

Follow your path.

Do what you love to do.

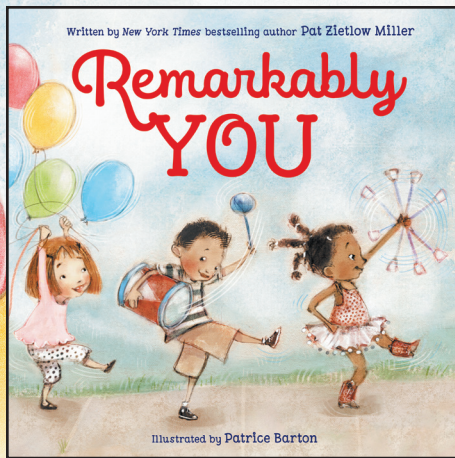
Be completely,

uniquely,

remarkably

YOU.





Remarkably YOU

By Pat Zietlow Miller
Illustrated by Patrice Barton

About the Book

With upbeat rhythm and rhyme, this story celebrates the bold and the timid, the tall and the small, the knitters and spellers and artists and singers. Every person is unique and special, and everyone can make a difference in their own remarkable way. So why not start today?

Discussion Questions

- What does “remarkably” mean? Are all of us remarkable in some way?
- After you read the first two pages, ask the students if they would describe themselves as bold or timid. Why? Have them talk with a partner to share a time when they acted boldly or timidly.
- Read the page, “Learning new things when you’re out and about.” Ask the students to share examples of something new they have just learned.
- Discuss what the author means when she writes, “Just look for the moments that let you be you.” Ask the students to share such a moment from their own experiences.
- Read the page, “Don’t change how you act to be just like the rest.” Why is this important?
- As you read, pause to discuss and define new vocabulary words such as: savvy, uncertain, bookish, capable, unparalleled, flair, courageous, embrace.
- Reread the last line of the book, “Be completely, uniquely, remarkably YOU.” Discuss what the word “unique” means. Ask, “Why is it good to be unique? How are you unique?”

Extension Activities

Follow Your Passion. Reread the pages, “A swimmer who knits. A cellist who cheers. A mutt-loving cat cuddler who volunteers.” Discuss how sometimes we believe that we should have only one passion (e.g., “I’m an artist” or “I’m an athlete”). Discuss the joy of following many passions, and how people can pursue several interests, even those that are very different from each other. Then have pairs or small groups of children discuss their own passions or interests with each other.

What a Character! Make a list of character traits named in the story (e.g., wise, daring, careful, kind) as well as those not specifically named but implied. For example, reread the page, “Perhaps you like counting, or drawing all day” (artistic) and “Or finding invisible dragons to slay” (imaginative). Have the children draw a picture of themselves and write character traits that describe them around the portrait.

What’s New? Ask the students to recall the many activities that the children engage in during the story (e.g., biking, drumming, baseball, reading, rollerblading, counting, drawing, singing). Then ask the children to think about one new activity that they are willing to try. Are they nervous? Excited? Why or why not? Challenge the students to try their new activity within the next week and share their results with the class afterwards.

You’ve Got the Power. Reread the pages: “YOU have the power to be a surprise...You could change the world. Are you willing to start?” and “You can make a difference. In big ways. Or small.” Discuss how the children in the story are changing the world (e.g., collecting recyclables, planting, sharing with others). Have the students brainstorm ways that they, too, can change the world, one small act at a time.