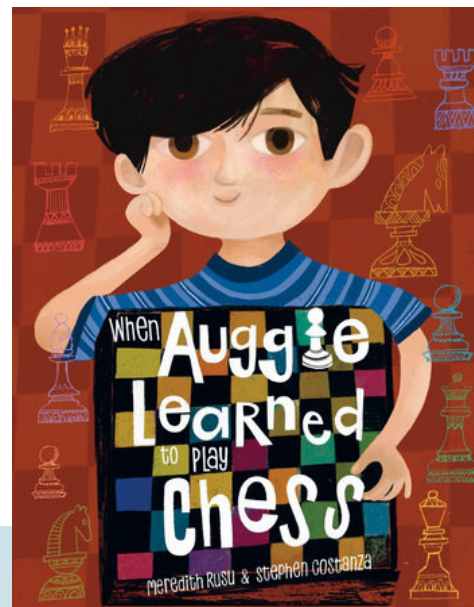


# EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



## Meet Stephen Costanza

Stephen Costanza has illustrated and written several books for children, including three about music, *Mozart Finds a Melody*, *Vivaldi and the Invisible Orchestra*, and *King of Ragtime*. He studied music and composition, and for a time played piano professionally, performing both ragtime and classical music. He lives on a small island in Maine.

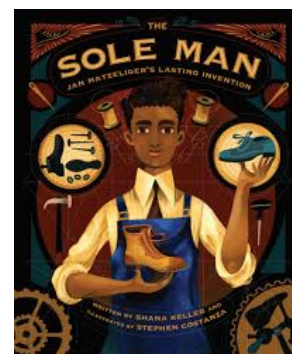
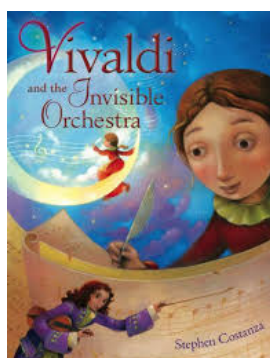
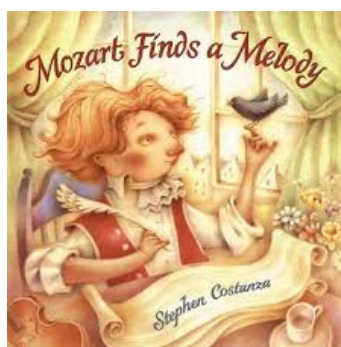
Learn more about Steve. at his [WEBSITE](#).

Read more from Steve:

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# EXPLORE MORE BOOK GUIDE

## LET'S BEGIN!

Before reading the book...

Use the Visual Thinking Strategies (VTS) 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. If you have any questions please email Alison Johnson at Island Readers & Writers, [ajohnson@islandreadersandwriters.org](mailto:ajohnson@islandreadersandwriters.org).

## LET'S TALK!

### Discussion Questions

1. Activate prior knowledge by asking students if they have ever played chess. What do they know about it?

16 Black Pieces

16 White Pieces

1 King

1 Queen

2 Rooks

2 Bishops

2 Knights

8 Pawns

Refer to the image on pg. 3 of the book guide

2. How did Auggie feel when he first tried to play chess?

3. Do you share a hobby or interest with any of your friends? How is your relationship with them compared to someone you might not have a similar interest with?

4. Auggie's father helped him find peace while adjusting to a new place. How do family or friends help you through challenges? How do you support others when they need guidance?

5. Have you ever felt like a "pawn"? What gave you the confidence to be powerful again and continue moving forward?

**PAWN:** one of the chessmen of least value having the power to move only forward, one square at a time

Outside of chess, the word "pawn" is a person used by others for their own purposes.

## 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.*

*Algebra- Students generate and analyze patterns.*

*Mathematical Practices- Students will:  
(1) make sense of problems and persevere in solving them.  
(2) reason abstractly and quantitatively.*

6. Auggie finally felt confident enough for a “**gambit.**” He took a risk and asked Luke to play chess with him and Luke agreed. Think about a time you were confident enough for a gambit.

**Extension Activity:** Recall a time when you tried something new and it made you nervous or required courage. Create a list of possible positive and negative outcomes that could result from taking this leap of faith.

**GAMBIT:**  
a chess opening in which a player risks one or more pawns or a minor piece to gain an advantage in position

Outside of chess, the word “gambit” is also used to describe a calculated, often risky, opening move, action, or remark designed to secure an early advantage in a situation.

## LET'S CREATE!

### Book-Inspired Art

1. Have students think of a skill they worked hard to learn. Write it on a sentence strip by completing the prompt: “**I kept trying, and now I can \_\_\_\_.**” Connect all the strips to create a school/class wide display showing growth and perseverance.

Learn about **THE POWER OF YET:**

- Take risks
- Welcome new experiences
- Enjoy learning and recognize its value
- Remain positive in the face of adversity
- Work hard
- Learn from your mistakes



2. Choose a skill you enjoy. Write a friendly letter teaching that skill to someone in your classroom. Include steps and helpful tips that might help lead them towards success. You can also illustrate your steps.



Giant Chess Game in The Austin Public Library



3. Assign each student a specific chess piece and use tape on the floor to create a life-size chessboard. Students act as the pieces to play a full-scale, interactive game of chess.



4. Invent a new chess piece with super powers. Draw your new piece, give it a name, explain how it moves, and describe why it would be a valuable addition to the game.



*"This is **SUPER CHESS!** He can fly, taking out and smashing every piece in his way."*

## LET'S DIVE DEEPER!

Explore More

**LEARN HOW TO PLAY CHESS:** Rules To Get You Started



Read this **REFERENCE SHEET** (from Chess.com) to learn about all of the pieces—specifically, where they are placed when a game begins, how they move, and how they are valued.

**BONUS ACTIVITY:** Think about your favorite scene from the book and study the illustration closely. Notice how Steve sets the tone and tells us the story by showing the characters' expressions. If you were to create your own version, consider what you might add or change. Steve made his illustrations digitally, but what art materials would you choose? View this short **VIDEO** to explore Steve Costanza's studio and learn about the artistic process behind the book's illustrations. Would you use the same color palette, or choose different colors? As you begin designing, focus on two important things: what is happening in your scene and how your characters are feeling in that moment.

## LET'S READ MORE!

Text to Text Connections

