



**A dot can
say a lot!**

This dot is loud.



This dot is quiet.

This one is happy.



This one is sad.

What else can a dot say?

(See other side of this poster for ideas!)

Dot

Patricia Intrigo

MARGARET FERGUSON BOOKS
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mackids.com

Using Dot in the Classroom



For Grades K-3
Ages 5-8
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Dear Teachers,

In *Dot*, graphic designer Patricia Intrigo presents bold circles on a crisp white background to introduce opposite paired concepts such as slow/fast, happy/sad, loud/quiet, and hungry/full in a rhyming text. This intriguing book will serve as a springboard for engaging classroom activities for students ages five to eight in science (kinetics and phases of the moon), mathematics (geometric shapes), language arts (vocabulary development), art (shapes and painting techniques), and many areas of complex and critical thinking.

Finding Dots (Grades K-1)

Assemble a large stack of magazines and invite students to cut out pictures of all the circular items they find. For students who are developmentally ready to do so, ask them to also cut out pictures of objects composed of multiple circles, such as snowmen or traffic lights.

Got Dots (Grades K-1)

Ask students to think of as many things as they can that have dots on their surface, like the dalmatian in the book. Make a list of all their ideas on chart paper. [Note: If desired, extend the activity by categorizing your final list according to living and nonliving.] Then, ask each student to choose a favorite item and make a large drawing on oak tag paper. Distribute sheets of small circular labels (available in a variety of colors) and ask each child to decorate his or her picture with dots.

More Dots (Grades K-1)

Challenge your students to name as many things as they can that are circular (two-dimensional objects) or spherical (three-dimensional objects). Then ask them whether they can think of what that object might do, such as a flying Ping Pong ball or a setting sun.

Sign Shapes (Grades K-1)

The first spread in *Dot* features “Stop dot / Go dot.” These dots bring to mind the red and green lights in a traffic signal. In fact, many traffic, road, and safety signs have standard shapes, including circles, triangles, rectangles, and diamonds. Challenge students to think of as many signs as they can and identify their shapes. You may wish to add additional signs by referring to the California Department of Motor Vehicles site at http://dmv.ca.gov/pubs/hdbk/ped_sig_traf_sgn.htm.

Dots in Sand (Grades K-1)

Distribute individual sand trays to students or arrange students around the sand table. Then, using a document camera, project each spread of *Dot* and invite students to look at the first image and draw it in the sand. Then ask them to draw the second image of each pair beside the first. As you do so, discuss the concept of opposites.

What Shape Is the Moon? (Grades K-1)

The final spread of *Dot* features a full moon (and a sky full of stars). Introduce a discussion of the phases of the moon. Then supply each student with a piece of black construction paper folded into four squares labeled NEW MOON, QUARTER MOON, HALF MOON, and FULL MOON. Also distribute three round white circles, one black circle, scissors, and a glue stick. Invite students to glue the appropriate circular shape, cutting as necessary, to match the label on each square of the paper.

Extension for Grades 2-3: Supply students with a larger piece of black construction paper folded into eight squares along with seven white circles and several black circles. Invite them to create the following labels and glue on the appropriate circular shapes: NEW, WAXING CRESCENT, FIRST QUARTER, WAXING GIBBOUS, FULL, WANING GIBBOUS, LAST QUARTER, and WANING CRESCENT. [Note: Excellent slides of these phases of the moon to share with your students are available at <http://www.optcorp.com/edu/articleDetailEDU.aspx?aid=77>]

A Circle, a Square, a Triangle (Grades K-3)

Invite students to imagine that the author had chosen a square or a triangle as the shape featured in her book. Ask them, where possible, to re-create the images in *Dot* using the new shape. How would stop/go, slow/fast, up/down, loud/quiet, heavy/light, hungry/full, happy/sad, etc. look? Then consider which paired concepts do not work with the new shape. Why not? What other possibilities does the new shape offer that might not have worked with a circle?

Picture It! (Grades K-3)

Pointillism is an artistic technique in which a painter creates an entire portrait or landscape using dots of paint in patterns. After introducing your students to some of the paintings of Georges Seurat and Paul Signac, who developed the technique, ask students to create a pointillistic painting of a single object such as a piece of fruit. For those who are developmentally ready, invite them to create a painting with the subject of their choice.

Dots We Eat (Grades K-3)

Many foods come in circular shapes, from meatballs, couscous, and oranges to chocolate chip cookies and lollipops. Ask students to brainstorm a list of as many such foods as possible. If feasible, host a “dot” buffet luncheon with some of these foods.

What Dots Do (Grades 2-3)

Dot presents thirteen paired opposite concepts. Challenge your students to think of additional pairs of concepts by considering action words that might describe what circular or spherical objects do and the corollary lack of action. Do they swish through a basketball hoop? What is the opposite of that? Do they shine? What is the opposite of that? After you have created a lengthy list, ask students to choose a few items from the list to illustrate.

If You're Happy and You Know It (Grades 2-3)

Dot includes two pairs of character traits: loud/quiet and not shy/shy, and also a pair of feelings: happy/sad. Challenge your students to brainstorm an extensive list of opposite paired character traits and feelings. Then ask them to describe how those might be illustrated if they were added to *Dot*. As an extension activity, students can illustrate this new list to create their own personalized classroom edition of *Dot*.

Moving Spheres (Grades 2-3)

The dot in the book moves fast or slow and bounces up and down. Using a variety of balls and an inclined plane, ask students to observe and measure the movement of balls:

- measure the speed of balls of different sizes and weights down the same inclined plane
- measure the time it takes a single ball to reach the bottom of an inclined plane when the height of the plane (and thus its angle) is changed
- measure the height of the bounce of a variety of balls, from Ping Pong balls to tennis balls to SuperBalls, and speculate about the causes of the different heights they reach
- create a bouncing ball with pudding (see <http://www.activitytv.com/116-bouncing-balls>)

A World in Dots (Grades 2-3)

Supply students with several sheets of circular labels in different sizes and colors and challenge them to create:

- a smorgasbord of foods
- a blooming garden
- a playground
- a toy store