

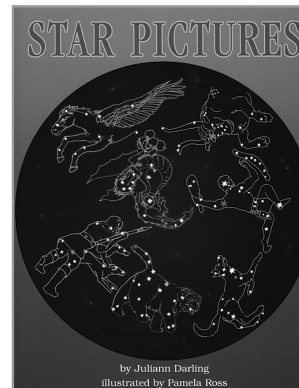
Books for Young Learners Teacher Resource

Book Notes



Star Pictures

Author Juliann Darling
 Illustrator Pamela Ross
 12 pages ■ 96 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S				G	I		

S = Shared G = Guided I = Independent

Star Pictures

SYNOPSIS

The seasonal skies provide different constellations.

WHAT THE BOOK OFFERS

- Nonfiction expository
- Third person
- Present tense
- Introductory phrases denoting “when”
- Concept may be unfamiliar
- Seasons provide framework and sequence
- Extra information on inside back cover includes explanations of illustration content
- Description rather than action
- Figurative writing

POSSIBLE SKILLS EMPHASIS

- Main challenge will be in understanding concept and accepting authenticity
- Understanding figurative writing—imagery
- Understanding how content and writing style influence reading pace and style

INTRODUCING THE BOOK

- Some students may not have noticed, been able to see, or have been shown the constellations and may question the authenticity of the detailed content and illustrations.
- If this appears to be a problem, the introductory discussion could take place one day, with students being encouraged to look carefully at the night sky before the reading continues the following day. Or, the first part of the extra information on the inside back cover could be discussed.
- If students are familiar with the stars and their patterns, the introductory discussion could include what they have seen and when, introducing the seasonal focus in the book.

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Star Pictures (continued)

FOCUS OF INSTRUCTION

- Discussion of the first double opening could include the style of the illustrations, comparing it with “connect the dots” activities, with which the students are probably familiar. The comparison could include how the unlinked dots do not give a clear picture—sometimes a confusing or a puzzling one—and how this happens when looking at the constellations.
- Do not hurry the reading. Give students time to think about and discuss the author’s choice of words and the images they create.
- If the reading does not pose too many challenges, the extra information on the inside back cover about each illustration could be read as each page is read. Otherwise, this could be left until the first reading has been completed.

FOLLOWING THE READING

- The students could keep a “night sky diary” for a few nights, recording their observations for comparison with other group members’ notes. This may engender discussion about why the stars are easier to see in some places or on some nights than on others.
- Students could draw other “dotted outline images” and write detailed descriptions. These could follow the seasonal framework.
- Discuss the author’s careful observation as a source for ideas for writing and how authors often focus on what is around us all the time rather than always creating ideas.