

Books for Young Learners Teacher Resource

Book Notes



The Hungry Sea Star / La estrella de mar tiene hambre

Author Sherry Shahan

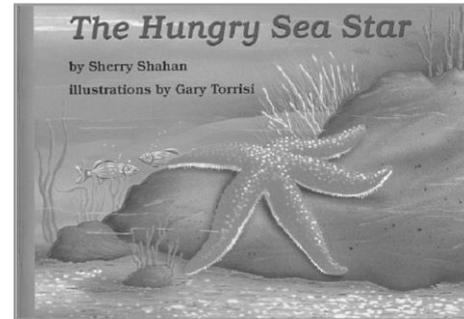
Illustrator Gary Torrissi

12 pages ■ 69 Eng. words ■ 62 Spn. words

Fountas and Pinnell Level I

Intervention Level 14

Descubriendo la Lectura Level 12



The Hungry Sea Star

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.

Books for Young Learners Teacher Resource**Book Notes****The Hungry Sea Star /****La estrella de mar tiene hambre** (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.

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The Hungry Sea Star /

La estrella de mar tiene hambre (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>A starfish is now called a sea star because . . . If I were the mussel, I would have . . . so that . . .</i>
USE YOUR MEMORY	<i>What did the sea star do first when it found the mussel? Then what did the sea star do? After that, what did the sea star do with its belly and why? Finally, what happened and why did it make a 'slurp' sound? What did the sea star leave lying on the ocean floor after he was done eating the mussel?</i>
WHAT'S YOUR OPINION?	<i>Why do you think the sea star is called a sea star? What happens to all the empty shells on the ocean floor? What do you think they could be used for?</i>
BE CREATIVE	<i>Pretend you are the sea star and you meet the mussel. Create a conversation between you and the mussel. How would you introduce yourself to the mussel? What would he say to you when he saw you? What could you ask the mussel so you could learn more about the life of a mussel on the ocean floor? What would the mussel ask you so he could learn about the life of a sea star on the ocean floor?</i>
VOCABULARY AGENT	<i>Make a list of every single thing you see in the colorful pictures on every page in this book. How many words did you come up with?</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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