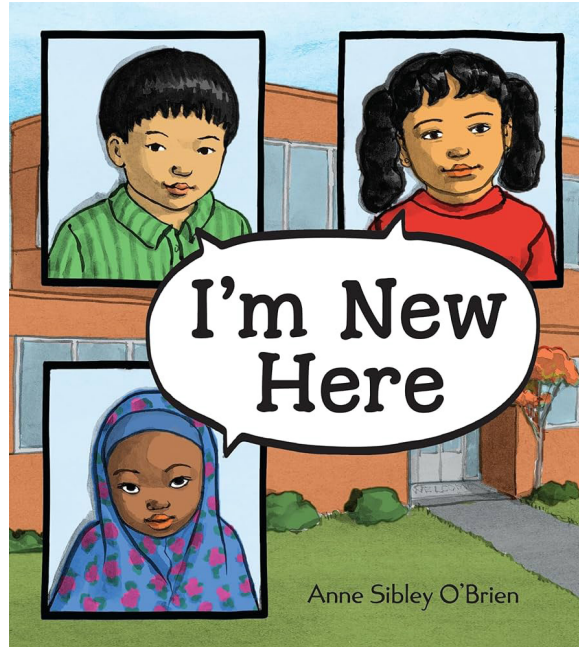


Please contact
Alison Johnson at IRW:
207-460-6828 or [email](#).

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.

SL.3 Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

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.

WORLD LANGUAGES STANDARD:
Cultures

E5 Interpersonal Skills

EXPLORE MORE BOOK GUIDE

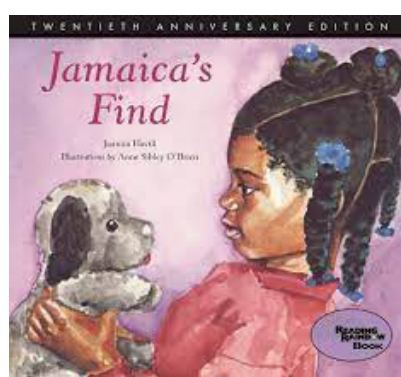
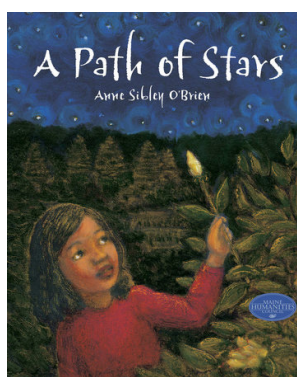
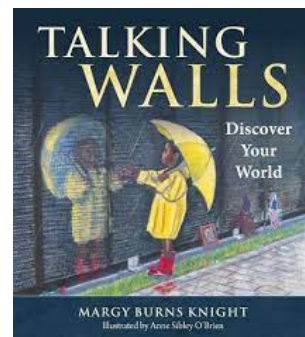
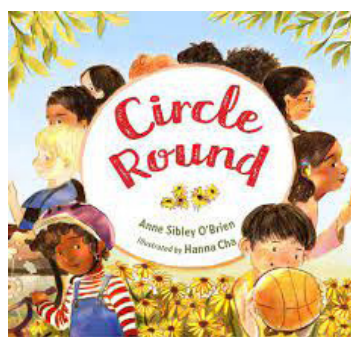
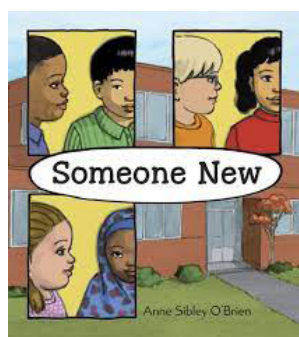
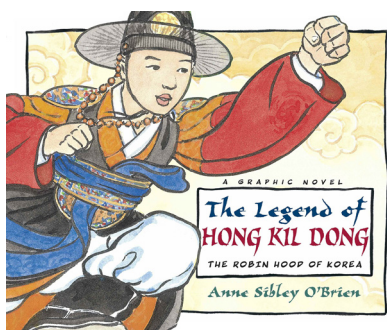


MEET ANNE

Anne Sibley O'Brien is a children's book writer and illustrator who has published 38 books featuring diverse children and cultures inspired by her experience of being raised bicultural and bilingual in South Korea as the daughter of medical workers. Titles she has written and illustrated include the picture books, *I'm New Here* and *Someone New*, *The Legend of Hong Kil Dong*, and her middle grade novel, *In the Shadow of the Sun*, set in North Korea. Annie received the 2014 Katahdin Award for lifetime achievement from the Maine Library Association.

Anne is one of the visionaries behind [I'M YOUR NEIGHBOR](#), a project which promotes the use of children's literature featuring "new arrival" cultures and groups to engage the entire community in a discussion of commonalities and differences.

A selection of books Anne has authored and/or illustrated:



LET'S TALK! Discussion Questions

TAKING A CLOSER LOOK AT THE BOOK

1. Why might a family move from one place to another?
2. What kinds of things can you learn from people who are from other places?
3. How do you feel whenever you go to a new place?
4. What helps you feel more comfortable in a new place?
5. When have you learned something new that took a little getting used to?
6. In the Author's Note, Anne Sibley O'Brien writes that a great way to create a welcoming community is to share books. What books would you share with someone new to your class?
7. What are other ways you can be part of a welcoming community?

LET'S CREATE (AND DO)! Book-Inspired Art

1. Draw and label a picture map showing your neighborhood or community (examples: fire station, town hall, grocery store, gas station, school, etc).
2. Pretend you're going to a new country and meeting new friends...Share with your class what you would pack to take with you and why?
3. When you go home today, ask about your family background. Is there a story you can share with the class? You can draw a picture to go with your story.
4. [FAMILY TIES AND FABRIC TALES](#): A interview template about family and immigration that promotes diversity, identity, and justice.
5. Gather the entire class in a circle on the carpet. Have one student hold a ball, then throw it to another student and say something welcoming.

LET'S DIVE DEEPER! Explore More

1. Meet Young Immigrants: hear the stories of real kids who have recently immigrated to the United States. [MEET YOUNG IMMIGRANTS | SCHOLASTIC.COM](#)
2. Learn about what inspired Anne to write I'm New Here: [CHILDREN'S BOOK AUTHOR TALKS ABOUT IMMIGRANT CHILDREN](#)
3. Young students discuss "being new" and what you can say to someone new: [I'M NEW HERE: WELCOMING IMMIGRANT STUDENTS](#)
4. On a map, find the countries that Fatimah, Jin, and Maria came from, and also find the location of your school. Consider that these three children might come to your school. What forms of transportation could they use to get from their native country to your community? Boats? Planes? Cars?
5. Write out "Welcome" in numerous languages! Find speech bubbles for students to trace or copy (scroll to page 12), along with a treasure trove of discussion questions, activities, and resources: [I'M NEW HERE WELCOMING EVENT KIT](#)

LET'S READ MORE!

Text to Text Connections

