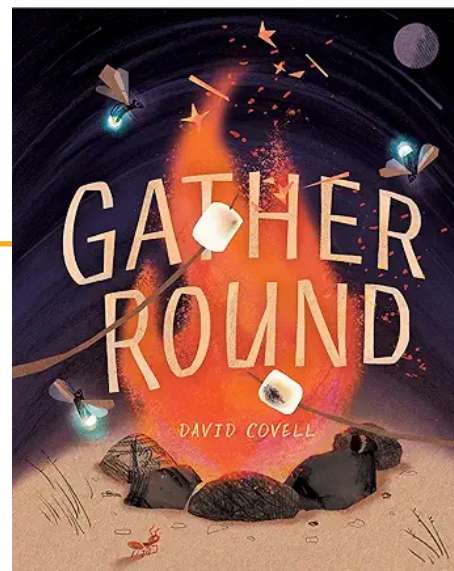


# EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



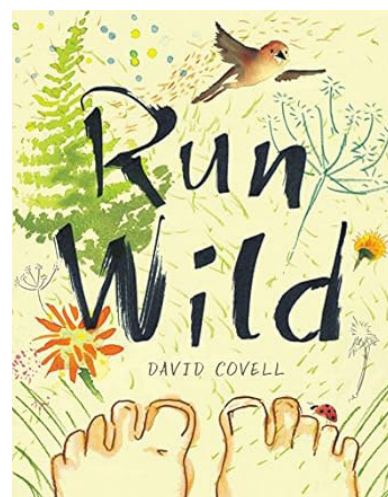
## Meet the author & illustrator



David Covell grew up in the wilds of Maine and only came home when it was time for dinner. Today, he works as a graphic designer in New York City, and his work has been seen around the world and in the permanent collection of the Cooper-Hewitt National Design Museum. He hopes his books will inspire everyone to get outside and explore!

Learn more about David [ONLINE](#).

Read more from David:



# EXPLORE MORE BOOK GUIDE

LET'S BEGIN! BEFORE READING THE BOOK

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.

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

Watch this [VIDEO](#) for a quick VTS demo

## HAVE QUESTIONS?

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

## LET'S TALK!

### DISCUSSION QUESTIONS

1. Before reading the story, take a look at the copyright page. This is where we first see some of the characters of the story. Notice them carrying a bucket. What do you think is in the bucket? What do you think the contents will be used for? After reading, were you right?
2. Have you ever cooked over an open fire? What is your favorite thing to cook that way?
3. Take a look at the author's bio on the back flap. David Covell mentions that he made his first campfire in Rangeley, Maine. Talk to a friend about your first camping trip. Did you help build a fire? What memories were made?
4. There is an ant on almost every page. See if you can find the pages **without** the ant. Why do you think the ant is not on those pages?
5. Why do you think the author titled the story *Gather Round*?

## 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.*

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

### *Let's Lay the Foundation (Teachers)*

The **SCAVENGER HUNT** activity below requires some familiarity with the language used when talking about books. We recommend educators prepare themselves and their students as noted below prior to embarking on the hunt.

1. Familiarize yourself with the Whole Book Approach (WBA), book elements and their definitions in appendix A.
2. WATCH Alison's Visual Thinking Strategies (VTS) video preview.
3. Provide a whole group discussion with David's book appropriate for your grade level(s), describing and familiarizing your kids with each element.
4. Refer to Appendix B for a scavenger hunt to complete individually or with a partner.

### SEEK & FIND THROUGHOUT THE BOOK:

- Old Man's Beard (now tell what it is!)
- The white cup
- The frog
- A rock with a stripe around it. How many can you find?
- A pink and orange bracelet
- A forked stick

- A comet
- A smoky stick
- A knife
- A spoon
- Find examples of **onomatopoeia**

### ONOMATOPOEIA:

*the use of words that sound like the noise or sound they are describing*



**MAKE A COLLAGE** of things you find in nature...Try labeling them and creating a nature journal!

[HERE](#) is a great resource on how to get started.

Step outside...What do you hear, smell, and notice? **MAKE A SOUND MAP** by drawing yourself in the center of your paper and place an X where you hear different noises. *Challenge:* Draw the object or animal that is creating the noise.

**CREATE A CAMPFIRE** using different styles and mediums (watercolors, tissue paper, colored pencils, etc). *Get creative:* use items from your classroom or outside to add to your project.

### ROCK STUDY:

- The three main rock classifications are **Igneous**, **Sedimentary**, and **Metamorphic**. What different types of rocks can you name? Place your list within the correct classification group.
- Rock painting activity: Create an animal with your rock.
- Start a rock collection.
- Learn about Geodes and see if you can break one open!

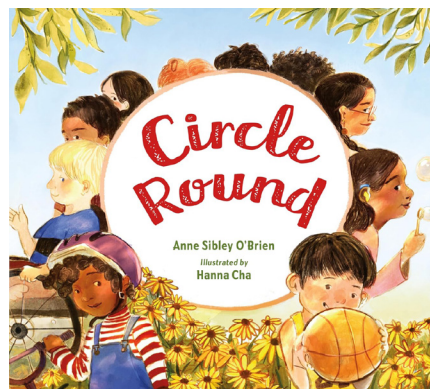
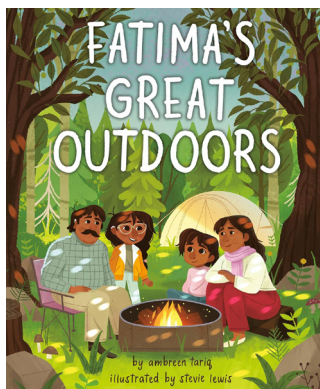
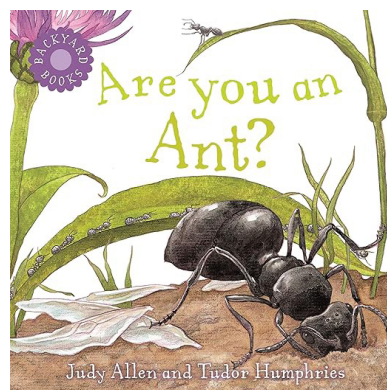
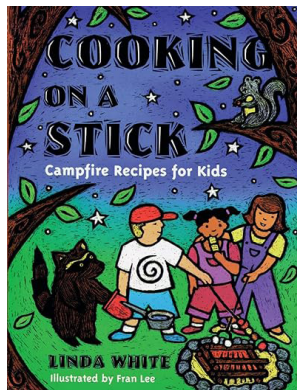
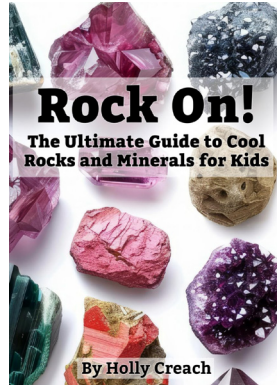
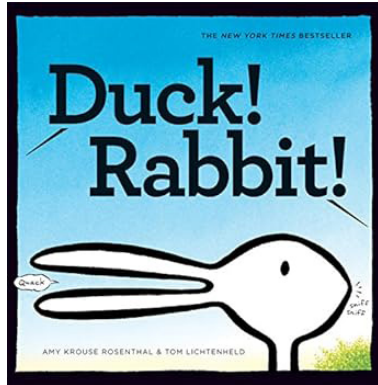
**MAKE A FAIRY FIRE**, a pretend miniature fire using small rocks, paper, bark, and sticks. Add flower petals for Fairy Dust, etc. *Remember: do not start a fire without adult supervision*

## LET'S DIVE DEEPER! Explore More

*Let's go camping!*

- Research yummy camping [RECIPES](#)
- Learn and sing fun [SONGS](#) around the campfire

## LET'S READ MORE! Text to Text Connections



### BASIC S'MORE RECIPE:

Graham crackers, chocolate,  
marshmallow

*Elevate your s'mores by using  
these ingredients!*

Chocolate Chip Cookies

Waffle Cookies

Oreos

Rice Krispie Treats

Nutella

Cookie Butter

Candied Bacon

Roasted Berries

Ice cream cone

Caramel Sauce

Bananas, sliced

Potato Chips & Pretzels

Milky Way cut into bite-sized pieces

Snickers, cut into bite-sized pieces

Kit Kats

Reese Peanut Butter Cups

## Appendix A

### Whole Book Approach(WBA): Anatomy of a Book

**Jacket and Cover:** *The jacket of a book can tell a story all on its own. It is a hint of what is to come. Spend time with the children asking the three questions about the jacket picture and let their imaginations guide you and them. Make sure to check the back to see if the illustration continues as a “wrap around” or if there is something new. Slide the jacket up to reveal the cover underneath, is it different or the same? (You may not want to reveal what is under the jacket until the end depending on what is hidden there.)*

**Endpapers:** *The endpapers are the linings on the inside of the cover of a book. They are a design choice even if they are only one color. Make a point of asking children what they see and if they can make any connections with the cover or jacket. Be sure to check the back, sometimes it is different.*

**Front Matter:** *The front matter of a book consists of the title page, dedication page and copyright page. Pay attention to any pictures that the illustrator may have added here, they could surprise you and may be important to the story line. Notice the typography. Does the lettering tell you anything?*

**Full Page Spread:** *A spread is simply a set of pages (usually two) viewed together. It's how you see the book when it's open and both pages are showing. A set of pages viewed together without separation.*

**Book Format:** *Portrait? Landscape? Square?*

*The book format or shape is another way the publishing design team gives us a clue of what the book is about without even opening the cover. Depending on the subject, a book can be tall for a mountain or long for a train, it can have cut-outs or other shapes.*

**Gutter** *So much can happen in or out of the gutter of a book. The gutter is where the two pages of a spread meet the binding. Illustrators use this space to create tension, humor, and to help move the story along. Keep your eye on the gutter.*

**Typography & Design:** *This is referring to the font size, style, placement, color, and any other choices the illustrator or publisher made about the lettering or type. Sometimes type is small which might mean it should be spoken softly or large type may mean that the reader yells these words. Look for and point out other interesting design choices.*

**Back Matter:** *The back matter of a book can be full of information to broaden learning particularly in nonfiction books. This can include, an index, glossary, historical information, author and illustrator information and other items.*

**Medium & Style:** *How does the artist's choice and use of medium(s)(mode of artistic expression), suit the story? How does the medium influence and generate particular attention to art elements (color, line, shape, etc.) and principles?*

**Spine:** *Does the jacket image wrap around the spine? Consider the spine's lettering.*

# Gather Round

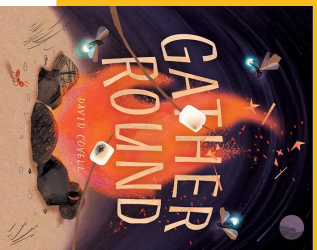
by David Covell

## Scavenger Hunt



Now that you are familiar with the WBA and VTS, let's have a bit of fun exploring *Gather Round* by going on a Scavenger Hunt.

- 1 **Book Jacket/Back Flap**- In what famous museum does David Covell have work in a permanent collection?
- 2 What is different from the front and back **endpapers**?
- 3 Can you sing the song on the **back jacket**?
- 4 Compare and contrast the **book jacket** and the **book cover**? You may use this [Venn Diagram](#), also located in appendix C.
- 5 Find the page with the *Phantoms in the smoke*. Which element does this page represent (Hint- use appendix A)
- 6 Go on a **Typography** hunt and make a list of all the different types of punctuation marks you can find.
- 7 Look closely in the book and using the list below, choose the element where the story begins...*Hint- it's a short poem*
  - **Spine**
  - **Book Jacket/Flap**
  - **Gutter**
- 8 What section compares a campfire to a living thing?
  - **Format**
  - **Backmatter**
  - **Medium & Style**
- 9 Every artist uses a different medium to create their book. You can often find this information within the front matter. What medium do you think David didn't use to create the illustrations in the book?
  - **Pinch of Salt**
  - **Oil Pant**
  - **Charcoal**



## *Gather Round*

Compare and contrast the book jacket and the book cover

Book

Jacket

Book  
Cover

