



Teaching All Elements of Picture Books Planning Guide

Suggested Best Practices	How I can use in my classroom?
<ul style="list-style-type: none">• “Peritextual Features” – in other words, all of the pieces of the book that aren’t actually in the body pages themselves, including “the endpapers, covers, title pages, dedications, book jackets, and author’s notes.” Authors and illustrators often put information in these elements that enhance the story whether through humor or additional background. Serafini recommends “spending 5 to 10 minutes during a read-aloud to discuss these elements” as a way to prime students for the story.• “Design Elements” – these refer to the physical makeup of the book, such as the font, size, orientation, colors, text placement vs. image placement, etc. Again, these are deliberate decisions that, when discussed with students, can help them expand “the meaning potential of the readers’ experiences.”• “Art Criticism” – On a basic level, helping students understand the types of images, the styles they represent and the intentions, moods and themes behind them can help students see pictures as an integral part of the story rather than just pictures.• “Visual Grammar” – This refers to helping students see images as a way to engage with the story; for instance, how	

<p>an image of a character looking out the page at the reader vs. looking at another character changes the reader's reaction to the character and interpretation of the character's actions. Serafini recommends reading the work of Kress & Van Leeuwen for more information on this idea.</p>	
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