

## Activity 1: Understanding *Little Red Dot Fights Back*

(This activity aims to test the students' understanding of the story and key concepts such as resilience, vigilance and unity in the story.)

The teacher could ask the students the following questions:

- Q1. Why did the little red dots allow the worms to stay in their world?
- Q2. Why were the little red dots upset with the worms?
- Q3. What happened when the worms kept eating without stopping?
- Q4. What was the problem when the worms exploded?
- Q5. What did the little red dots do when there were more worms?
- Q6. How did the glow paint help solve the problem for the little red dots?

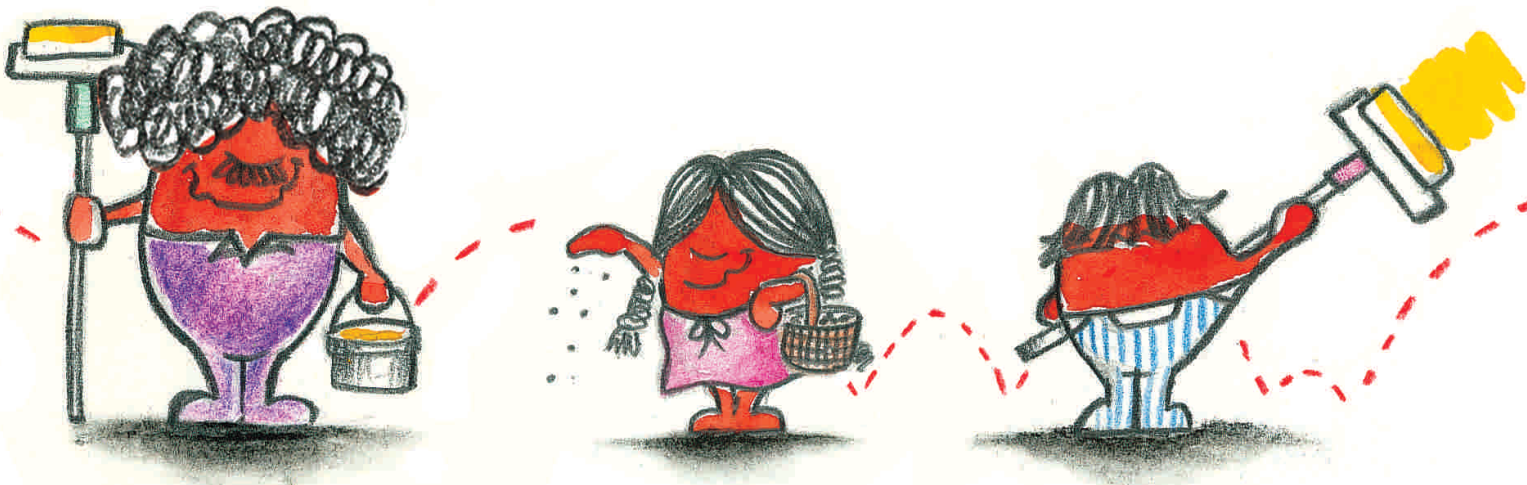


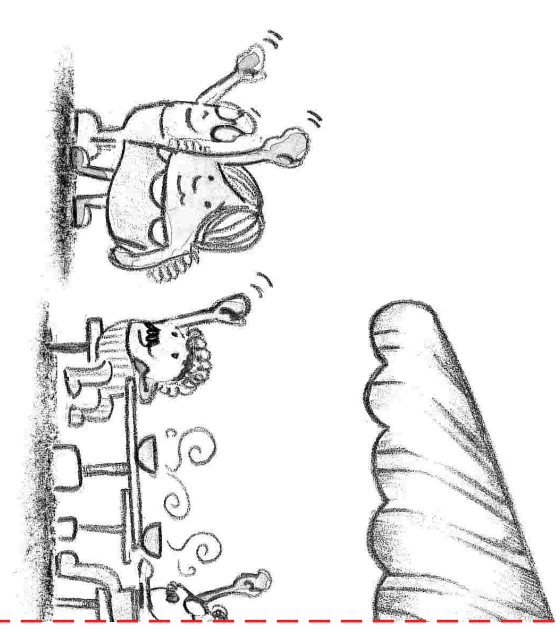
## Activity 2: Spot the difference in *Little Red Dot Fights Back*

(This activity aims to get the students to remember the story and identify details and features used in the text. Each student should get a copy of this activity sheet.)

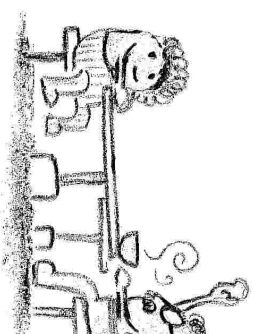
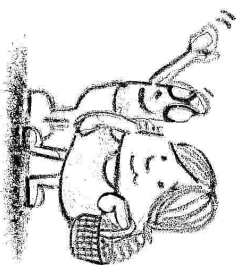
Teacher's instruction to students:

Can you spot 10 differences between the two pictures? Circle the differences and identify what was used in the story, *Little Red Dot Fights Back*.









### Activity 3: Where are the little red dots?

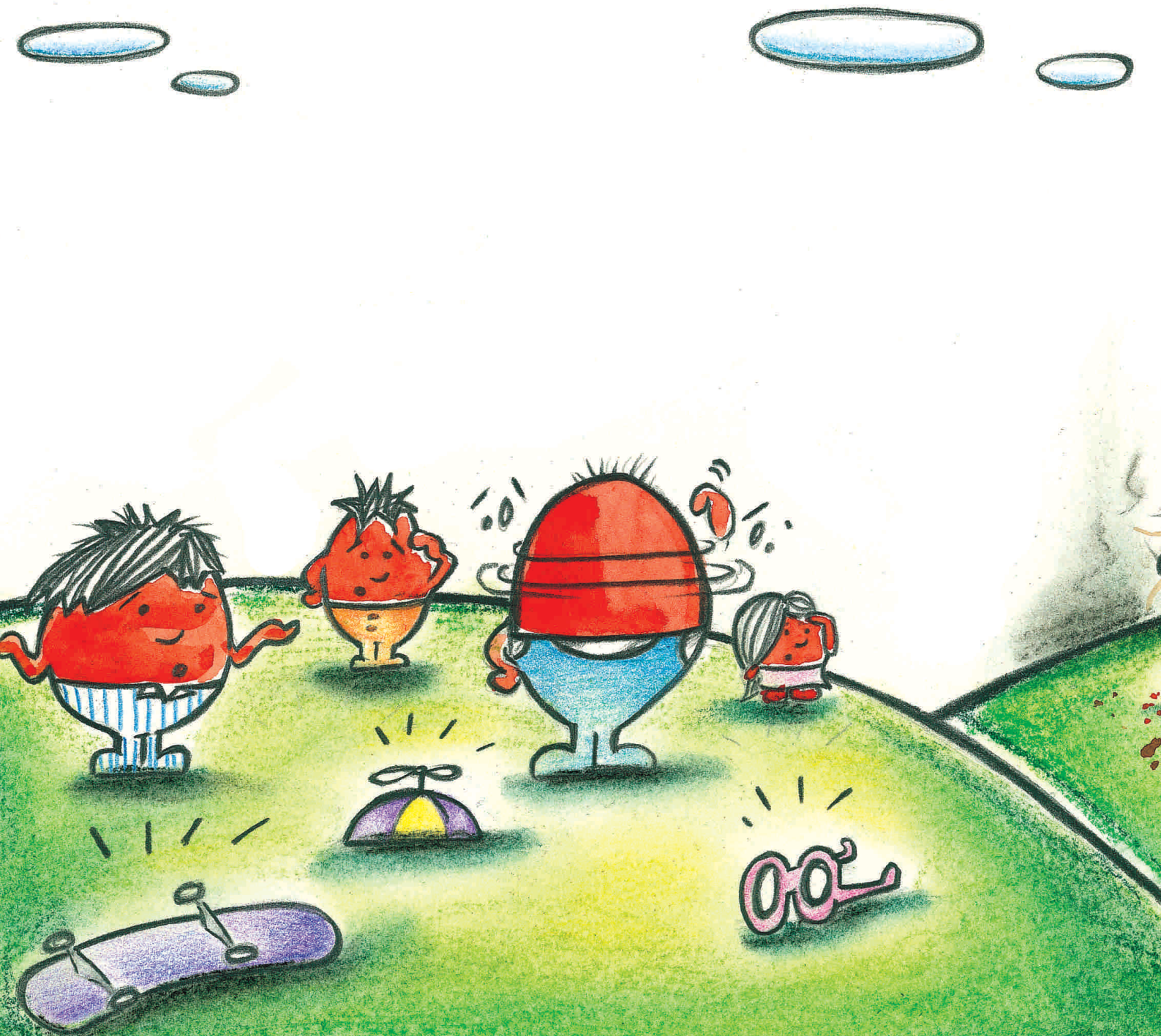
(This activity aims to get the students to recall the story and the significance of the picture.)

Teacher's instruction to students:

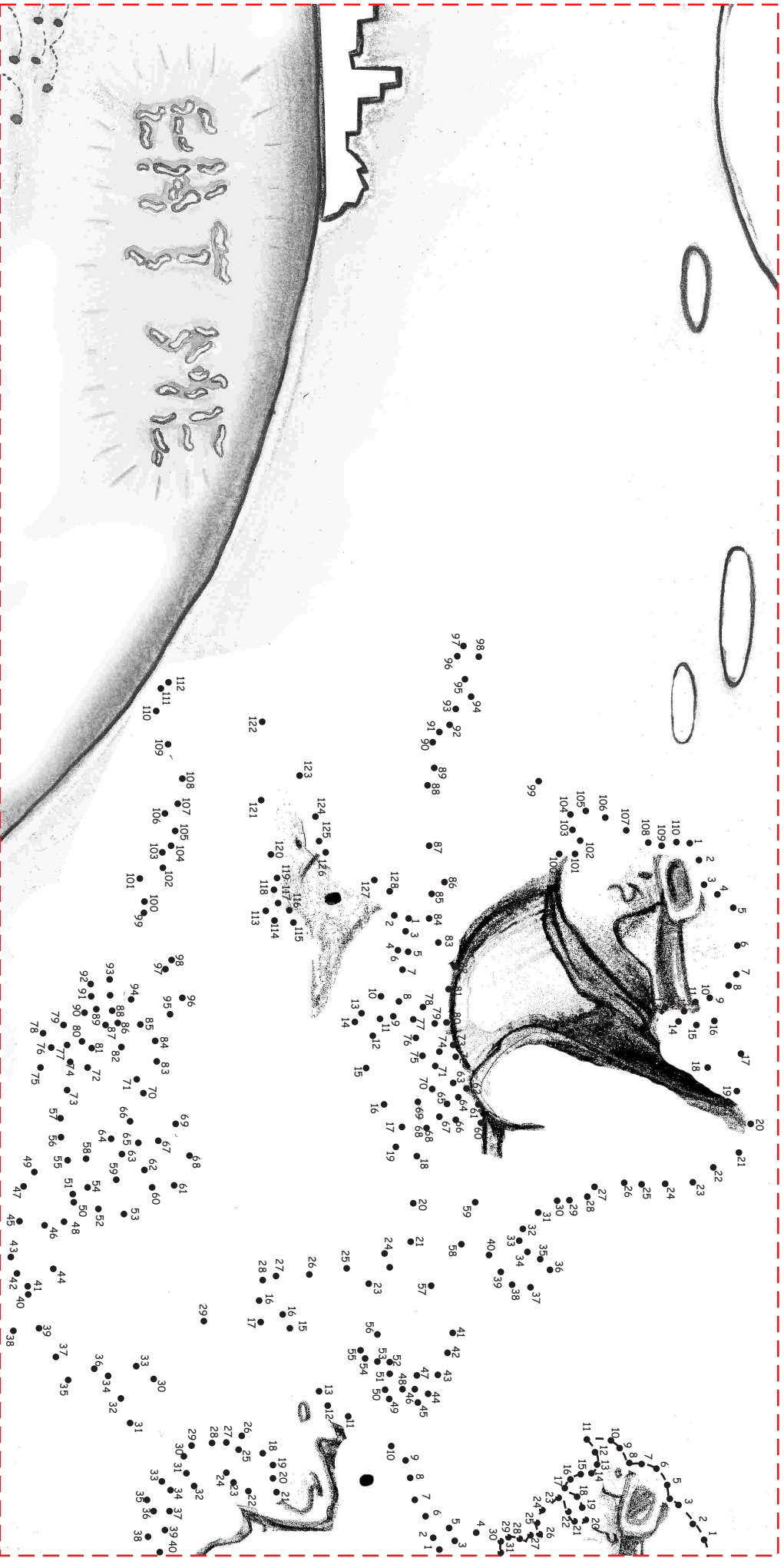
Join the dots on this page to find out what is in the picture. Colour the picture.

After the students complete and colour the picture, the teachers could ask these questions:

1. What do you see in the picture?
2. What did each of these characters do in the story, *Little Red Dot Fights Back*?







## Activity 4: Can you find the little red dot?

(These activities test the students' familiarity with the details in the story to reinforce the main themes and the spelling of the words used.)

Teacher's instruction to students:

In 10 minutes, can you identify these words in the puzzle:

attack	gobble	tugged
butterfly	skateboard	sky
bridge	paint	
feast	tired	
explode	glow	
hairier	wiggly	

\*The words may be written vertically, horizontally, diagonally or in reverse (backwards).

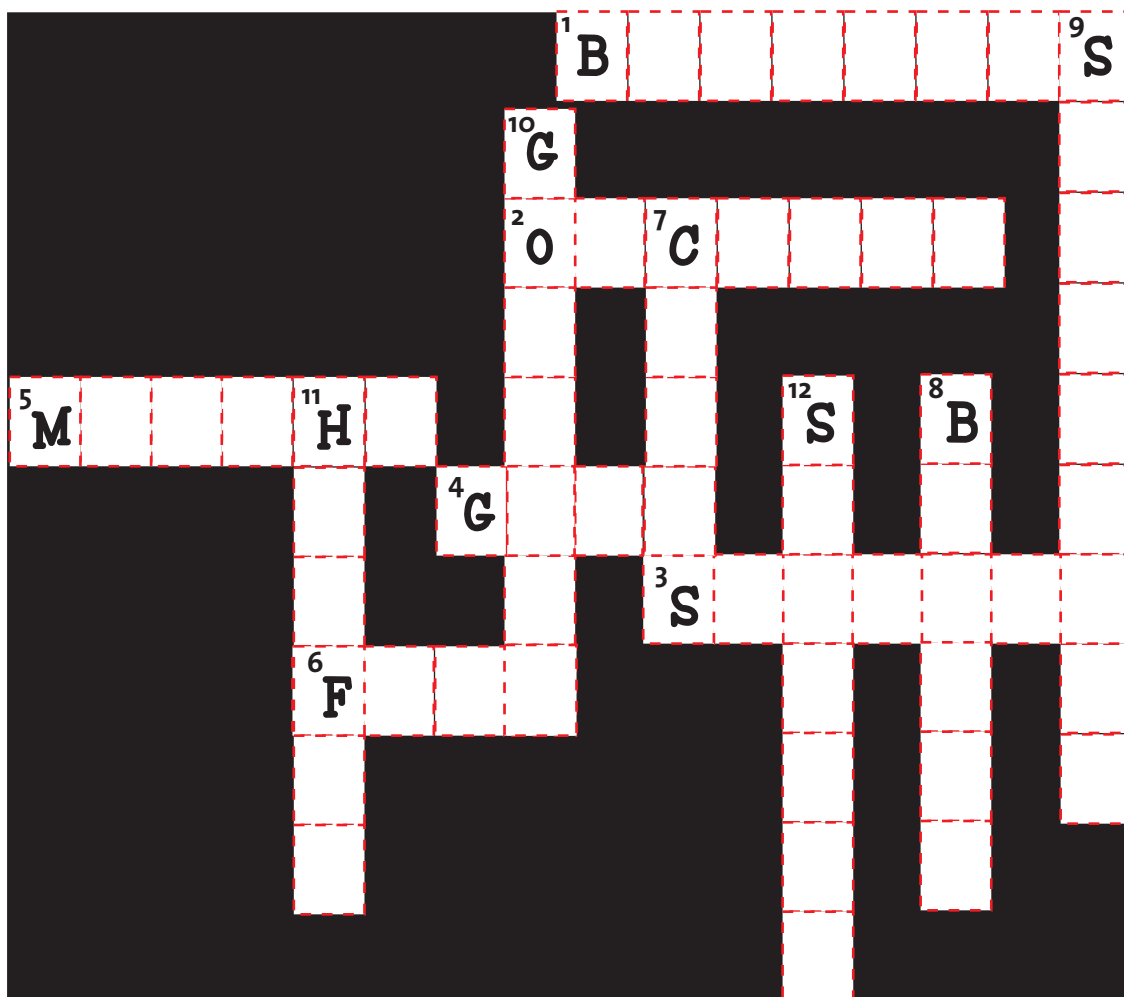


R	H	A	I	R	I	E	R	A
T	U	G	G	E	D	E	T	W
S	K	Y	F	O	E	T	H	R
K	T	E	L	G	A	C	A	I
A	B	P	D	C	T	L	K	G
T	X	I	K	V	A	M	F	G
E	R	E	L	B	B	O	G	L
B	U	T	T	E	R	F	L	Y
O	K	N	I	J	A	E	O	D
A	Y	I	R	T	S	A	W	S
R	F	A	E	H	F	S	Y	A
D	D	P	D	R	B	T	E	Y



Teacher's instruction to students:

Find the missing words in the crossword puzzle below based on the story.



Across

1. These had two wheels and were eaten by the worms.
2. These flowers were eaten by the worms.
3. A brown bird which carried away the worms.
4. The paint made the worms \_\_\_\_.
5. Another group of black-feathered birds that helped carry away the worms.
6. The worms exploded because of too much \_\_\_\_.

Down

7. Black-feathered birds which carried the worms away.
8. The worms \_\_\_\_ after every few mouthfuls.
9. \_\_\_\_ seeds were scattered among the worms to attract the birds.
10. The worms \_\_\_\_ some little red dots.
11. The little red dots \_\_\_\_ and puffed as they pushed the wheelbarrows filled with worms.
12. Another word used in the story for throwing the sunflower seeds.

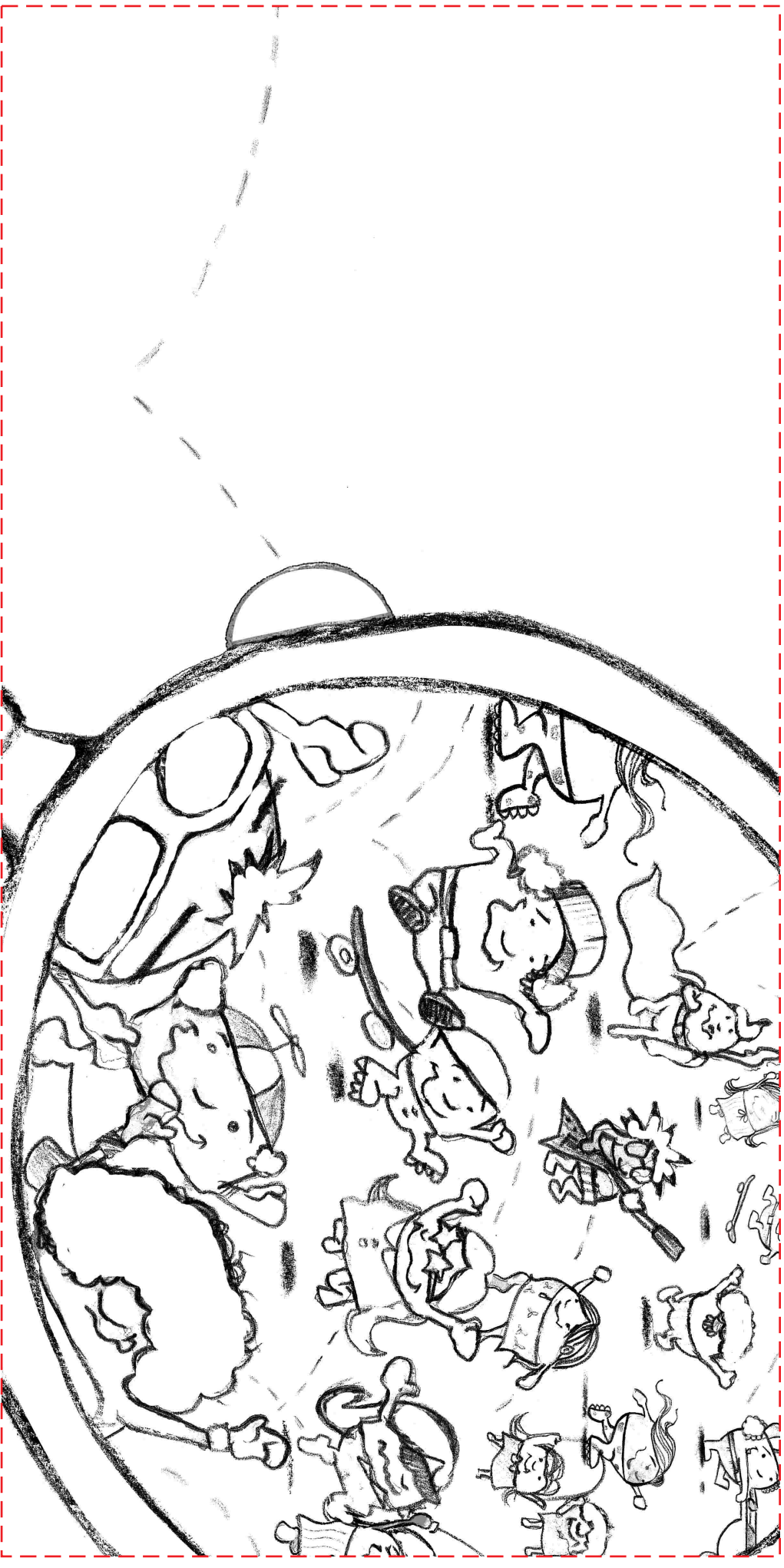
## Activity 5: The united little red dot

(This activity aims to help the students visualise the concepts of resilience and unity. Each reader is to be given one of the three pictures to colour. The best three efforts will be displayed in the class noticeboard.)

Teacher's instruction to students:

Colour the pictures of the little red dots.





Name: \_\_\_\_\_

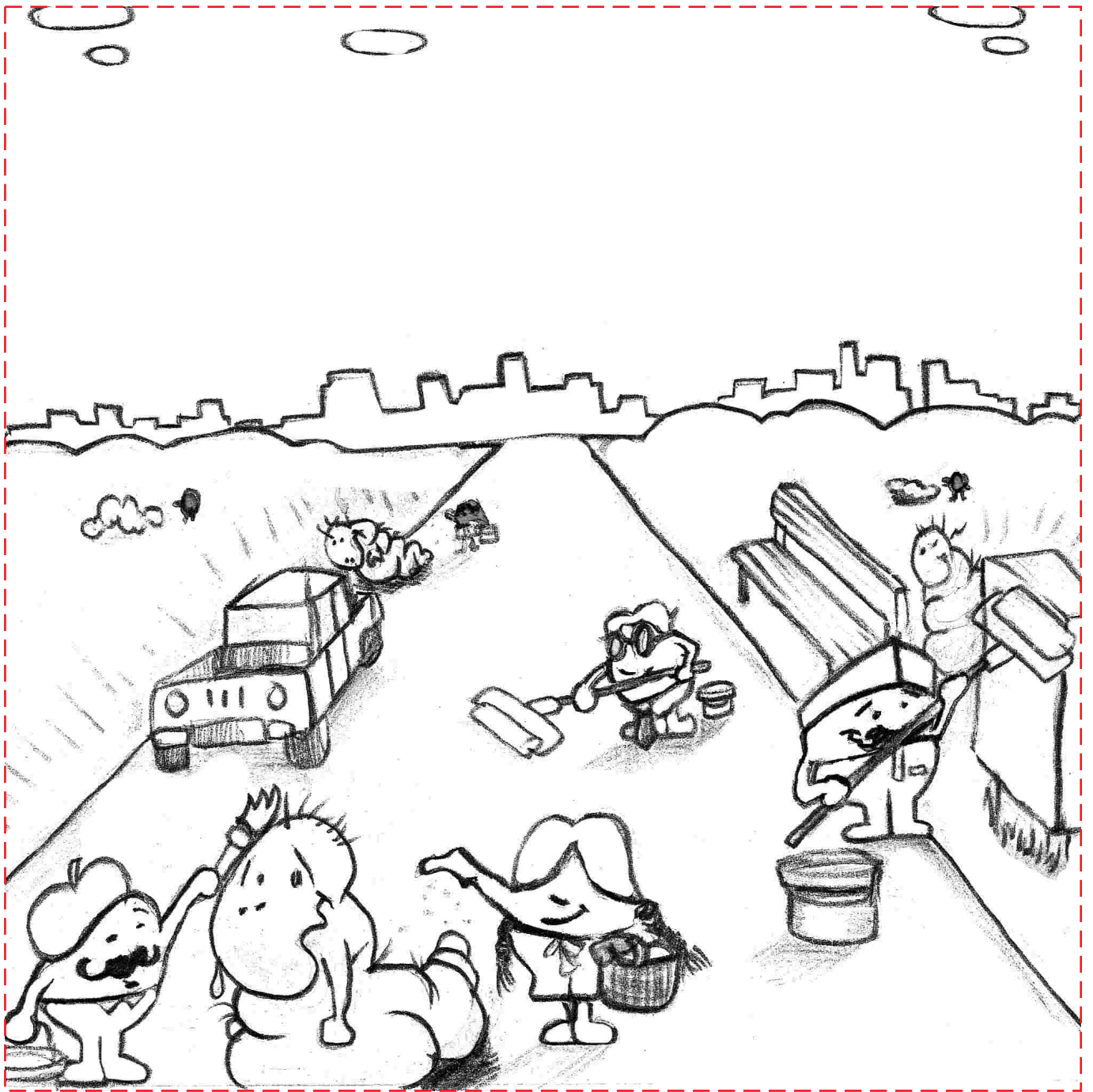
Class: \_\_\_\_\_





Name: \_\_\_\_\_

Class: \_\_\_\_\_



**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_



## Activity 6: Do you know *Little Red Dot Fights Back*?

(This activity aims to reinforce the concepts of resilience and vigilance by getting the students to recall, act and re-tell the story in their own words. The story may be told as an individual or group effort.)

Teacher's instruction to students:

Act out the story, *Little Red Dot Fights Back*, using your own words and any suitable props around you. You should include as many details as possible.





## Activity 7: If you were the little red dot...

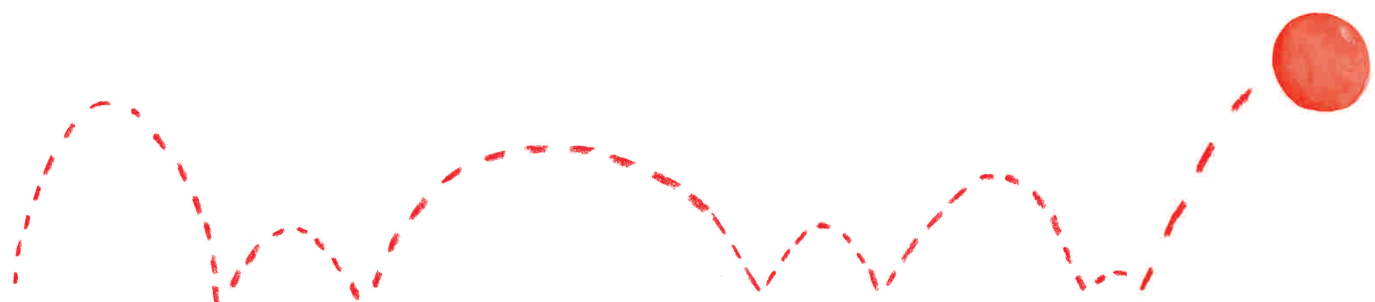
(This activity aims to get the students to use their skills of imagination and logic to think of possible ways to solve the problems presented in the story. There are no right or wrong answers. The objective is to look at alternative ways of showing resilience and vigilance.)

Teacher's instruction to students:

If you were one of the little red dots, what would you have done to prevent your world from being eaten away? For example, would you have allowed the worms into your world? How long would you have let the worms stay in your world? How would you have got rid of the worms?



**Answers to:**





## Answers to:

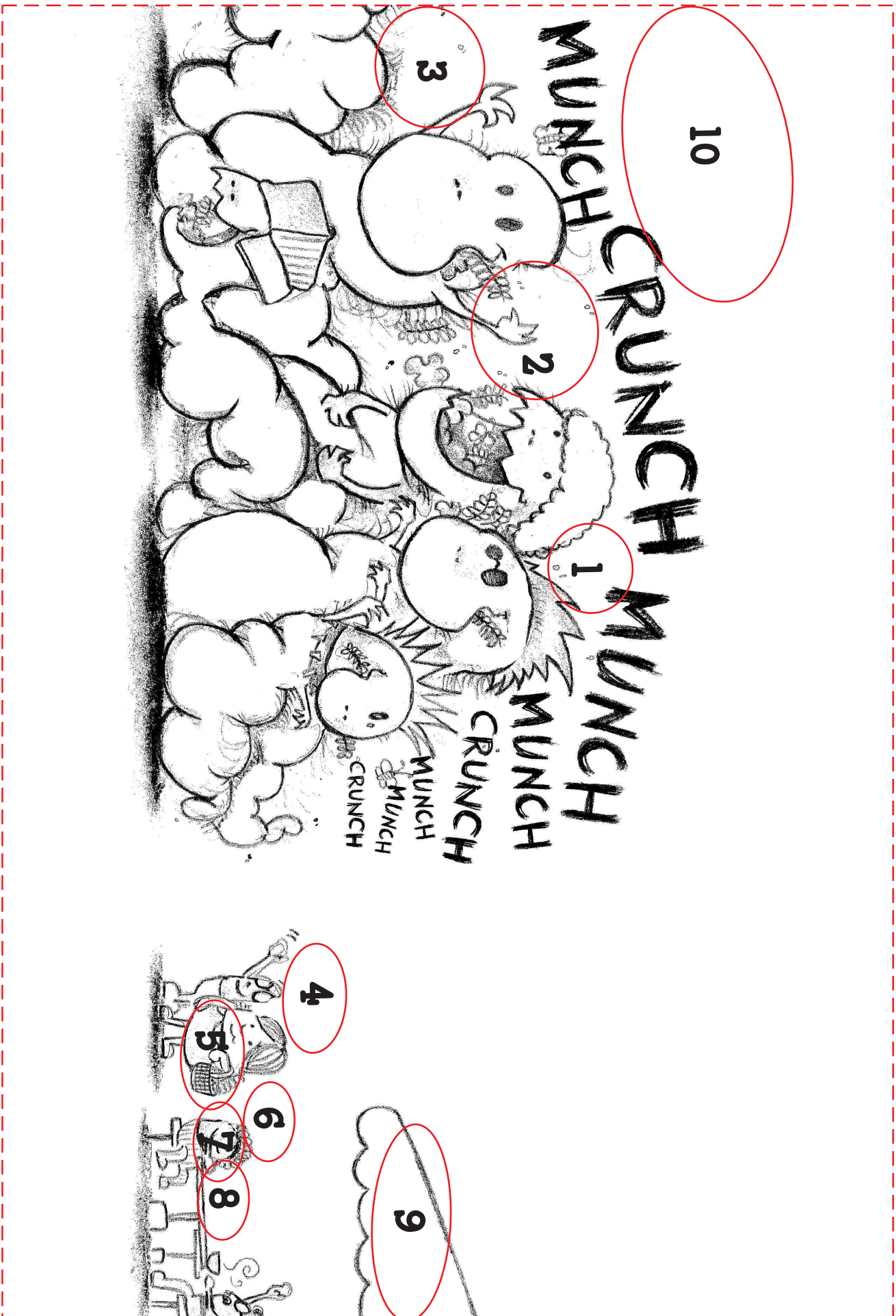
### **Activity 1:** Understanding *Little Red Dot Fights Back*

- Q1: The little red dots believed the worms when they said they would leave soon after they arrived. They also did not think that the worms would harm them.
- Q2: The worms did not leave as promised and ate everything in sight. Some little red dots even went missing.
- Q3: As they kept eating, the worms grew fatter, longer, hairier and uglier. They finally exploded.
- Q4: There were more worms crawling out of the exploding worms. This created an even bigger problem as there were more worms to get rid of.
- Q5: They tried to drown the worms in the sea by using the wheelbarrows to move them. When this failed, they used glow paint to attract the birds to the worms.
- Q6: When the worms ate anything covered with glow paint, they glowed. This made it easy for the birds to spot the glowing worms which they ate as food.





## Activity 2:





## Answers to:

### **Activity 2:** Spot the difference in *Little Red Dot Fights Back*

#### Notes

1,2,3: missing butterfly, orchid and fern. The worms ate all the butterflies, orchids and ferns when they first arrived before they ate bigger and heavier things.

4,5: Lady dot should be waving to the worms since she did not think they would do any harm. She was not holding a bag in the story.

6,7: Male dot with striped pants should be facing the worms and waving to them since he did not think the worms were a threat and let them stay around. He should also have a moustache.

8: Missing teacup. The little red dots were relaxed and did not suspect anything was wrong when the worms started eating their world. They were not careful about who entered their world.

9: Missing stripes on awning.

10: Missing word "Munch". The worms munched away everything in sight, including some little red dots. This would not have happened if the little red dots had been more careful about letting strangers into their world.

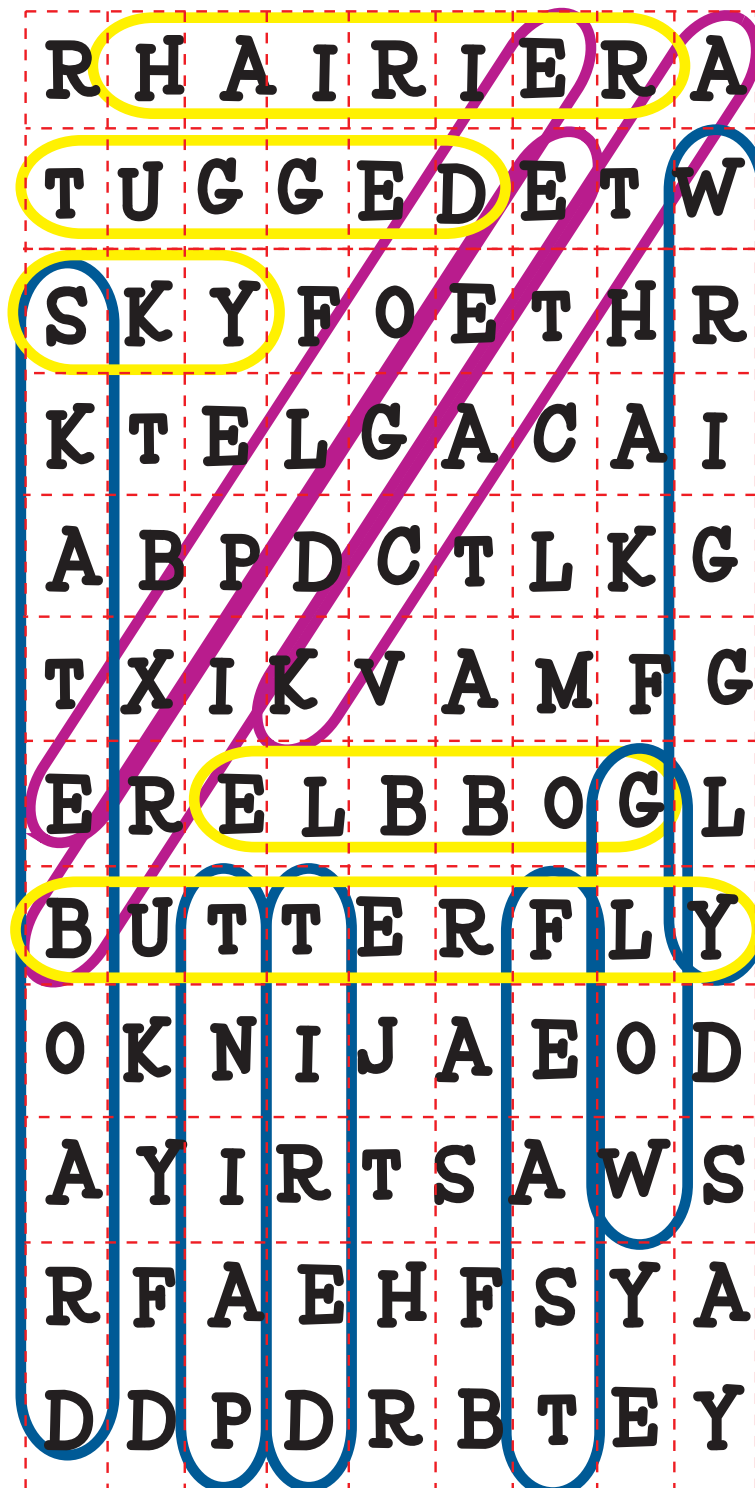
## Answers to:

### Activity 3: Where are the little red dots?

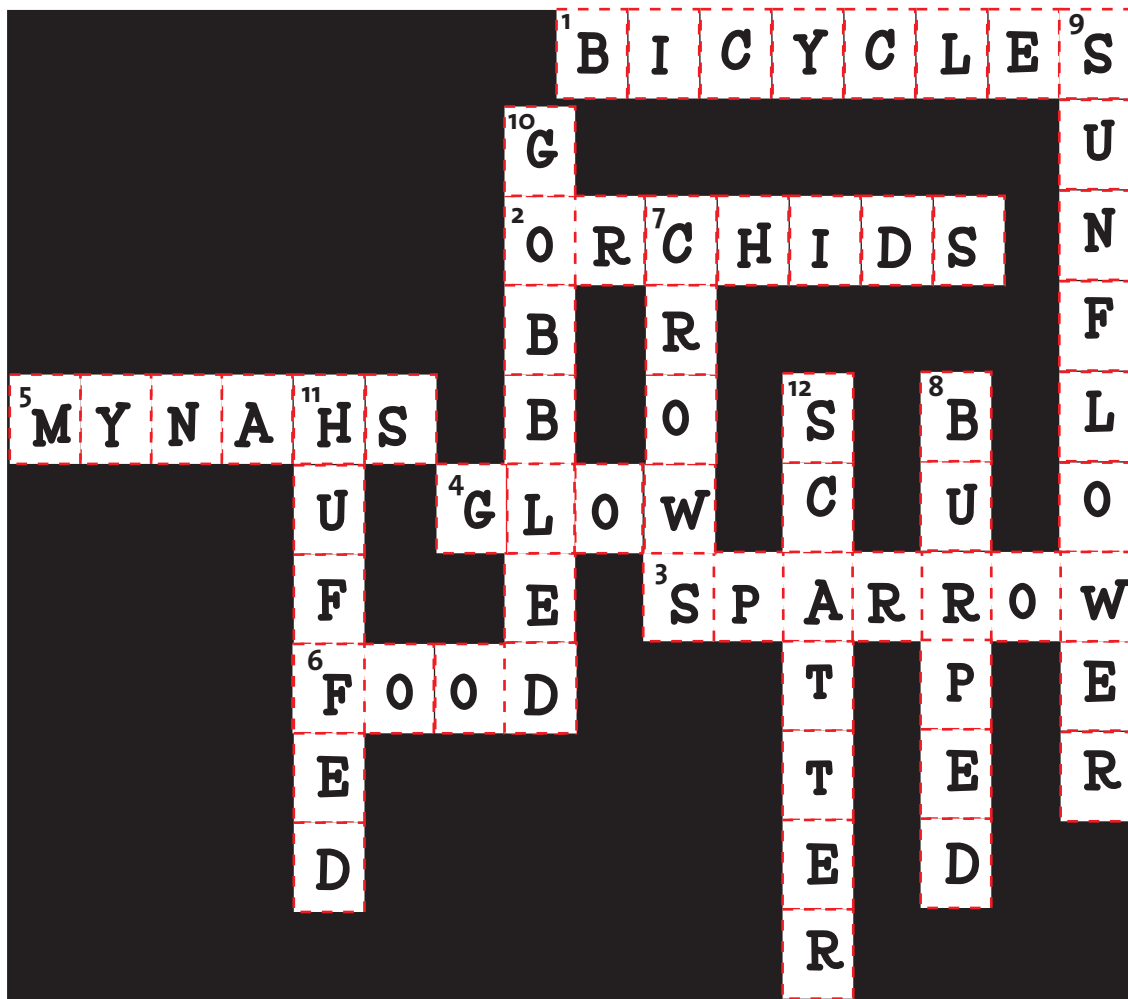
Q1: Birds (crows, sparrows, mynahs), worms and some little red dots.

Q2: The worms were eating away everything around them so the little red dots painted everything in glow paint. When the worms ate anything covered in glow paint, they glowed. This made it easy for the birds to spot the glowing worms which they ate as food.

### Activity 4: Can you find the little red dot?







#### Across

1. bicycles
2. orchids
3. sparrow
4. glow
5. mynahs
6. food

#### Down

7. crows
8. burped
9. sunflower
10. gobbled
11. huffed
12. scatter