

Books for Young Learners Teacher Resource

Book Notes



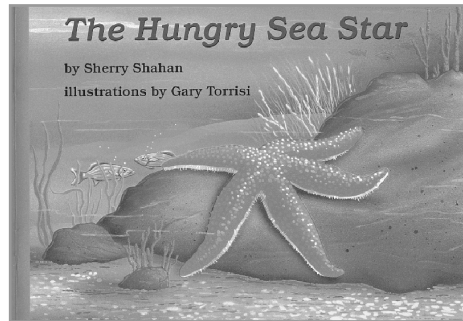
The Hungry Sea Star

Author Sherry Shahan

Illustrator Gary Torrissi

12 pages ■ 69 words

La estrella de mar tiene hambre ■ 62 words



The Hungry Sea Star

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

S = Shared G = Guided I = Independent

SYNOPSIS

A recount of a sea star seeking and eating a mussel.

WHAT THE BOOK OFFERS

- Cyclic nonfiction
- Third person
- Past tense
- Varied layout
- One incident
- Succinct writing
- Clear illustrations
- Open-ended
- Extra information on inside back cover

POSSIBLE SKILLS EMPHASIS

- Gathering information and making inferences from text and illustration
- Being aware of background knowledge
- Confirming predictions of content
- Taking notes
- Understanding the structure of a cyclic text

INTRODUCING THE BOOK

It is easy to see how this creature got its name. Some of you may know it by another name. That name also matches its shape (see notes on inside back cover). But it is not so easy to see how a sea star or starfish could move or eat. What do you already know about that, or what predictions could you make?

- List the contributions, marking those “known,” and the predictions. Return to the list during the reading to confirm predictions or knowledge.

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The Hungry Sea Star (continued)

FOCUS OF INSTRUCTION

- Although the text is succinct, it carries a considerable amount of information that the reader can extend through inferential reading of the illustrations. As well as returning to the knowledge/prediction list, record information as the students expand the text. Note whether it is from the text or the illustrations.
- Discuss the author's choice of vocabulary, for example, "oozed" and "slurped."

FOLLOWING THE READING

- Discuss questions about sea stars that have not yet been answered. Perhaps these might include how the sea star moves or what it feels like. Discuss where this information could be found.
- Discuss the choice of vocabulary and how this creates images in the reader's head.
- Discuss the cyclic nature of the book and ask students to extend the text for another two or three pages. Clip these inside the back cover for subsequent readings.