

One Day A Dot

The Story of You, The Universe, and Everything

Written by Ian Lendler

Illustrated by Shelli Paroline and Braden Lamb

ISBN: 1626722447

One Day a Dot explores the age-old question: Where did we come from? Where did **everything** come from?

Starting with one tiny dot and continuing through the Big Bang to the rise of human societies, the story of our universe is told in simple and vivid terms. But the biggest question of all cannot be answered: Where did that one dot come from?

One Day a Dot uses the visual motif of circles as to guide young readers through the stages of life on Earth.

Before Reading

- Show the cover of *One Day a Dot*. Point out the individual images. Ask, “What do you think this story is about? What do all of these things have in common?” Record any questions students raise from this discussion and at the end, ask if those questions have been answered.

Correlates to CCSS.ELA-Literacy.RL.1.7: Use illustrations and details in a story to describe its characters, setting or events.

During Reading:

- As you read *One Day A Dot*, pause to review the questions raised from discussion of the cover of the book. For each question, ask if it is answered by the text or illustrations.
- Over the course of the book, the author repeats several key ideas and words like “eat” and “survive.” Ask students if they notice the repetition. Ask why they think these particular words are important. Introduce the concept of evolution into the conversation, and save further discussion for after the reading is over.

Correlates to CCSS.ELA-Literacy.RL1.1: Ask and answer questions about key details in a text; Correlates to CCSS.ELA-Literacy.RL3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

After reading:

- Ask students what quality does each creature have that helps them survive over the course of the book. What do humans and these creatures have in common? What is different? How do humans change over the course of the story than they were in the past?

Correlates to CCSS.ELA-Literacy.RL.3.3, RL.4.3: Describe characters in a story and explain how their actions contribute to a sequence of events.

- *One Day A Dot* uses the image of a dot in a variety of ways. Ask children to point out all the different things that a dot is used for in the book.

Checking Comprehension – One Day A Dot

- What does the author mean by the sub-title: “The Story of You, The Universe, and Everything?”
- What is the main theme of *One Day A Dot*? How does that theme relate to the subtitle?

CCSS.ELA-Literacy.RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Correlates to CCSS.ELA-Literacy.RI.3.3, RI.4.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.

- Point out the specific pages. Ask if the idea of evolution can explain the progression of each form of life in the book?

Correlates to CCSS.ELA-Literacy.RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Extension Strategy

- *One Day A Dot* travels through the entire history of the Earth and humankind. Ask the children which particular time period they would like to visit. Have them imagine, and draw, what it would be like if they could travel to that time.

Let students use the timeline at the back of *One Day A Dot* to find the date of the period they would like to visit. Have them to write down that date on their picture.

- The ending of *One Day A Dot* shows a child's drawing of a dot. Ask the children to draw their own dot. Then, ask them to use that dot in the same manner as the book by transforming it into something from the natural world.