



artsNOW

2

SECOND
GRADE

Creativity

TASK CARDS

The Smallest Spot of a Dot

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REimagining and Accelerating
Literacy through Arts Integration

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ABOUT

The **RE**imagining and **A**ccelerating **L**iteracy through **A**rts **I**ntegration (REALAI) grant supports the literacy achievement of 3,200 students and 170 teachers, media specialists, and literacy coaches across six schools in Georgia and South Carolina.

In addition to professional learning for educators, this project contributes significantly to school library collections through the purchase of developmentally appropriate and culturally relevant books.

This grant also includes parent events to provide families with access to books and other content about how to support their child's reading development.

These materials and the accompanying book, *The Smallest Spot of a Dot*, are made possible through the **United States Department of Education** and **ArtsNOW**.



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Be inspired by the book, *The Smallest Spot of a Dot!*

GRADE 2
**THE SMALLEST
SPOT OF A DOT**

VISUAL ARTS

Supplies Needed

- *The Smallest Spot of a Dot* book
- 1 piece of blank paper
- Pencil, crayons, markers, watercolor paint
- Optional: Stickers, sequins, foam shapes, and glue

I CAN
represent what
makes me
unique through
art.

Vocabulary

Color - Light reflected by an object

Line - A continuous mark made on a surface by a moving point

Pattern - Something that happens or appears in a regular and repeated way

Symbol - An object, shape, sign, or character that represents something else (heart for love, clover for luck)

Characters - A person in a story or play, or an animal or object that has human qualities

Compare/Contrast - Determining how things or characters are alike or different

Instructions

- 1 After reading *The Smallest Spot of a Dot*, discuss what you think the "dot" represents. Discuss how the theme of the book focuses on how everyone has a unique "dot" that makes them special.
- 2 Talk about what makes you unique. Then, compare and contrast yourself to the characters in the story.
 - Talk about the ways that the characters are alike and different from you.
 - Discuss how just like the dots in the book, everyone's uniqueness contributes to the beauty of the world.
- 3 Draw a large dot in the center of your paper. It will represent your "unique spot".
- 4 Fill in your dot with patterns, colors, and symbols that represent your personality, interests, or background.
- 5 Use a variety of materials like markers, watercolors, and crayons. You can also embellish your dot with sequins or stickers!

Extensions

- Encourage friends or members of your family to create a dot that represents them.
- Compare and contrast your dots. How are they similar or different?

GRADE 2
**THE SMALLEST
SPOT OF A DOT**
THEATRE

A book's illustrations can convey so much!

Be a character detective! Track a single character and compose an introduction for that character based on clues from the text!

Supplies Needed

- *The Smallest Spot of a Dot* book
- Paper and pencil

**I CAN
use my voice and
facial expressions
to embody a
character.**

Vocabulary

Character - A person in a story or play, or an animal or object that has human qualities

Character Traits - The physical, intellectual, or emotional qualities that make a person or character unique

Facial Expressions - How actors use their faces to show emotions

Voice - An actor's tool used to convey character, emotion, and meaning

Compose - To put together; to create; to write out an idea for a scene

Instructions

- 1 Read the book, *The Smallest Spot of a Dot*, all the way through once.
- 2 Look back through the book and choose one character to investigate. Find that character on the different pages, and observe their actions and facial expressions. These will help you determine their character traits.
- 3 Write down "clues" that describe what you notice about your chosen character in the illustrations.
- 4 Using your notes, compose an introduction for the character – what would your character say about themselves when they first met someone?
- 5 Decide how your character would talk - would they speak loudly? Softly? Quickly? Slowly? What kinds of facial expressions would they use?
- 6 Read the introduction as the character, as if they were meeting someone new.

Extensions

Draw a picture of your character, copying one of the illustrations. Around the character, draw symbols that show what you learned about them.

GRADE 2
**THE SMALLEST
SPOT OF A DOT**

DANCE

The Smallest Spot of a Dot explores themes of individuality and interconnectedness.

Use movement to express how we are the same and different!

Supplies Needed

- *The Smallest Spot of a Dot* book
- Index cards or small slips of paper and a pencil

**I CAN
use movement
to show
similarities and
differences.**

Vocabulary

Movement - How you use your body to do a dance or action

Locomotor - A movement that moves from one place to another (Ex. walk across the room)

Non-locomotor - A movement that stays in one place (Ex. Wave arms while standing in place)

Improvise - To make up dance moves on the spot without planning

Same - Two or more things that are alike

Different - Two or more things that are not alike

Instructions

- 1 Read the book and discuss the ways we are the same and different.
- 2 On separate index cards or slips of paper, write three to four ways that the book states we are different. On separate index cards or slips of paper, write three to four ways that the book states we are the same.
- 3 Spread the cards or slips of paper out on the floor in an open space with the writing facing down.
- 4 Choose a card/slip of paper. Start by standing above it. Look at the card and improvise a non-locomotor movement that reflects what is written. For example, choose a movement that stays in one place that shows "we all need sun to shine from above".
- 5 Choose a locomotor movement to travel to the next card.
- 6 Repeat steps five and six until you have created movements for all the cards.

Extensions

- Choose some of your movements and put them in a sequence.
- Write your own ideas of how we are the same and different on the cards/slips of paper and include them in the above activity.

The Smallest Spot of a Dot celebrates how people are different, yet connected and valuable.

Use rhythmic speech to read the text aloud!

GRADE 2
**THE SMALLEST
SPOT OF A DOT**

MUSIC

Supplies Needed

The Smallest Spot of a Dot book

**I CAN
read a book
rhythmically.**

Vocabulary

Steady beat - Consistent pulse; “heartbeat” of music

Tempo - Speed of the beat

Ostinato - Repeated pattern

Stanza - Group of lines forming a unit, often ending with rhyming words

Rhythm - Long and short sounds

Scan the QR code for an example
of reading rhythmically



Instructions



- 1 Read the book, *The Smallest Spot of a Dot*, and talk about the main idea.
- 2 Notice the words on the first four pages are arranged differently than the rest of the book. After page four, the words and lines are arranged in groups (stanzas) with rhyming words at the end of each line.
- 3 Pat the steady beat using a moderate tempo (medium speed). Change to a pat-clap pattern. Keep repeating this steady beat pattern (ostinato).
- 4 Read each line of a stanza in a rhythm. Make each line last four beats. Sometimes, you'll say several syllables in a single beat! Slow the tempo if needed.
- 5 Go back and read the whole book. The first four pages will be read regularly (not in a rhythm); after that, read the book rhythmically!

Extensions

- Say the title of the book in four beats using a rhythm. When you decide on the rhythm, say the title twice.
- Read the book saying the title twice (using your rhythm) after each page.



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