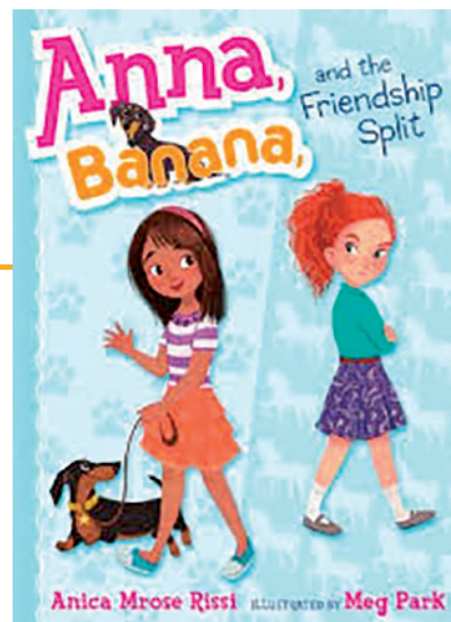


EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!

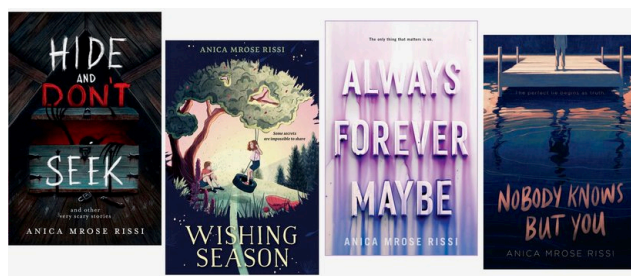


Meet the author



Anica Mrose Rissi is the award-winning author of more than a dozen books for kids and teens, including picture books, chapter books, middle grade, and YA. Anica grew up in Maine and spent many years in New York City, where she worked as an executive editor in children's book publishing. She currently lives in central New Jersey with her very good dog, Sweet Potato.

Read more from Anica:



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.

LET'S TALK!

DISCUSSION QUESTIONS

In the first paragraph Anna says "*you have to be careful what you wish for.*" Do you think this statement is true? What happened with her birthday wish?

Have you ever let someone talk you into something you did not want to do? How did that make you feel?

What do you think about Sadie's behavior at the birthday party and at school the next day? Why would someone act that way? Rewrite the scene from Sadie's point of view.

Do you think Anna should have told her parents about the fight right away? What would you have done?

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.

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

FACE TIME: Find old magazines and cut pictures of faces and have children identify what the person is feeling.

FRIENDSHIP CHAIN: Cut chain loops out of construction paper. Have students write one quality that makes a good friend. Make a chain and hang.

Anna decides to wear a special outfit to help make her feel more powerful. Draw a picture of what your power outfit would look like.

Anna and Isabel play jump rope games and make up their own rhymes. Research jump rope games. How did jump rope games originate? When were they most popular? Pick a favorite and play it with your friends.

Make up your own rhymes like they did.

Anna and Sadie remember a poem they once made up about a food Anna didn't like (applesauce). Write your own poem about your least favorite food.

LET'S DIVE DEEPER! [Explore More](#)

Research Dachshunds What are their coat colors? Where did they originate? Name two famous dachshund owners? What else did you learn about dachshunds?

Anica's ACTIVITY KIT

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

