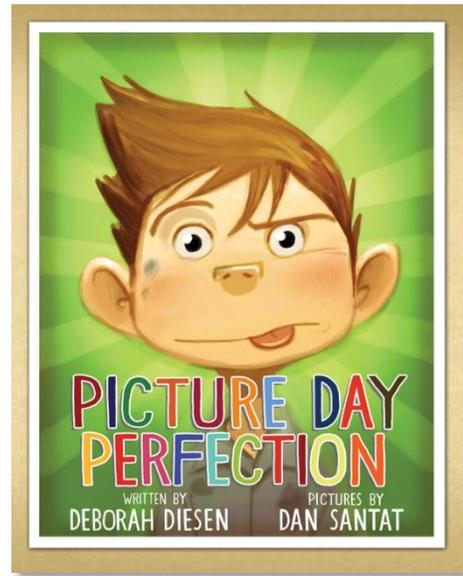


A Common Core State Standards  
Aligned Discussion & Activity Guide

for

# PICTURE DAY PERFECTION



Grades: K-2

ISBN: 978-1-4197-0844-9

Written by Deborah Diesen

Illustrated by Dan Santat

Published by Abrams Books for Young Readers

It's picture day, and the boy at the center of this charming picture book wants to make sure his picture is *perfect*. It seems as though everything's going wrong for him—he has bedhead, a stained shirt, and a big scowl on his face. But when he goes up for his picture, he thinks about his terrible appearance, and he smiles—because he secretly wants his picture to be the worst ever taken! But just as he smiles, the photo is snapped and his plan is ruined—the photo looks great.

Guide Created by Debbie Gonzales





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## Pre-Reading Discussion Questions

- 📖 Study the front cover of *Picture Day Perfection*.
  - Describe what the boy in the illustration is doing.
  - Explain how the boy is feeling. How do you know?
  - Tell the story behind this illustration.
  
- 📖 Study the back cover of *Picture Day Perfection*.
  - Describe the collect of illustrations featured on the back cover.
  - Explain why the illustrations are framed with a white border.
  - Identify how the boy is feeling in each picture.
  - How do the series of illustrations make you feel?
  
- 📖 Consider the book's title – *Picture Day Perfection*.
  - Define the word 'perfection.'
  - What is a picture day? Explain what happens on such a day.
  - Guess what this story is going to be about. Predict what will happen.
  
- 📖 Meet the author – Deborah Diesen.
  - How do authors tell stories?
  - Deborah not only writes picture books, she is the author of a blog titled '[Jumping the Candlestick](#).' Her blog is filled with poems and interesting stories about authors who live in Michigan, Deborah's home state.
  
- 📖 Meet the illustrator – Dad Santat.
  - Explain how illustrators tell stories.
  - What are some of the tools illustrators use to draw with?
  - Explain how a picture can tell a story.
  - Not only does Dan write and illustrate books for children, he was the creator of a television show for Disney. Click [HERE](#) to find out more about Dan.



Author Deborah Diesen



Illustrator Dan Santat





## Post-Reading Discussion Questions

*I planned for months.  
This was going to be the year  
of the perfect school picture.  
But some days, not everything goes  
according to plan.*

- 📖 Define the word 'perfect.'
- 📖 Describe the perfect day.
- 📖 Describe the perfect school picture. Tell what such a picture looks like.
- 📖 Explain the sort of planning that goes into having the perfect school picture. List details that need to be planned for on Picture Day.
- 📖 Identify who is telling this story. Whose story is this?
- 📖 Tell what this boy wants.

*Breakfast was "Picture Day Pancakes," a family tradition.*

- 📖 A 'tradition' is a custom that celebrates something special, something to look forward to. This family celebrates Picture Day. Explain why this family looks forward to Picture Day. Tell why Picture Day is special to them, and to the boy.
- 📖 Explain how the boy feels about his bedhead. Tell who you know.
- 📖 Describe the sort of school picture he hopes to take.
- 📖 Describe his feelings about his favorite shirt being stained, wrinkled, and smelly.
- 📖 Tell how you would feel if your favorite shirt was in this kind of condition on the special day you'd hoped to wear it.

*After that, the teacher had us all stand up and practice our Picture Day smiles.*

- 📖 Turn to the spread featuring five kids standing in a row. Compare these kids. How are they same?
- 📖 Contrast these kids. Explain how they are different.
- 📖 Describe how the boy is feeling in this picture. Tell how you know.
- 📖 Explain how the boy got himself in trouble. Tell what he did and why he is wearing that particular expression.
- 📖 Think back on the series of events this boy has experienced since he stepped out of bed. Is his day going as perfectly as he had hoped? How do you know?





*As I sat and waited, everything  
that had happened rushed through  
my mind. The monstrous messes.  
The muddles and mix-ups. The  
whole day, from the moment I'd  
rolled out of bed, had gone... PERFECTLY!*

- 📖 When something is 'perfect' it is as good as it can possibly be. Explain how messes and muddles and mix-ups can be perfect.
- 📖 Describe the kind of picture he wants to take.
- 📖 Discuss the boy's plans for the perfect Picture Day. Tell how the events that happened were planned to perfection.

**WASTED!**  
**USELESS!**  
**RUINED,**

- 📖 Describe the boy's feelings about his school picture. How do you know?
- 📖 Explain why his mother is pleased with the picture.
- 📖 What does the boy really want? How do you know?
- 📖 Explain why, in the end, why he didn't get what he wanted.
- 📖 Predict what will happen next year on Picture Day.

**Writing & Illustration Prompt:** On the following page, use markers or crayons to draw an illustration of perfect school picture. On the spaces below your drawing, describe the details needed to make your school picture come out PERFECTLY!





Handwriting practice lines consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.





## Adjective Search Game

*And that's when I heard a CLICK!  
In a flash, all my hard work –*

**Objective:** To practice the identification and usage of adjectives when writing or speaking.

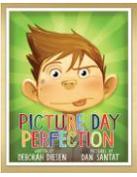
### Materials:

- 📖 Adjective Search Game sheet (Guide, pg. 8)
- 📖 Pencil
- 📖 *Picture Day Perfection*
- 📖 Activity Answers (Guide, pg. 13)

### Procedure:

- 📖 Print out the Adjective Search Game sheet.
- 📖 Explore the role of the adjective as a part of speech. Explain that an adjective is a describing word.
- 📖 In *Picture Day Perfection*, turn to the spread (one of the final spreads in the book) in which the word **CLICK!** is boldy printed above the boy's head. Study the text printed on the upper right-hand corner. Read the list printed beneath the words "In a flash, all my hard work –" closely.
- 📖 Point out that on the Adjective Game sheet, the spaces printed next to the word PICTURE, printed vertically, are to be filled with adjectives found in the text printed found on this spread. Each adjective will share one of the letters in the word PICTURE.
- 📖 Search through the text to discover the adjectives that complete the game. Write each letter of the adjective on the space provided.
- 📖 Check your work using the Answer Guide found on page 13.





Adjective Game Sheet

\_\_\_\_\_ P \_\_\_\_\_  
\_\_\_\_\_ I \_\_\_\_\_  
\_\_\_\_\_ C \_\_\_\_\_  
\_\_\_\_\_ T \_\_\_\_\_  
\_\_\_\_\_ U \_\_\_\_\_  
\_\_\_\_\_ R \_\_\_\_\_  
\_\_\_\_\_ E \_\_\_\_\_  
DAY!!!





## The Months of the Year - A Sequencing Activity

*I planned for months.  
This was going to be the year  
of the perfect school picture.*

**Objective:** To recognize the months of the year and align them in a sequential manner.

### Materials:

- ✎ Names of the Month worksheet (Guide, pg. 10)
- ✎ Pencil
- ✎ A 12 month calendar
- ✎ Activity Answers (Guide, pg. 13)

### Procedure:

- ✎ Print Names of the Month worksheet.
- ✎ Flip through the pages of your 12 month calendar. Note the names of the months listed on each page.
- ✎ On Names of the Month worksheet, note the space to the right of the block labeled 1<sup>st</sup>. Point out in the calendar that the name of the first month of the year is called January.
- ✎ Instruct the child to write the word 'January' in the space provided.
- ✎ Complete the worksheet in this manner.
- ✎ Check your work using the Answer Guide found on page 13.





## The Months of the Year

1st			7th	
2nd			8th	
3rd			9th	
4th			10th	
5th			11th	
6th			12th	





## Picture Perfection Photo – A Craft Project

Even better than planned!  
*This year, I was finally going to  
have the perfect school picture.*

**Objective:** To consider the connection between illustrations and story.

**Materials:**

- ✎ Cardstock
- ✎ Dark-colored construction paper
- ✎ Scissors
- ✎ Tape
- ✎ Line Drawing Template (Guide, pg. 12)
- ✎ A sunny window



**Supplies**

**Procedure:**

- ✎ Print Line Drawing Template on cardstock.
- ✎ Use scissors to cut out the boy's silhouette. Get creative and trim around his eye spots, nose, inside ears, and tongue.
- ✎ Lightly secure the boy's silhouette cut-out on construction paper with small rolls of tape.
- ✎ Tape construction paper to a sunny window with the silhouette facing toward the glass.
- ✎ Allow the sunshine to warm the construction paper and the silhouette for 4 to 5 hours. The sun will bleach the construction paper, creating photo-like impression of the boy's silhouette.

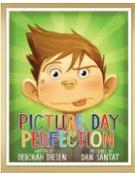


**Silhouette: Trimmed & Mounted**

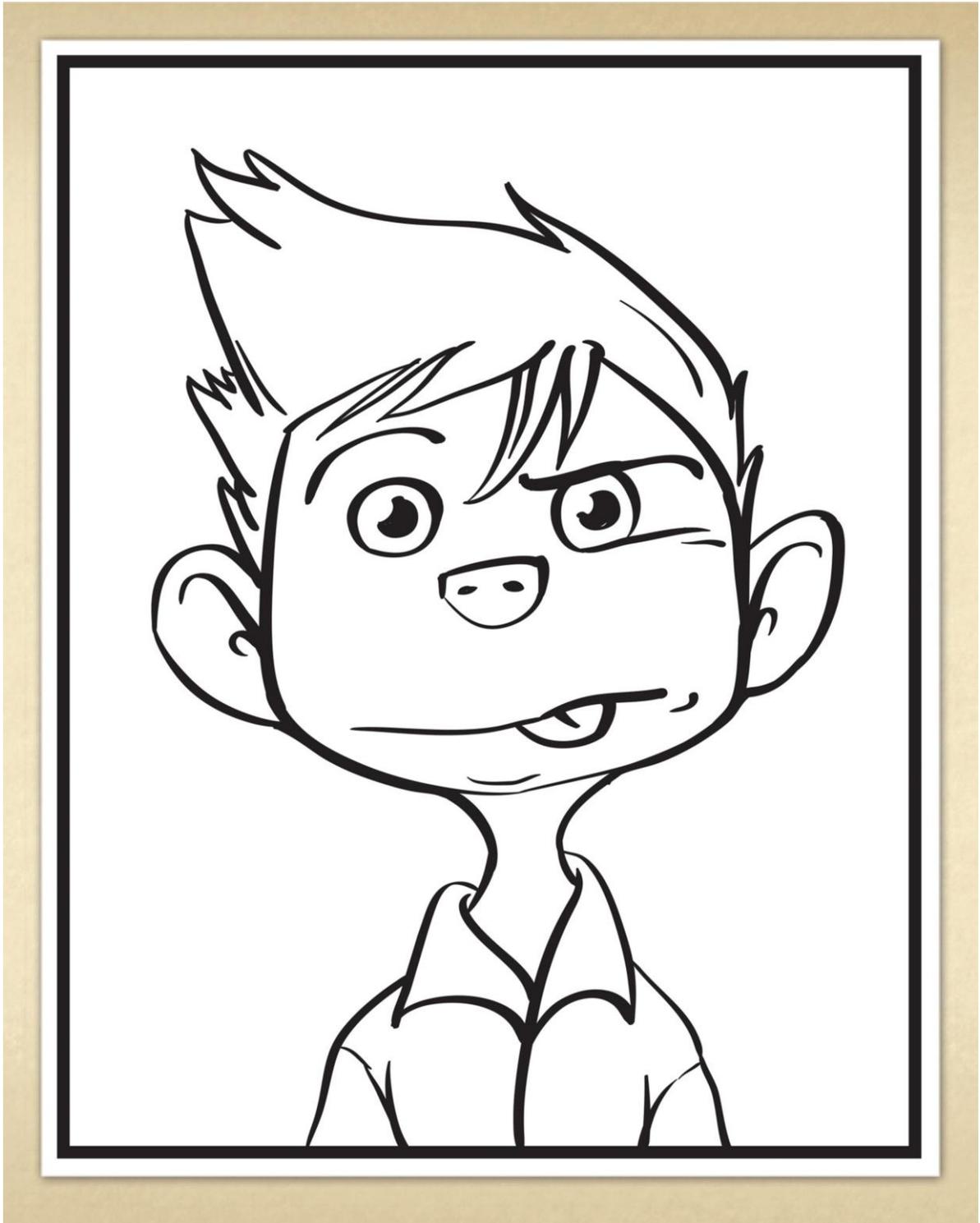


**Perfection!**





Line Drawing Template





## Activity Answers

1st	January	7th	July
2nd	February	8th	August
3rd	March	9th	September
4th	April	10th	October
5th	May	11th	November
6th	June	12th	December

Perfect  
stIcky  
sIckly  
Tangled  
rUmpled  
bORing  
c o m p o s E d  
DAY!!!





## Common Core State Standards Alignment

### English Language Arts Standards ~ Reading: Literature

		Pre-reading Discussion	Post-Reading Discussion	Adjective Search	Months of the Year	Photo Craft
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	☑	☑			
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	☑	☑			
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	☑				
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	☑	☑			☑
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	☑	☑	☑	☑	☑
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	☑	☑			
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	☑	☑			
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			☑		
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	☑	☑			☑
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.		☑			
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	☑	☑	☑	☑	☑
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.		☑			
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	☑	☑			





English Language Arts Standards ~ Reading: Foundational Skills

		Pre-reading Discussion	Post-Reading Discussion	Adjective Search	Months of the Year	Photo Craft
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.		☑	☑	☑	
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		☑	☑	☑	
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.		☑	☑	☑	
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	☑	☑	☑	☑	☑
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.		☑	☑	☑	
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		☑	☑	☑	
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.		☑	☑	☑	
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	☑	☑	☑	☑	☑
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.		☑	☑	☑	
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	☑	☑	☑	☑	☑





English Language Arts Standards ~ Writing

		Pre-reading Discussion	Post-Reading Discussion	Adjective Search	Months of the Year	Photo Craft
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		📖			
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		📖			
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		📖			
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		📖			

English Language Arts Standards ~ Speaking & Listening

CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	📖	📖			
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	📖	📖			
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	📖	📖			
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	📖	📖			
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		📖			📖





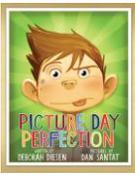
English Language Arts Standards " Speaking & Listening cont.

		Pre-reading Discussion	Post-Reading Discussion	Adjective Search	Months of the Year	Photo Craft
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.					
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.					
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.					
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.					
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.					
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.					
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.					
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.					
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.					

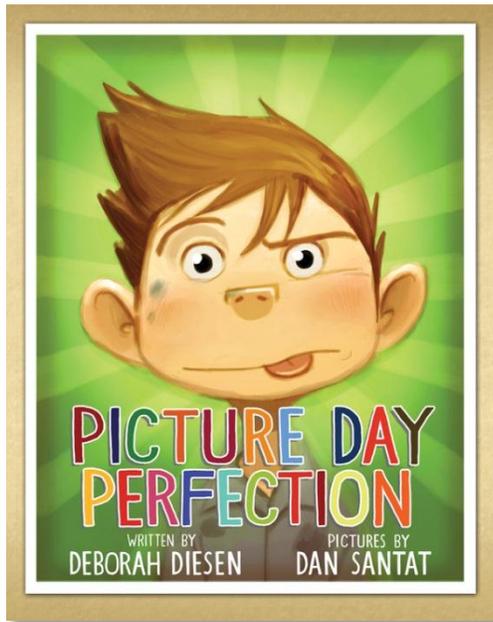
Mathematics Kindergarten " Counting & Cardinality

CCSS.Math.Content.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.					
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## Acknowledgements



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