

EXPLORE MORE BOOK GUIDE

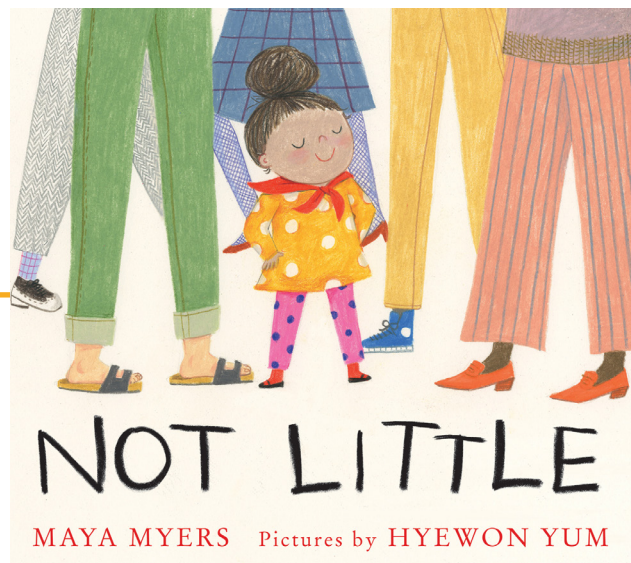
Activities, tools & resources for learning with this book!



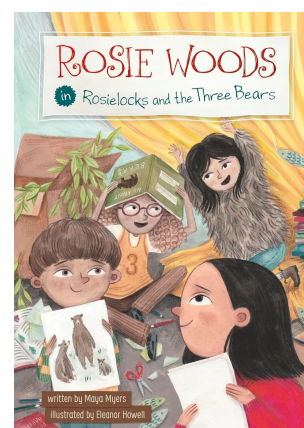
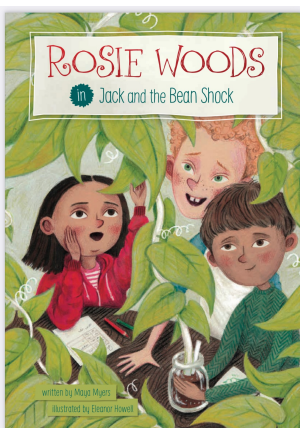
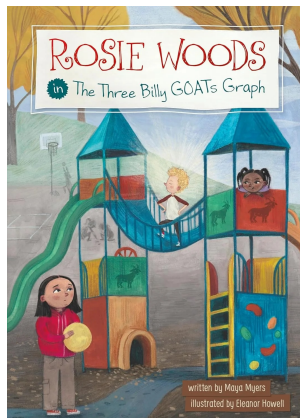
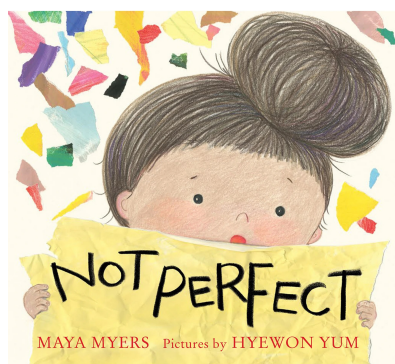
Meet the author

Maya Myers is a children's book author and a freelance book editor, working with authors and publishers on all sorts of books for kids and adults. When she's not wrangling words (her own or someone else's), you can probably find her cooking, digging in the garden, or (surprise!) reading.

Learn more about Maya [HERE](#).



Read more from Maya:



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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.

LET'S TALK! Discussion Questions

STANDARD

Learning about Self-Knowledge and Interpersonal Relationships

- A. their ability to build and maintain a positive self-concept; and
- B. their ability to develop and recognize the positive interpersonal skills that effectively influence work and relationships with others.

1. What is Dot wearing and how do you think she feels about her outfit? Do you think clothes can change the way we feel? What is your favorite outfit to wear? Why?
2. What kind of things does Dot do to prove she is not little?
3. Do you think there is a difference between being small and being little?
4. Does anyone ever call you something that you don't agree with? How does that make you feel? Have you tried to do something to change it?
5. Have you ever stood up to a bully or tried to help a friend that was being picked on? How did it make you feel?
6. Do you think Dot and Sam will be good friends now?

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.

Geometric Measurement: Measure the length and capacity of objects using non-standard units

LET'S CREATE! Book-Inspired Art

1. Make your own self portrait similar to the picture on the page that shows circles around Dot. Draw your face showing a strong emotion and explain how your expression shows this emotion. The sample picture on the right was created by Peninsula School kindergarten students.

2. Sometimes the lunchroom at school can be a scary place. Can you create some welcoming and friendly posters that encourage kids to be kind to each other? Enlist older kids, the lunch staff, or your principal to help. Does your school have a policy to change seats in the lunchroom every now and then? If not, you could try to start this policy and sit with a new friend!

3. We can grow in more ways than one. What is one thing you can do this year that you were unable to do last year? Draw a picture and write a story about this new skill.



4. Play Shoe Concentration:

- Print the concentration game pages at the end of this guide double-sided, then carefully cut out the 36 cards.
- **Note to teacher:** You may choose to laminate the cards for future use.
- Mix and spread the cards word-side-down on a flat surface, create rows with the cards. (Cards located in Appendix A)
- Players take turns, turning any two cards so that all players can see them.
- A Match: A player makes a match if the two cards turned are identical. When a match is made, the player keeps those cards and continues taking turns until they miss.
- A Miss: A player misses if the two cards turned over are not identical. When a player misses, he or she turns the two cards word-side-down again, in the same place.
- The player who has the most pairs of matching cards wins.

5. Math Extension!

- **Sort** everyone in the classroom by size: shortest to tallest, shoe size, or number of siblings.
- **Tallest tower!** Use building blocks or linking cubes to make towers, then measure your creations.
- **Make your own menu:** Dot doesn't want to order off the kid's menu. What items would you want on the menu? Draw pictures of what you'd want, and then set the prices!
- **Drawing emotions:** Try drawing faces with different expressions. Look at the illustrations in the book and note how the illustrator, Hyewon Yum, changes the expressions based on the moods of the characters. Dot can look happy, annoyed, mad, smart, sad, determined, REALLY MAD, surprised, or very happy. You can change the mood of a character by changing the tilt of the eyebrows, altering the shape of the mouth, etc...

LET'S DIVE DEEPER! Explore More

- [MAYA'S ANTI BULLYING ACTIVITY](#)
- [ANTI BULLYING RESOURCES FOR ELEMENTARY SCHOOL KIDS](#)

**October
is Anti
Bullying
Month**

READ MORE! Text to Text Connections

