

A Teacher's Guide for

Dori's Gift

A Picture Book by Angie Wilson

Illustrated by Ashley Teets

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About the book:

Open *Dori's Gift* and experience a journey back to a time where life in the mountains was filled with family, work, and time to enjoy life. Dori experiences an unforgettable birthday as she receives a special gift.

About the Author:

Angie Wilson is a children's book author and a veteran teacher. She has written multiple award winning children's books. She was a featured author at the Book Expo America, celebrating the success of her Appalachian Heritage Series. She is very active in the Headline Kids School Show Program and visits classrooms throughout the year. Visit Angie online at :

www.Authorangiewilson.wix.com/author-page

About the Illustrator:

Ashley Teets is an award-winning author and illustrator. The characters in *Dori's Gift* were created based on photographs of the author's mother as a child. Ashley is also a portrait artist and muralist.

Visit Ashley online at: www.AshleyTeetsIllustration.com

Pre-reading activities

Dori's life was much different from a day in the life of most children today. Although she lived in the days before electricity, she still enjoyed each day and learned how to be creative during playtime. Introducing children to this type of life can be eye-opening. A good way to begin this discussion is to make a K-W-L chart. Information is listed in the three areas: K is for "Know", the students write what they know about the time period, W is for "What I Want to Learn", the students list things that they want to learn about this time period. The L is for "Learned" and is completed after you have finished the lesson.

What I Know	What I Want to Know	What I Learned

It is an interesting discovery when many children realize that they have many things in common with Dori. After this discussion, it is a good time to complete a Top Hat graphic organizer. This is a way to compare the ways children are alike and different from Dori. This type of organizer is similar to a Venn diagram. The top portion of the organizer is used to list ways they are different from Dori, and the bottom portion is where they list ways in which they are the same.

Describe how you are alike and different from Dori.

Dori

List traits that
belong to Dori

Me

List traits that
belong to you

Both

Describe ways that you and Dori are the same.

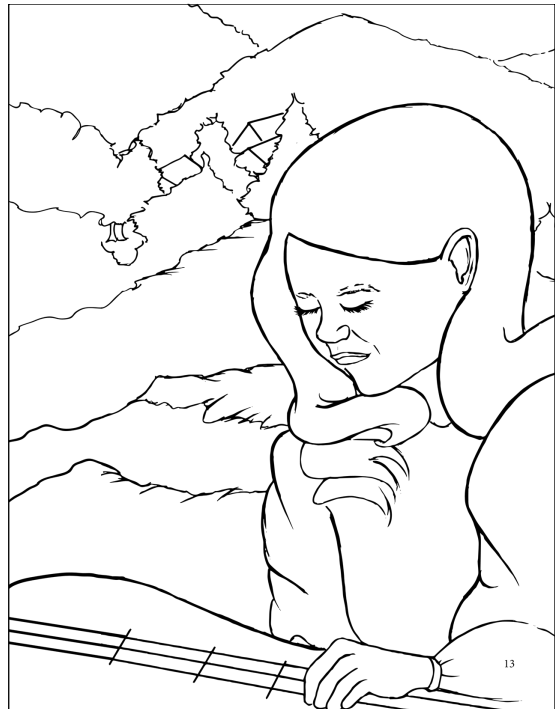
Character Study

Dori is a young girl that was raised on a farm deep in the southern Appalachian Mountains. When she awakes on her birthday, she wonders if she will receive a gift. She realizes that she has many things to be thankful for as she glances around her room.

Although she was allowed to sleep in and miss the early morning chores, she still has work that has to be done for the day. She helps mom as they complete the tasks required on "wash day".

When the work is completed, she has time to play with her siblings. After the evening meal, the family gathers around Dori as Papa presents her with her gift- a dulcimer. Dori uses her dulcimer, and her musical talent to share her gift with others for many, many years.

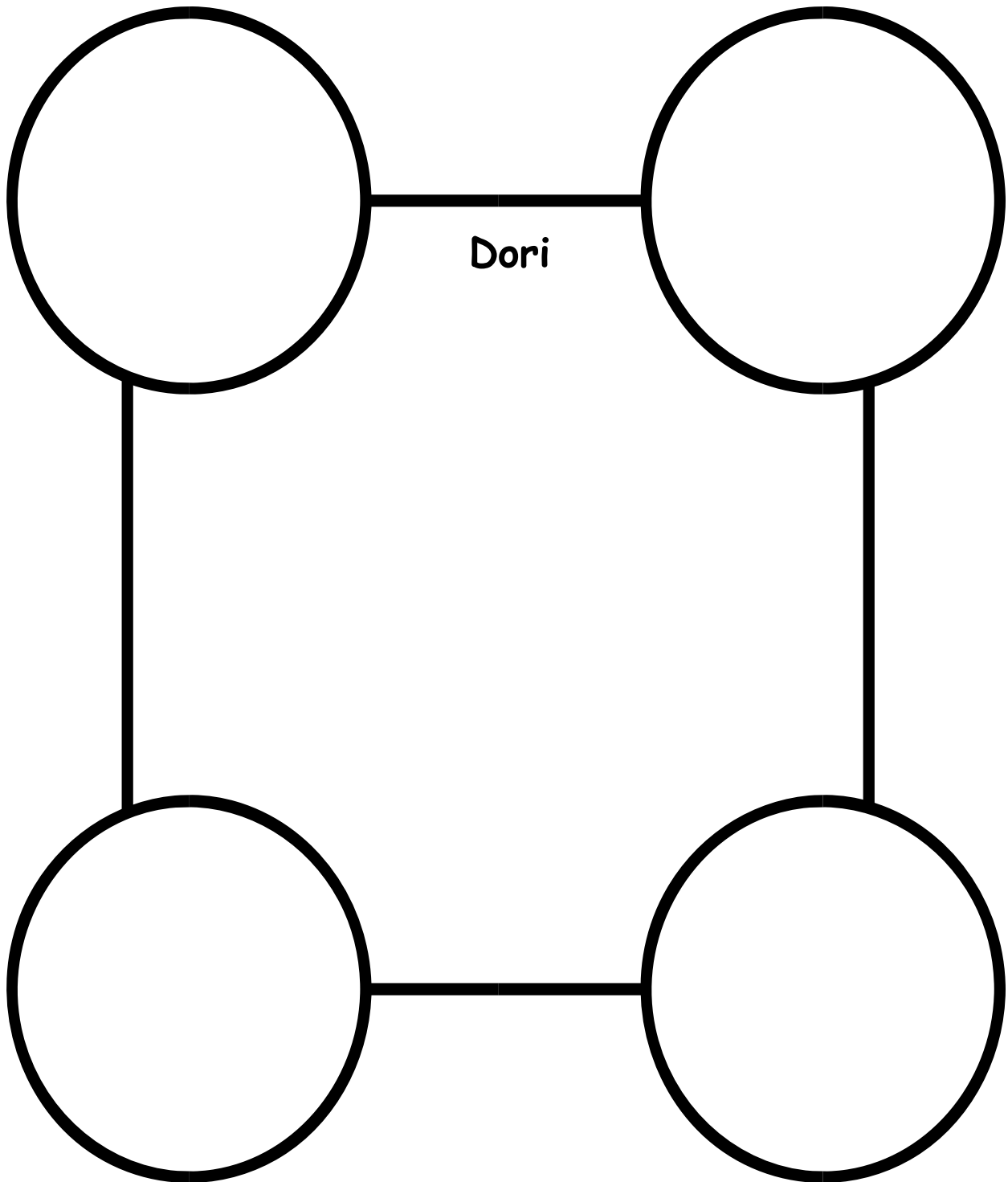
Dori displayed several notable character traits in the story. She was thankful for all of her blessings, she finished her work before play, and she used her gifts to bring joy to others.



Have students brainstorm a list of words and phrases that can be used to describe Dori. Complete the Character Map graphic organizer. Instruct students to draw a picture of Dori in the center of the box and then list a character trait in each circle.

Draw a picture of Dori in the center box.

List a character trait in each of the circles.



Using Gifts for Good Things

Dori used her gift for good things as she sang at her church for Sunday services, weddings and special occasions. Everyone has gifts and talents that make them unique. Give the students an opportunity to think about their gifts. What do they enjoy doing? Some people are talented in music, writing or sports. Just like Dori, they can use their gifts to do good things for others. Some children have not discovered their gift yet, maybe it is something they enjoy doing and it will require them to practice before they become good at it. Lead a discussion about how everyone can do something for others.

There are many ways to use your gift to make someone's day:

Special gift or talent	How to use it to make someone happy
Art	Draw a picture and give it to someone
Music	Sing a song for an older relative
Writing	Write a story for a friend
Sports	Invite someone to watch you participate in a sporting event
Giving	Collect clothes to give to a charity
Cooking	Make a dessert for someone special

Writing Prompts:

If I could receive any gift in the world to use to help others, what would it be and how would I use it?

Like Dori, I have talents that I can use. Describe those talents and how I can use them for good things.

Personal Narratives

Use the following steps to help write a better story:

- Focus on a special birthday or event from your life
- Start with a catchy lead
- Use details to tell who, what, when, where, and how
- Have a beginning, middle and ending
- Describe people, places and things
- Use transition words such as first, next, and finally
- Always reread and check for mistakes
- Would it make sense to a stranger?



Comprehension Activities

A good reader uses their schema to make connections to the text while reading. These connections assist in building a better understanding of the story. The Making Connections graphic organizer can be utilized to record the connections.

Text to Self Connection

This connection is made between the book and the student's life or experiences. The student tells about a time when a similar thing happened to them, or when they felt the same as the character. Students are constantly making connections to stories, yet often struggle when it comes to writing about it.

Provide a two sided entry chart as below for the students as they read.

Write the following prompts on the board:

The text says ... which reminds me of ...

This makes me think about a time when someone I know ...

The same thing happened to me once ...

I felt like a character in the story when ...

This part gave me a memory of ...

When the text said...	My connection:

Text to Text Connections

This connection is between the book and another book students have read. The Top Hat graphic organizer can be used to compare two texts. Write 'Dori's Gift' on one side, the title of the other story on the other side, and 'both' on the bottom.

Write the following prompts on the board:

- The characters in this book are similar to the characters in ...
- This story is similar to ...
- The setting in this story is just like ...
- This story reminds me another story ...

Text to World Connection

This connection is between the book and events in the world. Some teachers have a separate text to media connection, but it can also be combined under this heading. This connection can include the media-something they have seen on TV, read on the Internet, saw in a movie, or heard in a song.

Write the following prompts on the board:

- This reminds me of something I saw in the news...
- This happened in real life ...
- I think this happened in history before ...

Draw a picture from the story that you made a connection with, then explain your connection in the small box.

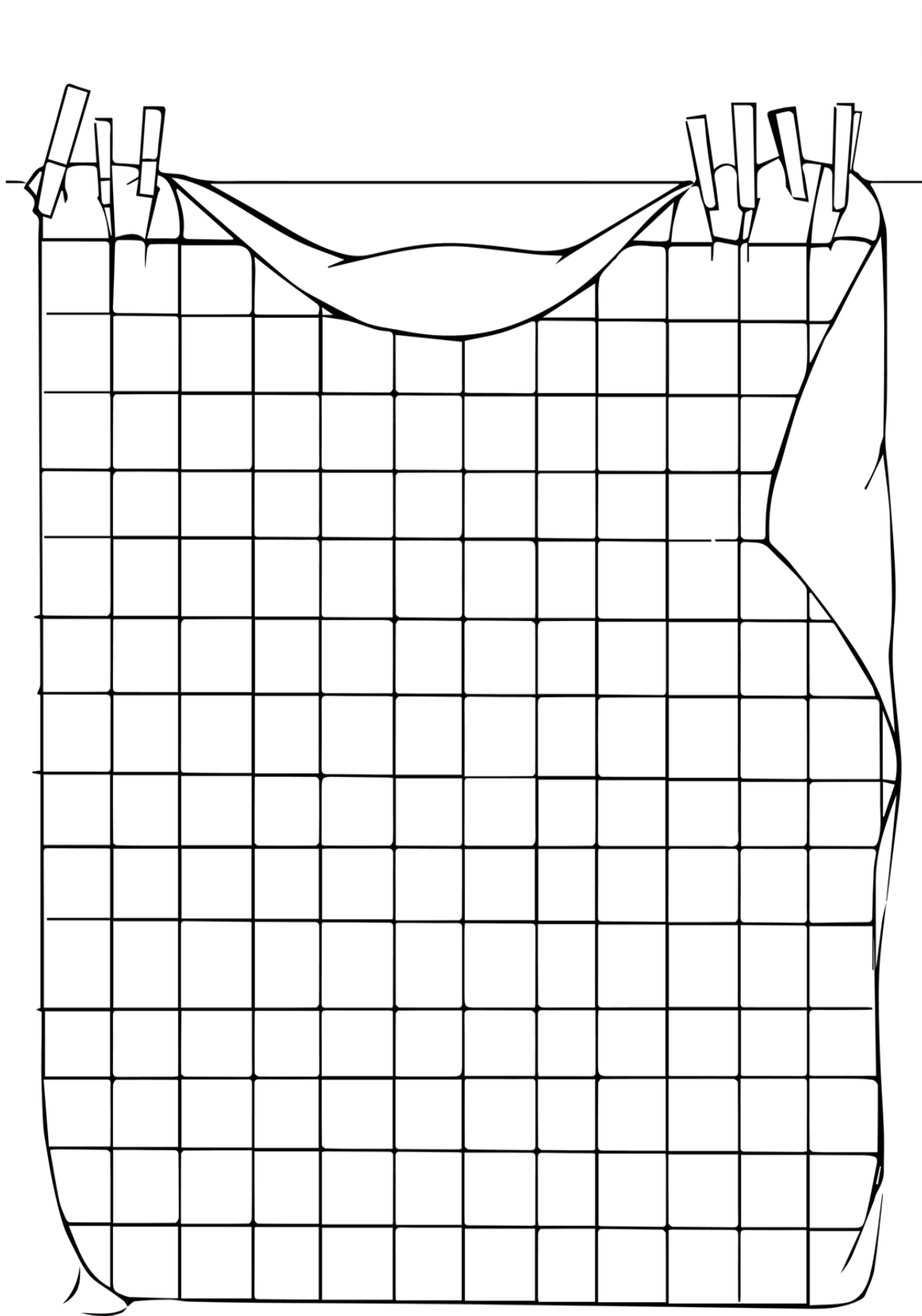
Drawing:

My Connection:

Quilts

Quilts were a necessity in the homes of the pioneers. It was a beautiful way to keep the family warm. Quilting patterns were passed down from one generation to the next. Many quilts told family stories as the homemaker used pieces of material that was leftover from making clothes for the family. A family member could look at a quilt and recognize the same cloth that was used to make Mama's dresses, Papa's shirts, or the children's clothes. The quilts gave a 'snapshot' of their life at a certain time. As the children grew up, they cherished the memories that were held in each quilt. Quilt patterns come in many shapes and sizes. Many are based on a square. Students can color a quilt pattern like some of the quilts found in *Dori's Gift*.





Dori's Word Search

C	W	B	U	C	K	E	T	B	R	Z	R	A	G	B
H	P	A	V	Y	A	P	P	T	H	N	O	Q	I	N
P	O	H	S	K	R	O	W	O	M	D	E	J	F	C
P	L	A	Y	H	O	U	S	E	B	U	C	W	T	V
C	H	C	L	P	B	W	P	I	A	L	K	A	U	U
K	H	J	Y	U	C	O	R	F	R	C	Y	Y	L	J
Z	C	O	A	A	F	T	A	F	Y	I	N	B	E	C
O	P	S	R	M	H	K	E	R	U	M	O	B	A	Q
A	M	V	E	D	W	L	N	D	D	E	M	V	C	S
Q	O	G	A	K	T	J	O	A	L	R	R	X	C	R
O	K	Y	E	T	S	L	U	A	H	P	A	B	I	A
X	H	L	E	L	L	U	Q	P	O	T	H	U	T	W
C	I	K	Y	J	N	P	P	D	K	M	Q	I	H	W
Q	H	S	T	U	L	K	M	P	A	O	S	M	X	V
E	S	O	A	J	E	N	M	Z	F	Q	P	R	L	H

BIRTHDAY

DOLL

HARMONY

SOAP

WORKSHOP

BUCKET

DULCIMER

KETTLE

THANKFUL

CHORD

GIFT

PLAYHOUSE

Song

Good Things



(to the tune of, "He's Got the Whole World in His Hands")

I want to use my gifts to do good things

I want to use my gifts to do good things

I want to use my gifts to do good things

To make the world a better place

I know there is something that I can do

I know there is something that I can do

I know there is something that I can do

To make the world a better place



Teacher Notes

There are many core standards that can be applied to each activity. This guide is based on the anchor standards for Reading.

This guide allows students to dive into *Dori's Gift* and complete graphic organizers and activities to bring about a better understanding of the text. The standards ask for answers that are based on textual evidence. It is important for students to return to the text and look for specific examples, citing the page number and paragraph. As students learn to prove their answers by finding evidence, they are deepening their comprehension. The following are a few evidence-based terms that can be used for assistance:

The author said ...

On page ___, it states ...

According to the text ...

An example is found ...

Good readers use many strategies when reading to aid in comprehension. The graphic organizers in this guide are based on the following anchor standards:

Top Hat Comparison Organizer– R.1, R.3

Making Connections– R.1, R.2

Character Map– R.2, R.3

Dori used her talent to bring joy to others. The author wants children to realize that everyone has gifts. Dori used her gifts for good things, and children should be encouraged to do the same. So, try each day to do good things, just like in the song ...

**“I want to use my gifts to do good things
to make the world a better place”**