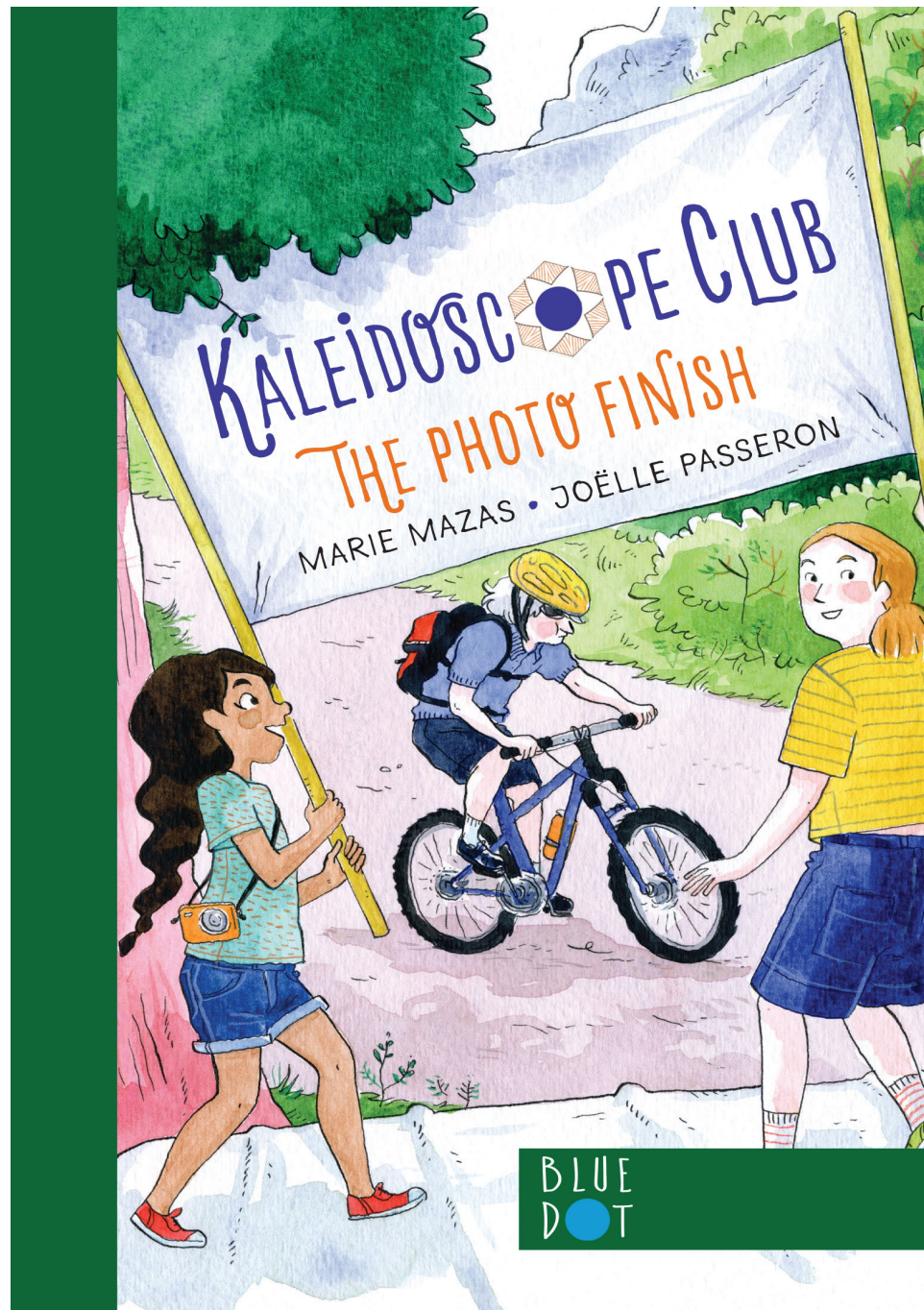


Grades 1-4



Your Teacher's Guide

from Blue Dot Kids Press



Kaleidoscope Club: The Photo Finish
written by Marie Mazas and illustrated by Joëlle Passeron
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Paperback IS9781735000596 | Ages 7–10



We intentionally leave this page blank so our guides can be printed like a book.



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Before Reading

Discussion

Before you read the book's summary on the back cover, look for clues about the story in the title and cover and interior illustrations.

- What do they tell you about the book?
- Where do you think the story takes place?
- Who will be in the story?
- What might happen in the story?

Word Work

These are some of the words in the book that might be new to students. Talk about their meaning before reading.

- *altitude*
- *contour*
- *elbow grease*
- *elevation*
- *generator*
- *lactic acid*
- *monastic garden*
- *movie-set clapper board*
- *midden*
- *Peugeot*
- *Polaroid camera*
- *reconnaissance*
- *sag wagon*
- *sea level*
- *self-timer*
- *solar power*
- *topography / topographical map*
- *yurt*



During Reading

Reading Methods

Have students read the book aloud as a class, in pairs or small groups, or independently. The book could also be used in teacher-led story time.

As they are reading, students should take notes on anything they wonder about, and, based on your plans for discussion and activities during and after reading, prompt them ahead of time about types of things to look for and make note of. Suggest they include page numbers with their notes for easy reference later.

You may want to discuss the book as you read, so build in pauses after every few chapters. Breaking a longer book into parts also helps all readers feel like they can reach the final page.

Discussion

General

Pause occasionally and wonder, *What will happen next?*



Reading and Writing

- *Point of View*

- Who's telling this story? How do you know?
- What is this type of point of view called (first person), and what are the other types (second person, third person)?

- *Figurative Language*

- **What is a simile?** What are some examples of similes in the book, and what is the author trying to express with each one?

Examples:

p. 22 "He can read August like an open book and knows just when he needs a little encouragement."

p. 24 "August's parents look like he's asked them if he could go to the moon."

p. 55 "Even squeezed into the van like sardines, August, Aïda, and I sleep like logs."

p. 59 "The gusts hit us like a crashing wave."

p. 72 "I'd hate to be starting off the day feeling like I'd been run through a carwash!"

p. 72 "Sheltering in the Marshmallow, we watch the cyclists through the swishing windscreen wipers as they disappear like ghosts in the rain."

- **What is a metaphor?** What are some examples of metaphors in the book, and what is the author trying to express with each one?

Examples:

p. 28 “The air smells of sea spray and adventure.”

p. 38 “shake off a little rust”

- **What is personification?** What are some examples of personification in the book, and what is the author trying to express with each one?

Example:

p. 25 “My excitement takes a nosedive.”

- **What is an idiom?** What are some examples of idioms in the book, and what is the author trying to express with each one?

Example:

p. 56 “for the quickest cat’s lick of a wash

Geography

Geography is important to Aïda, who used to be a teacher. Geography is mentioned several times in the book.

- Nour daydreams about traveling with Aïda, had they been the same age. They might have gone deep-sea diving off the coast of Australia, walking across the desert in Algeria, or watch monarch butterflies migrate to Mexico.
- Nour’s grandfather was born in Morocco and moved to France.
- The Tour de France, a real bike ride, is mentioned several times.

Where are these? What do you know about each of them?

- Grandpa Paulo’s Dream Ride travels through gorges and valleys, along a river and the ocean, and over mountains and through a wildlife refuge.

What are those geographic features? Which ones are near your home or school?



Connecting with Characters

- The purpose of the Dream Ride isn't to cross the finish line first but just to finish. "You're not comparing yourself with others, just testing your own limits," Grandpa Paulo explains. (p. 7)
 - Write about a time when you did something just to see if you could do it, without thinking about finishing first or getting a good grade.
- When August shows his parents around the Kaleidoscope Club, he seems nervous. Nour overhears Grandpa Paulo reassure him by whispering, "You see. Just because they fly off to the other side of the world from time to time to take care of strangers, it doesn't mean they don't care about you." (p. 22)
 - Family and friends can get busy or distracted. How do you remind yourself that they still love you even during those times? What is an example of something a loved one does to remind you that they're always thinking of you, even when they're away or busy? Write about what they do and how it makes you feel.
- Aïda used to have a very good friend named Bruno. He moved away and ended their relationship. He gave her his van, Marshmallow, as a goodbye gift. (p. 66)
 - Has your relationship with a friend or family member ever changed? Or what about your relationship with a place—have you ever changed homes, cities, or schools? Do you have a memento, something that reminds you of that person or place, that you still treasure? Draw that item.
- Grandpa Paulo is excited to be bike rider #44 because his lucky number is 4. (p. 32)
 - What's your lucky number? Why?
- Grandpa Paulo really wants to finish the bike ride with the other riders. After he falls, and with some encouragement from Nour, he decides to go at his own pace. (pp. 90–92)
 - Think about one of your favorite activities: maybe it's reading, playing a sport, cooking, or something else.
 - Imagine a fictional story where your character also loves that activity.
 - Write about it and then write one ending where they keep going to meet their goal and a different ending where they make a change. For example, in one story, the character stays up all night to finish the exciting novel they're reading; in the partner story, they turn off the light early every night and enjoy the book over a whole week.
 - Explore the positives and negatives of both options.

After Reading

Comprehension

The book begins with this line, said by Grandpa Paulo: “Great adventures are planned at the dining room table.” What does he mean by that?

What are Nour’s reasons for joining Grandpa Paulo on his bike ride?

What are some mechanical things that can go wrong with a bike? With a car?

Many people—including Nour and August—are most familiar with electronic maps, but Grandpa Paulo and Aida prefer paper maps. Based on what happened in the book, what are the benefits and negatives of each?

What are the Marshmallow’s different uses in this story?

Further Thinking

- What is something in the book that surprised you and why?
- What is one thing you learned?
- Which character did you relate to the most and why?
- What is something that made you laugh?



STEAM Activities

Bike to School!

Read the book’s back pages. The story may have ended, but you’ll find some great information about the benefits of bikes—for your health and for the planet’s!

One of the resources listed is the Walk Bike & Roll to School website (<https://www.walkbiketoschool.org>). As a class, could you organize a day when no one in your class, in your grade or level, or even in your whole school drives or takes the bus to and from school?

The First-Time Tips page (<http://walkbiketoschool.org/plan/how-to-plan/first-time-tips/>) offers a great to-do list.

For many schools, it will be important to think about safety and distance. Check out the Walking School Buses & Bicycle Trains page (<https://www.walkbiketoschool.org/plan/event-ideas/walking-school-buses-and-bicycle-trains/>) to help this become more of a whole-family or whole-neighborhood idea. Also look at Too Far to Walk or Roll? (<https://www.walkbiketoschool.org/plan/event-ideas/too-far-to-walk-or-bike/>) for ideas on how to shorten the distance of travel or creating a walk at school event.

There are lots of promotional materials free to download (<https://www.walkbiketoschool.org/plan/downloadable-materials/>), but make event planning even more fun by leaving time for students to design and make their own posters and flyers!

STEAM Activities

How Does Your Garden Grow?

Individually or as a class, plant a monastic garden—imaginary or real!

Prep Work

Nour and August make new friends who introduce them to the idea of a monastic garden. Discuss the definition of this type of garden (p. 81).

Activity

- Supplies for an Imaginary Garden
- Seed catalogues
- Paper
- Pens and pencils
- Markers and crayons
- Scissors
- Glue or tape



Supplies for a Real Garden

- Seed catalogues
- Seeds
- Tiny pots with soil that can be kept on a windowsill

Instructions

1. Look through the seed catalogues for plant ideas. Start with the plants mentioned in the story:
 - Oregano
 - Sage
 - Verbena
 - Mint
 - Lavender
 - Rosemary
 - Chamomile
2. If growing an imaginary garden, use colorful markers and magazine cutouts to draw and collage a garden inspired by the seeds you've studied.
3. If growing a real garden, procure the seeds needed (they can be purchased, or ask the school community and their neighbors to contribute seeds from their gardens) and plant them in tiny windowsill pots.

Post-Activity Work

Answer these questions:

- What plants are in your garden?
- What is each plant's role once it's mature? Is it edible? Can it be made into medicine?

DIY Deodorant

Helen and Robin make their own deodorant (p. 94). The class can too!

Note: Follow your school's allergen and cooking policies and procedures.

Supplies (amounts are per person)

- 2 tablespoons shea butter
- 1 teaspoon coconut oil
- 2 tablespoons arrowroot powder
- 1/2 teaspoon baking soda
- Essential oils
- Tea tree is nice to include because it has antibacterial properties to counteract the bacteria that can cause bad odors.
- Lavender, grapefruit, lemongrass, and peppermint are common scents for deodorants.
- A microwave
- 2 small mixing bowls, one that is microwave safe
- 1 mixing spoon
- 1 container with lid for the completed deodorant

Instructions

1. Melt the shea butter and coconut oil in one bowl in the microwave. Go a few seconds a time, so you don't overheat them.
2. Mix the arrowroot powder and baking soda in another bowl.
3. Add the melted butter/oil to the powders.
4. Mix well.
5. Add the essential oils, as much or as little as you like. One scent is fine, or you can combine scents. About 10–15 drops total should be enough.
6. Mix well.
7. Pour into the storage container and let set on the counter or in the refrigerator.

Say Cheese!

Nour and August enter a photo contest:

“Tell us the story of your outdoor adventure in just three pictures” (p. 43).

Students can accept this challenge, too, over a holiday break, a weekend, or even overnight. A deadline is important, so they are looking for adventure in one set time period. If they do not have access to a camera or smartphone with a camera, they can draw pictures—only three total!

Before they get started, do some prep work together.

Discuss as a class or in small groups some of the adventures Nour and August photographed:

- Grandpa Paulo at the starting line of the bike ride...and later, when he has achieved his dream!
- Nour, August, and Aïda—and the Marshmallow!—at the start of their journey
- A roseate spoonbill saying hi to August

Then talk about: What happens that affects their plans to enter the contest? How do Nour and August react?

Importantly: What do the two friends learn about what makes a picture-worthy experience?

With Nour and August’s experience to inspire them, students can take or draw their pictures. Don’t forget the captions! They can be straightforward like Nour and August’s (p. 115), or they can be more creative and silly—but they should genuinely help the viewer understand the adventure the student had.



Citizen Science

Citizen science, also called **community science**, happens when people study the world around them and send the data they collect to scientists.

A **citizen scientist** is anyone—young or old, who has attended a lot of school or who hasn't, from a city or a small town—who helps to answer real scientific questions. Citizen scientists offer an invaluable service because, together, they can collect data over greater distances and longer periods of time than scientists and researchers alone.

Nour and August learn about plants from their new friends Helen and Robin (starting on p. 80), and students may have participated in this guide's STEAM Activity "How Does Your Garden Grow?" Now, become citizen scientists of plants!

Decide how you will focus your observations. Do you want to think broadly or focus your scope? Do you want to study plants with purple parts (a broad category that could include flowers, grasses, bushes, or trees)? Do you want to consider (all) trees? Or do you want to think about roses (a very narrow focus)? What other criteria do you want to include?

Working independently or in small groups, during class or after-hours too, students can take photos that fit the criteria.

Then, share them with the world!

iNaturalist (<https://www.inaturalist.org/>) is a wonderful global citizen science project. Once you've signed up, you can:

1. Record your observations.
2. Share with others.
3. Discuss your findings.

iNaturalist shares these images with scientific data repositories that professional scientists use. Your observations can have an impact on real scientific research and nature conservation!





[Blue Dot Kids Press](#) inspires curiosity with beautifully crafted stories that connect us to each other and the planet we share. Written and illustrated by impassioned **storytellers and artists from around the world**, our books engage young readers' innate sense of **wonder and empathy**, connecting them to our global community and **the pale blue dot we call home**.

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