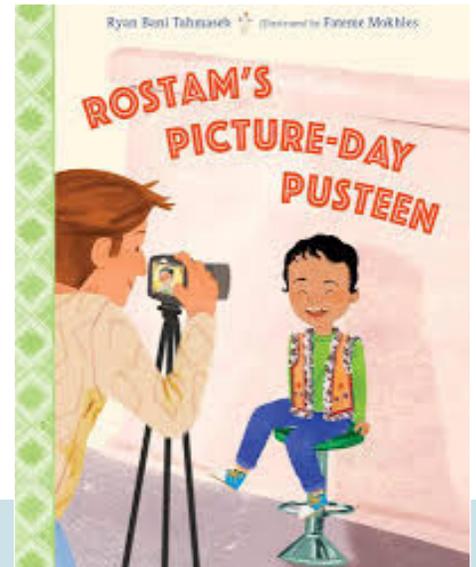


EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!

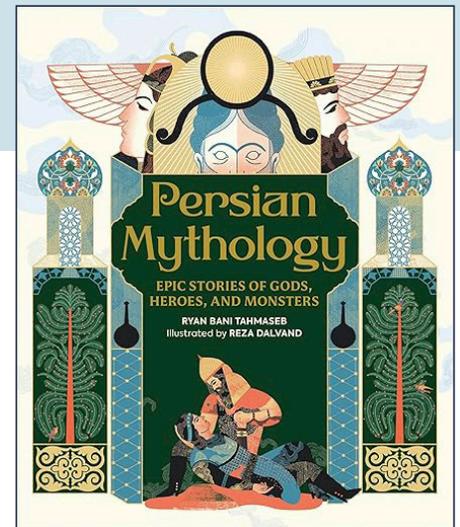


Meet Ryan Bani Tahmaseb

I'm an author and veteran K-12 educator who has served as a school librarian, English teacher, and academic advisor. A few years into teaching English, I began taking my own writing seriously because I realized I needed to do what I was asking my students to do: draft regularly and share my writing with an audience. I began sharing my writing with my students so they could see I was invested in the process, too.

Learn more about Ryan [ONLINE](#).

Read another great book
by Ryan:



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

1. Have you ever felt nervous about sharing something from your background, family, or culture? Have you ever been asked to wear something that you felt would embarrass you? What helped you through?

Video:

[Overcoming fears with pretend play](#)

2. Have you ever had to do something that you didn't want to do? Were you able to face your fear? What are some ways we can overcome our fears?

3. Does your family or community have any traditions? Do you have an item passed down from your grandparents/ancestors? If so, bring it to share with the class.

4. Find the page where Rostam was texting his father (Baba). What do you notice about the text messages?

5. Have a group discussion about different clothing styles in other countries.

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.

Understands and respects diversity

Students identify social skills that influence interpersonal relationships in positive ways.

LET'S CREATE!

Book-Inspired Art

1. LEARN ABOUT PLACES AROUND THE WORLD:

Teachers discuss, a different country each day for a week.

- Research; their culture, holidays, food, clothing, and community.
- *Community Collaboration Food Festival* : On Friday, ask guardians to bring in a dish representing each country's traditions.

2. WEAR & TELL:

Come to school wearing your favorite outfit and share with the class why it's so special to you.

3. CREATE A SCHOOL PICTURE DAY SELF PORTRAIT:

Combine different art materials and techniques for your portrait. Here are some examples students created with illustrator **STEVE COSTANZA** and author **MAYA MYERS**.

Pusteen:

a traditional, often colorful, Afghan or Persian vest or jacket, typically made of leather with a fluffy wool/fleece lining, worn for warmth and cultural significance, symbolizing heritage.

4. CREATE YOUR OWN PAPER PUSTEEN:

Glue different textures including fabric, scraps, paper, yarn, etc onto a coat template.

5. WHAT DOES YOUR NAME MEAN?

In the author's note, Ryan states that the name Rostam means "strong" and "brave". Research what your name means. Make a mini poster of your name and meanings.

6. CLOTHES FROM MANY CULTURES:

After learning about clothes from different cultures, draw a picture of a person wearing one of those outfits.

7. OLDER STUDENTS OR WHOLE GROUP ACTIVITY/DISCUSSION:

Write a short story from the point of view of one of Rostam's classmates explaining what they thought when they first met Rostam and saw his vest for the first time.

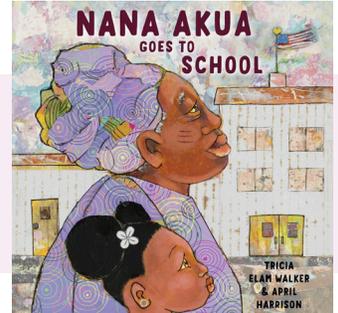
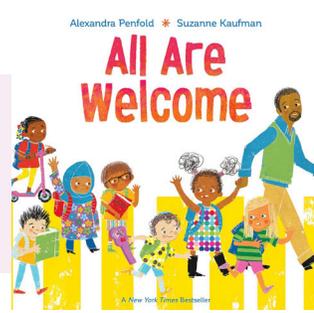
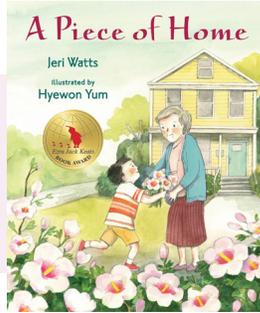
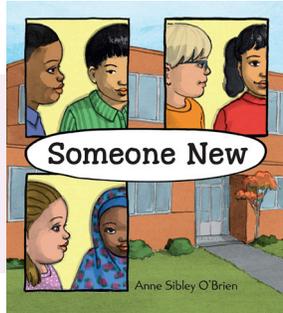
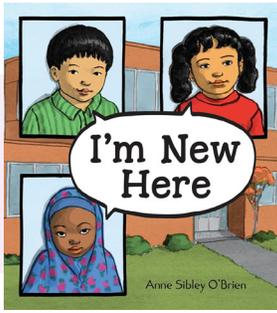
LET'S DIVE DEEPER!

Explore More

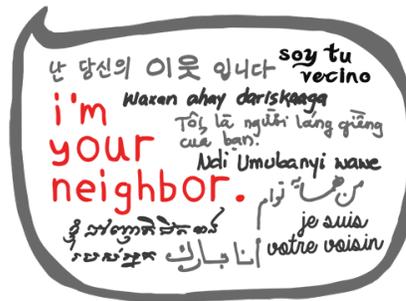
1. Watch this [VIDEO](#) and hear from the author why he wrote the story.
2. Research and map rivers, mountains, and other landforms in Iran.
3. Use the glossary in the back of the book to explore unfamiliar words.

LET'S READ MORE!

Text to Text Connections



book guide



Rostam's *Picture-Day Pusteen* is included in the **I'M YOUR NEIGHBOR** 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. Check out more books from this collection.