Scout is a dragon with an awesome talent! She can change her appearance like a chameleon, which she thinks will come in handy as she explores different jobs. As she visits the working adults in her town, Scout learns what they do at their trades and tries to change her appearance so she can look right for the career. But does Scout need to change the way she looks to find her dream job?

Educators: Scout wants to encourage children from a young age not to limit themselves. While she starts with the misconception that what she can become is based on her appearance, the key lesson is repeated by everyone she meets: "You don't have to look like me."

Animal characters are equally relatable to all children, as is the exploration to see where they fit in. While STEM is very important, countries all over the world are experiencing a shortage in "middle skills," and studies have recommended educating children earlier about their options in the workforce—not all require a college degree.

Unlike many books about career choices, *IF I LOOK LIKE YOU* doesn't focus *solely* on college-track professions. Scout considers fifteen professions including a landscaper, military, factory worker, chef, and computer programmer. Each gives her things to consider if she wants to go into that career.

To schedule an in-person or virtual visit, email Dawn@DawnBrothertonAuthor.com.

Website: DawnBrothertonAuthor.com

Encourage your students to answer the questions asked throughout the story as Scout learns from visiting different animals. If reading in a group, use of "show of hands" allows everyone to participate.

Essential Question: *Do you have to look a certain way to hold a specific job?*

DAY ONE:

1) WHOLE GROUP DISCUSSION: Stereotype

What is a stereotype?

Is a stereotype based only on appearance?

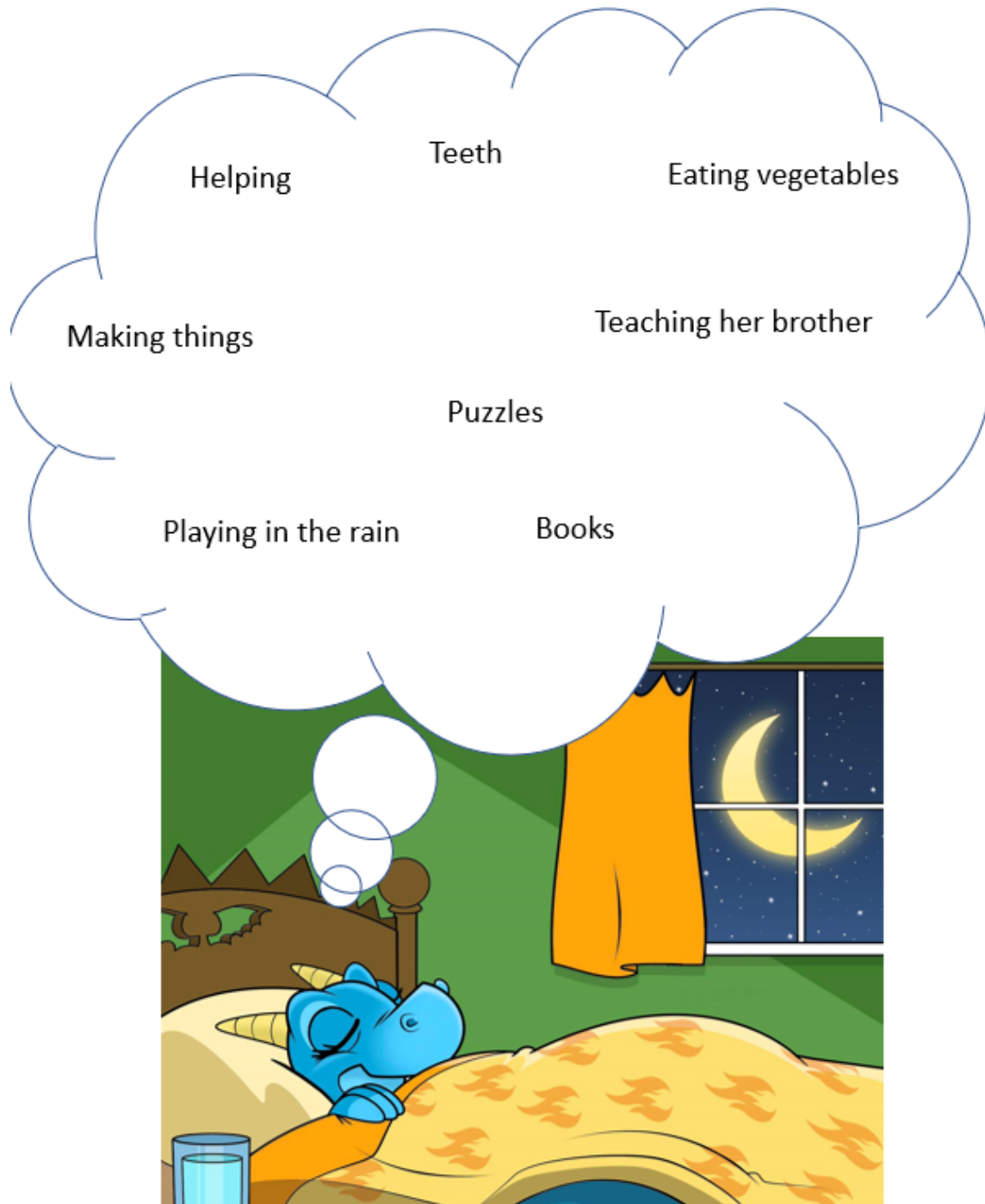2) WHOLE GROUP: Comprehension Questions and Discussion Starters

Pre-Reading	During Reading	Post-Reading

What do you think Scout means by "If I Look Like You"?	Why do you think Scout thinks she needs to change the way she looks to match others? Does she?	How does Scout get her question answered?
Are you going to do the same things as your family when you grow up?	What else can you add to the description of the various careers?	What is the central message in this story?
What things might stop you from being whatever you want to be when you get older?	What are some of Scout's likes and dislikes?	Do you think Scout's likes and dislikes may change as she gets older?
		How does Scout change from the beginning of the story to the end?

DAY TWO:

3) Ask students to complete a circle map either as a class, in small groups, or individually about what things Scout likes to do. Students may use pictures or words. See below for an example:

Name _____

Helping   Teeth   Eating vegetables

Making things   Teaching her brother

Puzzles

Playing in the rain   Books

4) INDIVIDUALLY: Ask students to complete a circle map about the kinds of things they like to do. Students may use pictures or words.

DAY THREE:

AS A SMALL GROUP OR CLASS:

5) Encourage students to share some of the things they like to do.

6) What are some careers that would fit those ideas?

7) How can they learn more about those careers?

ADDITIONAL EXERCISE, INDIVIDUALLY:

8) Dress Scout up and draw her surroundings to fit another career.

9) List three things you know about that career.

10) Ask one question you want to know.

Academic Common Core Standards

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
CCSS.ELA-Literacy.RL.K.1	CCSS.ELA-Literacy.RL.1.1	CCSS.ELA-Literacy.RL.2.1	CCSS.ELA-Literacy.RL.3.1	CCSS.ELA-Literacy.RL.4.1	CCSS.ELA-Literacy.RL.5.1
CCSS.ELA-Literacy.RL.K.2	CCSS.ELA-Literacy.RL.1.2	CCSS.ELA-Literacy.RL.2.2	CCSS.ELA-Literacy.RL.3.2	CCSS.ELA-Literacy.RL.4.2	CCSS.ELA-Literacy.RL.5.2
CCSS.ELA-Literacy.RL.K.3	CCSS.ELA-Literacy.RL.1.3	CCSS.ELA-Literacy.RL.2.4	CCSS.ELA-Literacy.RL.3.3	CCSS.ELA-Literacy.RL.4.3	CCSS.ELA-Literacy.RL.5.4
CCSS.ELA-Literacy.RL.K.4	CCSS.ELA-Literacy.RL.1.4	CCSS.ELA-Literacy.RL.2.6	CCSS.ELA-Literacy.RL.3.4	CCSS.ELA-Literacy.RL.4.5	CCSS.ELA-Literacy.RL.5.5
CCSS.ELA-Literacy.RL.K.6	CCSS.ELA-Literacy.RL.1.6	CCSS.ELA-Literacy.RL.2.7	CCSS.ELA-Literacy.RL.3.6	CCSS.ELA-Literacy.RL.4.6	CCSS.ELA-Literacy.RL.5.6
CCSS.ELA-Literacy.RL.K.7	CCSS.ELA-Literacy.RL.1.7		CCSS.ELA-Literacy.RL.3.7	CCSS.ELA-Literacy.RL.4.7	CCSS.ELA-Literacy.RL.5.7
CCSS.ELA-Literacy.RL.K.9	CCSS.ELA-Literacy.RL.1.9			CCSS.ELA-Literacy.RL.4.9	CCSS.ELA-Literacy.RL.5.9

Social-Emotional Learning Standards

While SEL standards vary by state, key elements included in this story are:

Self-awareness—being able to accurately assess one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence

Social awareness—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources

Relationship skills—being able to establish and maintain healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed
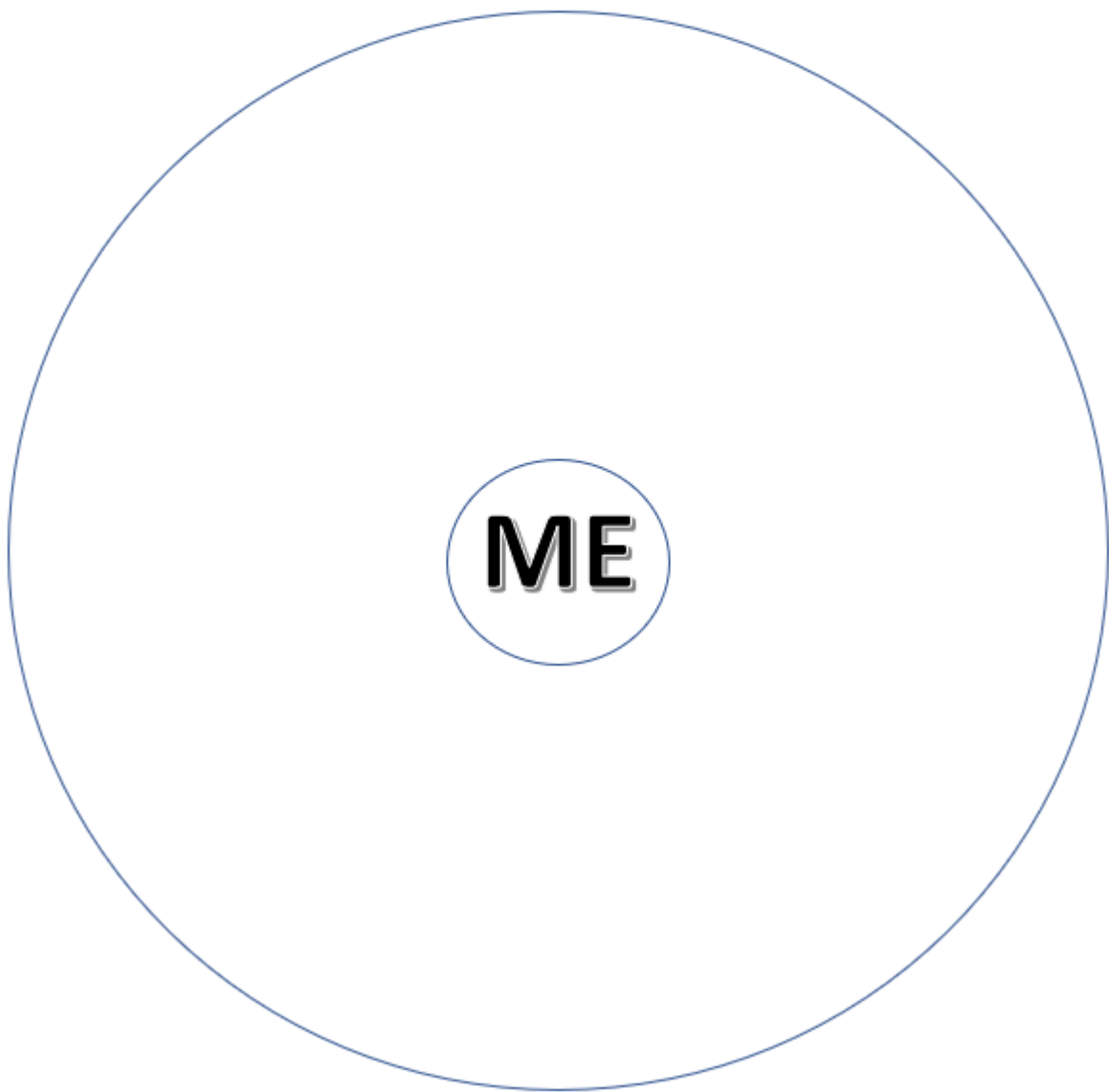
Responsible decision-making—being able to make decisions based on consideration of reason, ethical standards, safety concerns, social norms, respect for self and others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community

What kinds of things does Scout like to do?

Name _____

ME

Get Scout ready for work.