



artsNOW

3

THIRD 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!*

Explore the unique characteristics of people through collage.

GRADE 3
**THE SMALLEST
SPOT OF A DOT**
VISUAL ARTS

Supplies Needed

- *The Smallest Spot of a Dot* book
- 1 piece of paper
- Pencil
- Assorted colors of paper
- Glue stick
- Scissors
- Markers

**I CAN
express 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

Collage - A type of art that involves attaching different materials onto a surface to create an image that has texture

Space - The distance or area between, around, above or within things (the area the artist uses)

Characters - A person in a story or play

Compare and contrast - Determining how things or characters are alike or different

Instructions

- 1 After reading the book, discuss or think about the questions:
 - What is something special about you that makes you unique?
 - Compare and contrast yourself with the characters in the story. How are you similar to them? How are you different?
 - How does the book show that we're different but still connected?
 - Why is it important to celebrate our differences and what makes us unique?
- 2 Begin by drawing a large circle in the center of your paper. Inside this circle, write your name and list some things that make you unique (your hobbies, favorite colors, personality, family traditions, etc.).
 - Experiment with colors and letter styles as you design your circle.
 - You can also draw images to represent the words instead of writing words.
- 3 Use construction paper and scissors to cut out different size circles. Create a collage by gluing the circles around the border of your main circle in a pattern. You can layer and overlap the circles.
- 4 Add patterns to your dots with markers and crayons to express your style. You can also add words to describe the characteristics of the other characters in the story to your dots.

Extensions

- Share your collage with a friend or family member, explain what makes you unique and how that is represented in your collage.
- Write a story or poem about how you are special and add to the beauty of the world.

GRADE 3 THE SMALLEST SPOT OF A DOT THEATRE

It's fun to act out scenes between characters!
Let's imagine how two different characters
discuss and accept their differences.

Supplies Needed

- *The Smallest Spot of a Dot* book
- Index cards or small pieces of paper
- Pencil

I CAN
improvise scene
using dialogue to
explore conflict
resolution.

Vocabulary

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

Scene - A part of a play or story that happens in one place for a continuous stretch of time

Improvise - To make it up as you go; to act without a script

Dialogue - The lines and speeches spoken by the characters in a story or play

Perspective - A way of looking at or thinking about something

Resolution - A solution to the problem, an agreement or development that ends the conflict or disagreement

Instructions

- 1 After reading through the book, look back through the book and choose one of the illustrations showing two characters that contrast each other. Talk about how the characters are different.
- 2 With a partner (or alone, using two different voices to represent the different characters) act out the characters discussing what makes them different from each other. Be sure to speak as though you are the character.
- 3 Write down a few topics on index cards or small pieces of paper that the characters might have different perspectives about. Fold the pieces of paper and mix them up on a table or the floor. Choose one; open it and read it aloud.
- 4 Improvise a way for the characters to reach a resolution about the topic. Again, use dialogue, speaking as though you are the character. Think about how resolution doesn't always mean agreeing--the two characters could agree to disagree! The resolution is up to you!

Extensions

- Write out your improvisation as a scene, showing what the characters say back and forth.
- Improvise (with a little planning) a commercial as one of the characters trying to convince a larger audience of their viewpoint, including several reasons and details.

GRADE 3 THE SMALLEST SPOT OF A DOT DANCE

Choreographers are inspired by books and personal experiences to create dances.
**Let's be inspired as choreographers by
*The Smallest Spot of a Dot!***

Supplies Needed

- *The Smallest Spot of a Dot* book
- Venn diagram or sheet of paper
- Pencil

I CAN
use movement
to show
similarities and
differences.

Vocabulary

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

Choreographer - The “dancemaker” or person who creates the dance

Retrograde - Dancing steps in reverse order

Compare and contrast - Similarities and differences between two or more things

Sequence - Order of events in a story; order of shapes or movements in a dance

Form - The way that a story or dance is put together

Instructions

- 1 Read the book and discuss the ways we are similar and different.
- 2 Choose someone that you would like to compare and contrast yourself with. This could be a family member, friend or even a pet!
- 3 Using the Venn diagram or a sheet of paper divided into three columns (in the left column write your name, in the middle write yours and the other person's name, and in the right column write the other person's name), list two ways that you are unique under your name. The, list two ways the other person or pet is unique under their name. Finally, in the middle under both of your names, list two ways you are the same.
- 4 Choose **one idea** from **each** part of the Venn diagram/list and create a movement for it.
- 5 Sequence your movements and practice them.
 - Perform your sequence in order (first, how you are unique, second, how the other person is unique, and third, how you are the same).
 - Perform your sequence in retrograde (backgrounds).
 - Perform your complete sequence (forwards and in retrograde) for an audience. Share how each movement shows each idea.

Extensions

- Write a reflection that explains why you chose your movements.
- Write or verbally explain how your sequence is the same and different when it is performed forwards and in retrograde (backward).

This book celebrates how people are different, yet connected and valuable.
Create a soundscape to accompany this the reading of the book.

Supplies Needed

- *The Smallest Spot of a Dot* book
- Optional: Various sound makers (pots, pans, box, spoons, etc.)

**I CAN
use sounds
to help tell a
story**

Vocabulary

Dynamics - Loudness or softness of sounds

Rhythm - Short and long sounds

Steady beat - Consistent pulse; “heartbeat” of music

Tempo - Speed of the beat

Soundscape - Using sounds to represent actions, ideas, feelings, or objects in a story; telling a story through sound

Pitch - Highness or lowness of sound

Instructions

- 1 Read the book and look for words or pictures that make you think of sounds (for example, rain falling, splashing in puddles, eating, floating in space).
- 2 Use your voice, body or materials around you to create each sound (for example, snapping to illustrate a gentle rain falling).
- 3 As you make your sounds, ask these questions:
 - Will the sounds be high or low? (Pitch)
 - Will the sounds be loud or soft? (Dynamics)
 - Will the sounds be fast or slow? (Tempo)
 - Will the sounds be long or short? (Rhythm)
 - Will any sounds have a steady beat?
- 4 Read the story again adding your sounds to make a soundscape.
- 5 Experiment with different sounds. How does changing the tempo, dynamics, and pitch change your sounds?

Extensions

- Find materials around you to use as instruments (paper plates, empty paper towel rolls, pencils, empty cans, rice, beans, etc.).
- Read the story for someone new. Don't tell them what pictures or words you are illustrating are and have them guess!
- Compare and contrast two sounds in the story. How are they alike? How are they different?



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