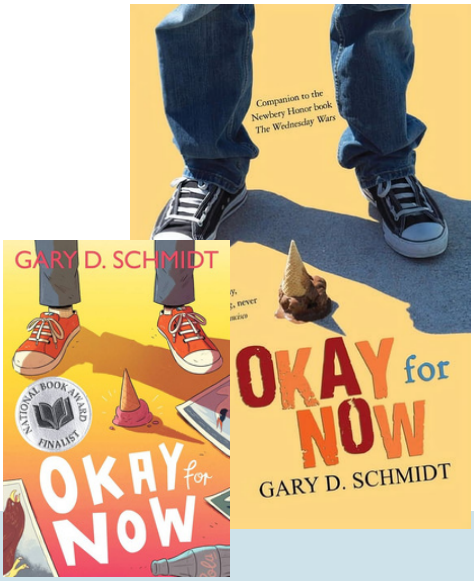
EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



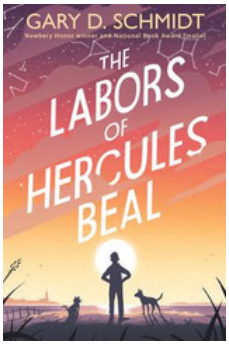


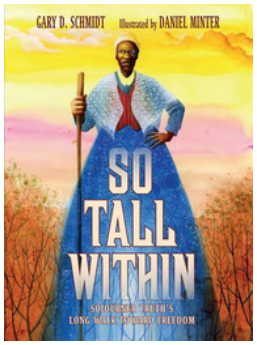
Meet Gary Schmidt

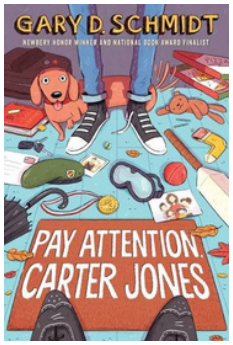
Gary Schmidt is a prolific author of children's and young adult literature. Many of his books are set in or inspired by Maine. He attended Gordon College in Massachusetts and earned a Ph.D. in medieval literature from the University of Illinois. Schmidt is a professor of English at Calvin University in Grand Rapids, Michigan. He lives on a 150-year-old farm in Alto, Michigan, where he splits wood, plants gardens, writes, and feeds the wild cats that stop by.

Read more from Gary:

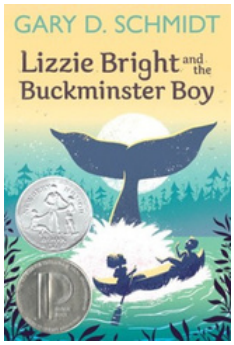
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LET'S BEGIN!

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.

LET'S BUILD BACKGROUND KNOWLEDGE!

Before reading, explore vocabulary through discussion and activities to help students build understanding and prepare for the text.

- resilience
- perseverance
- determination
- empathy
- self-esteem
- loyalty
- kindness
- habit
- perspective

Try These Activities!

- **Act-it-Out-** Act it out.
- **Quick Sketch**- Draw the meaning.
- **Guess the Word**- Give clues.
- **Vocabulary Hunt-**Find words in text.
- **Word Map-** Connect ideas.
- **Word Builder-** Draw • Define • Use.

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.

LET'S TALK!

Discussion Questions

1. Doug has a habit of saying "So what?" about many different things. Why do you think he responds this way? What could he be trying to hide?

2. At what point in the story do Doug's walls begin to come down? What or who helps him open up?

3. Why is Doug's brother mean to him, even though he knows what it feels like to be hurt in the same way?

4. Doug often describes himself as a chump. Why do you think he sees himself this way? Do you think his view of himself changes?

5. What were some of the biggest surprises in the book?

6. What does being "okay for now" mean? How does the meaning of this phrase change throughout the story?

7. Doug becomes passionate about learning new drawing techniques and understanding how Audubon included so much detail in his paintings. What stands out to you most when you look at the paintings? What do you find most interesting?

8. Who are the most important helpers in Doug's life? Who does Doug help, and how?

9. How does Doug change over the course of the story?

LET'S CREATE!

Book-Inspired Art

1. Research and find photographs of what your town was like in 1968. Was there a library? What were the most popular stores or markets? What kinds of jobs did people have? What did people do for fun? Compare them with pictures of the same photos today. What has changed? What has stayed the same?

2. Explore John James Audubon's BIRDS OF AMERICA. Browse the collection and learn about the different birds Audubon illustrated. Vote as a class to choose a bird to serve as your mascot!

3. Choose a song that you think each character would enjoy and create an Okay for Now playlist. For an extra challenge, choose songs that were released before 1968, the year the story takes place.

4. Summarize the story visually by creating a storyboard. Use anywhere from 6 to 24 panels to illustrate the major plot points. Include captions or dialogue to help tell the story.

5. Create a Literary 3x3 for *Okay for Now*! Choose nine important moments, characters, themes, or symbols from the book. Represent each one with a picture, word, or short phrase in a three-by-three grid.

6. Doug receives help from many people throughout the story. Create an Acts of Kindness Challenge. Make a list of five ways to help someone in your family, school, or community. Complete the acts and reflect on how they made a difference.

LET'S DIVE DEEPER!

Explore More

- LISTEN to Gary Schmidt read an excerpt from *Okay for Now*.
- WATCH an interview with Gary Schmidt. Learn more about the inspiration behind the book and his writing process.

LET'S READ MORE!

Text to Text Connections

