

A SUMMER WITHOUT ANNA — TEACHING GUIDE

Pre-Reading Activities

ACTIVITY ONE: PICTURE WALK

Whole Group

MATERIALS:

- *A Summer without Anna*
- Chart paper, for recording students' questions and observations

Picture book creators use both words and images to tell their stories. Starting at the beginning, flip slowly through *A Summer without Anna* and look closely at the pictures together.

Some questions you might ask:

- What details do you notice? I notice _____.
- What do the pictures tell you about the setting, which means the time and place the story is happening?
- What can you guess about the characters from looking at the pictures?
- What do you think might be happening here? Why do you think that?
- Do you have a prediction about what might happen next?
- What do you think the characters might be feeling in this scene?
- How does this picture make you feel? Why?



ACTIVITY TWO: EMOJI STICKY-NOTE RESPONSE

Individual or Whole Group

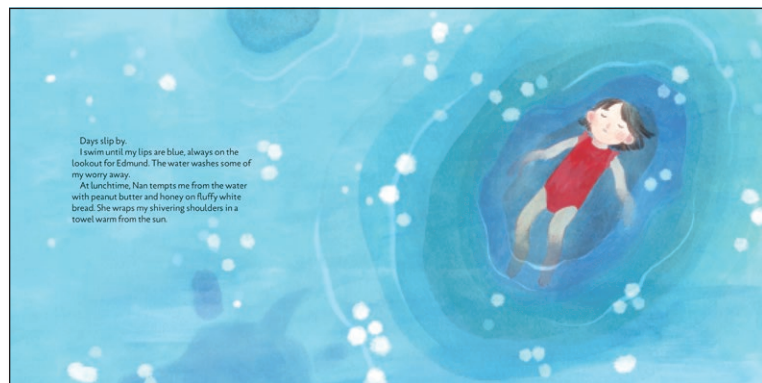
MATERIALS:

- *A Summer without Anna*
- Sticky notes
- Pencils

Students can complete this activity individually during center time, or it could be done as a group activity led by an adult. After explaining the activity, leave the book and materials at a table for students to explore independently.

Ask students how they think the main character in the book feels. Does she feel the same in every scene, or do her feelings change over the course of the story?

Invite students to explore the book and think about how the character's feelings change. Have them pick one page that speaks to them. Ask them draw on their sticky note an emoji they think fits what the character is feeling in that moment. If they are able, they can also write the name of the emotion. For older students, ask them to write on the sticky note or share orally why they chose this emoji.



Later, go through the book together as a class, sharing the information from the sticky notes.

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Post-Reading Activities

ACTIVITY ONE: PAPER CAMERA CRAFT

Individual or Small Groups

MATERIALS:

- Paper Camera Craft worksheet
- Scissors or utility knife
- Glue
- Pencils

Cut out a paper camera and film strip for each student. Fold the film strip in half and glue the two back sides together to create one double-sided strip. Using scissors or a utility knife, cut along the dotted lines to create slits in the camera for the film strip to slide into and for a viewfinder. *Older students might be able to complete these steps independently or with help. Alternatively, an adult can cut and/or glue the pieces in advance.

Talk about how Junie uses her camera to hunt for Edmund, and along the way finds other things to photograph. Ask the students to share some of the things she finds.

Talk about how photographers use their cameras to look closely at the world and record what they see. Ask students to think about a time they saw something that would have made for a cool photograph.

Have students draw scenes or views they've seen that feel special or interesting to them in the boxes on their film strips.

OR

Have students explore an environment, using their paper cameras to hunt for interesting images to capture. When they find one, have them draw their discovery in one of the squares on their film strip. Have them repeat the process to fill the other squares.

Optional: Once students have filled their strips, have them share their images in pairs or small groups. Time permitting, invite students to share a favorite image with the whole class.



ACTIVITY TWO: SAME VIEW, DIFFERENT DAY

Individual Work

MATERIALS:

- *A Summer without Anna*
- Same View, Different Day worksheet
- Pencils

Junie's summer without Anna feels very long and uncertain. When will Anna be well enough for Mum and Dad to come get Junie and bring her home? Junie uses her camera to document time passing.

Junie photographs the lake each morning. Revisit the page that begins "The summer stretches on and on" together and talk about what her photographs might look like. What would change from day to day? What would stay the same?

Have students think about an object or landscape they find interesting. What would it be like to capture it multiple times over the course of a day? A week? A month? Have them use the worksheet provided to draw their landscape over time.



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ACTIVITY THREE: ZOOM IN, ZOOM OUT *Individual and Whole Group*

MATERIALS:

- *A Summer without Anna*
- Zoom In, Zoom Out worksheet
- Pencils

Talk about the zoom function of a camera: When photographers are taking a picture, they're making different choices. They might zoom out to capture a person or object within a larger environment. They might zoom in close to capture a lot of detail or texture.

Optional: Show some examples of really zoomed-in pictures of something and have students guess what they are looking at.

Sometimes Junie zooms her camera out to photograph a big picture, like the lake or the sky. Sometimes she zooms in close to photograph something small, like tadpoles. Revisit some of the places in the text where this happens.

Using the worksheet provided, have students capture the same subject at three different distances.



ACTIVITY FOUR: EXPLORING DOCUMENTARY PHOTOGRAPHY *Individual Work and Whole Group*

MATERIALS:

- Photo Templates worksheet
- Pencils
- Photo album or poster board
- Sticky notes

Junie uses her camera to capture the recipe for Anna's favorite tarts so they will always have it, even if the paper falls apart. Photographers can use their cameras to make a record of important objects or events before they disappear. Ask students about some ways they or people they know have used a camera to make a record of something.

Give each student one of the blank instant-camera photo templates provided (or any other photograph-sized piece of paper). Invite each student to draw an image of an important object or event from their own life.

Optional: Have students write a title or short description on the back of their image, or on a slip of paper to display alongside it.

Collect the students' images in a photo album like the one that Junie creates for Anna.

Leave the album somewhere in the class where students can visit and explore it. Place some sticky notes and pencils nearby and encourage students to share their reactions to their classmates' work, or words of encouragement.

Alternatively, use the photographs to make a poster or bulletin board display.



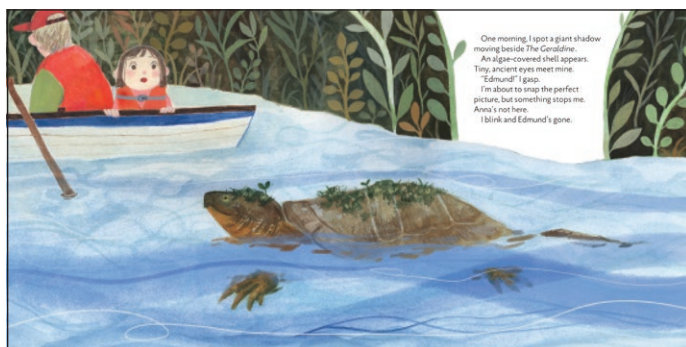
ACTIVITY FIVE: RESEARCH WHAT YOU PHOTOGRAPH *Individual Work*

MATERIALS:

- Paper camera from Activity One (or cardstock or toilet paper roll)
- Looking Deeper: Investigating My Subject worksheet
- Pencils

Have students use their paper cameras or a viewfinder (this could be a small frame made from cardstock, or a toilet paper roll) to explore an environment, preferably outdoors. Have them capture an interesting object or image by drawing on the worksheet provided. Encourage them to get curious about what they have seen. What do they already know about their subject? What do they wonder?

Have students learn more about what they have captured and write about their findings on the worksheet.



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ACTIVITY SIX: WRITING AUTOFICTION

Individual Work

MATERIALS:

- Writing Autofiction worksheet

A Summer without Anna is a work of autofiction, which is literature that blends details from the author's life with fictional elements.

Have students brainstorm memories and experiences they could grow into fictional stories using the Writing Autofiction worksheet.

AUTHOR'S NOTE

When I was little, my brother became very sick and had to spend a lot of time in the hospital. Because my parents needed to be with him, I was often cared for by family and friends. Being away from my parents and my house was always hard, even though the people I was with loved me very much and took wonderful care of me. Sometimes it felt lonely to be experiencing things that few of the kids in my class had experienced. I had a lot of big thoughts, big feelings and big questions. To make sense of what was happening, I began looking very closely at the world around me and writing about what I saw. Even though the time when my brother was sick was scary, it was also the beginning of my life as a writer.

I've always wanted to write about those years of my life, but it took me a long time to find just the right approach. I tried writing a picture book memoir about my experience, but that never felt quite right.

A few years ago, I noticed how my children were constantly looking at the world from all different heights, angles and points of view. I'd catch them peering out from behind the couch or examining our dog's fur with a magnifying glass. At the park, they were at the top of the playground one minute and hidden under a bush the next. I decided it would be fun to write a picture book about how a kid's point of view is always changing. I thought giving the main character a camera would be a good way to explore that idea. Suddenly, I knew that this was the right story to infuse with elements of my own experience.

Writing my story as a work of **autofiction** gave me the freedom to use images and memories from my real life in whatever way I felt best conveyed the feelings I wanted to explore.

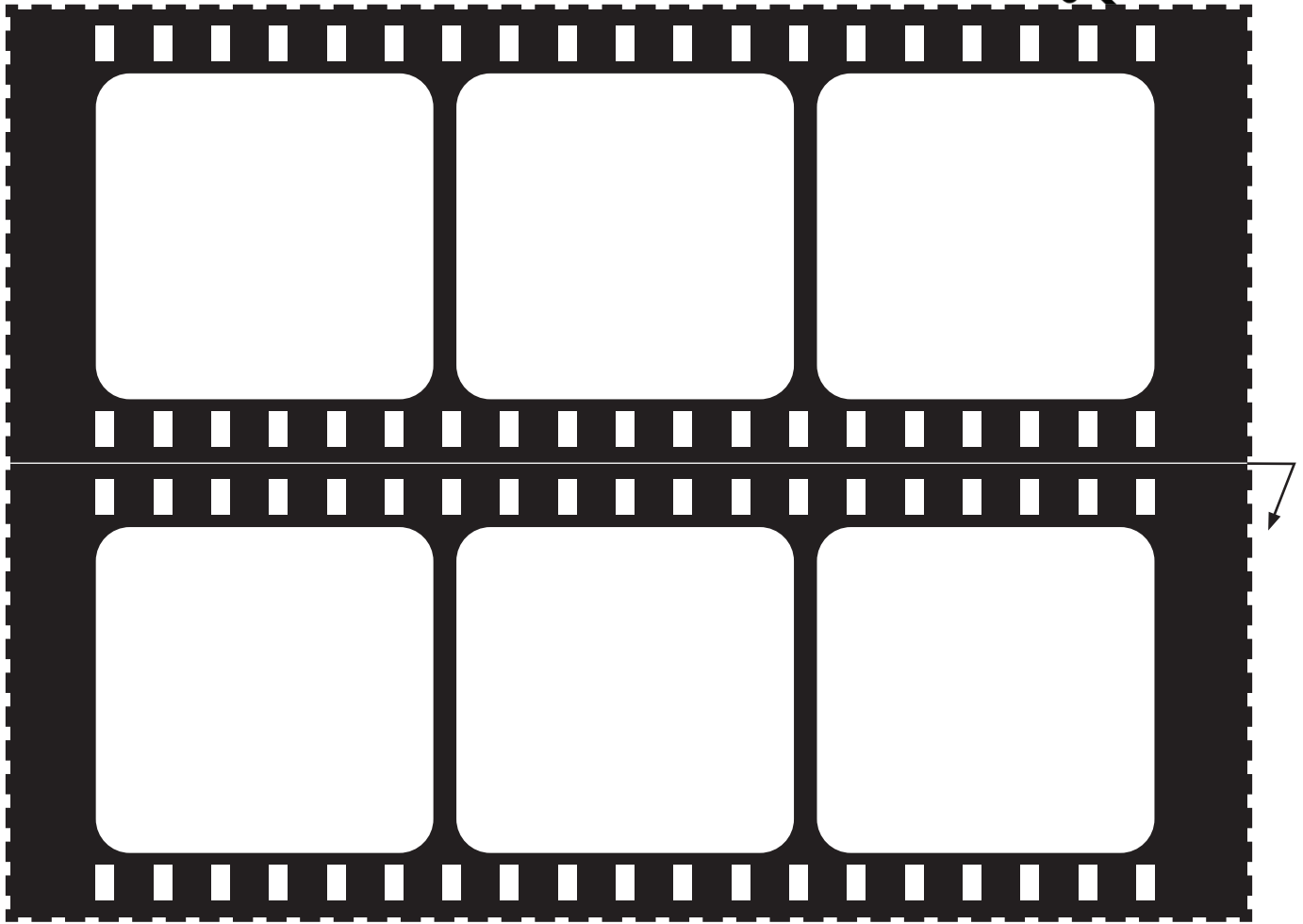
My hope is that readers will find something in Junie's story that speaks to them, even if they've never had someone close to them get sick. We all go through challenging seasons, times when we don't know what will happen next. Sometimes all we can do is wait, like Junie is waiting for Anna. While we wait, we can take care of each other, and we can spend time floating in a lake, or looking at bugs or walking in the woods.

We can also find ways to tell the story of these in-between times. Maybe you'll take pictures like Junie. Maybe you'll write stories like me. Maybe you'll find your own unique way to communicate your big feelings, big thoughts and big questions. Whatever you create, I hope you'll share it with someone you love.

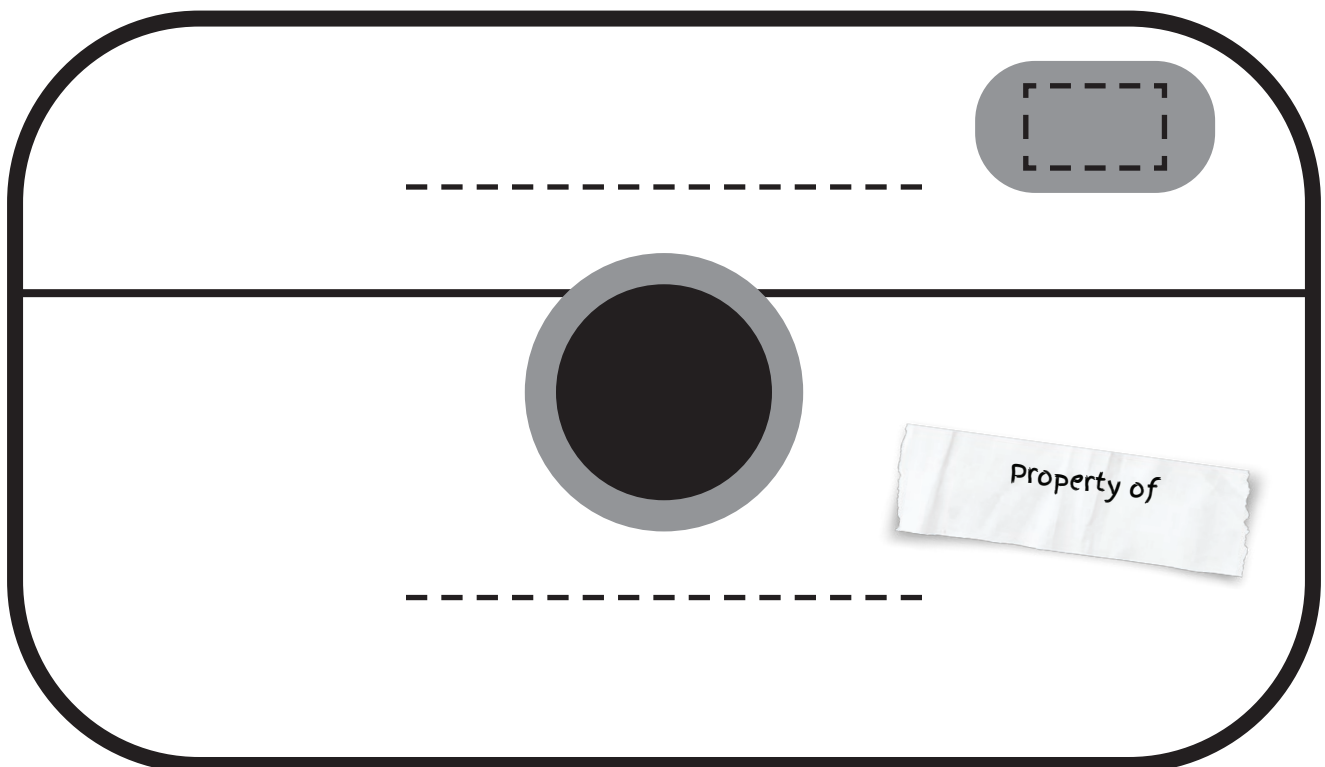
— *Kate Jenks Landry*

Paper Camera Craft

Cut out film strips, fold in half and glue back sides together.



Cut out camera, then cut along the dotted lines.



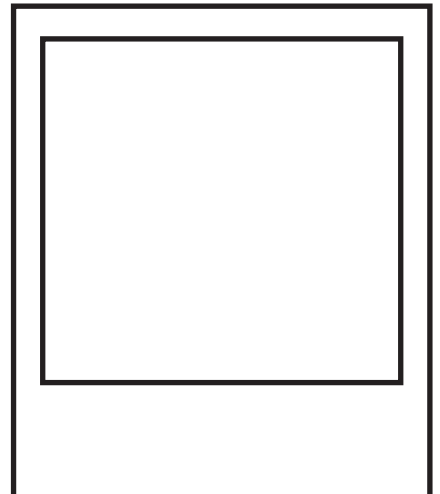
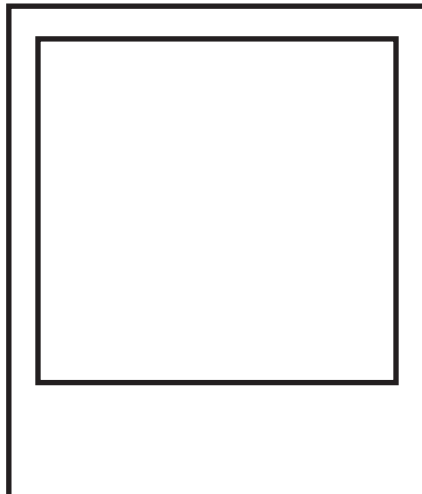
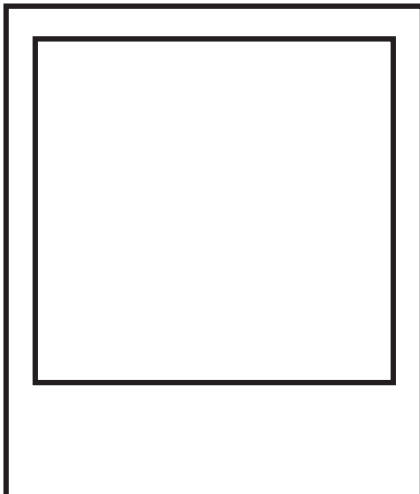
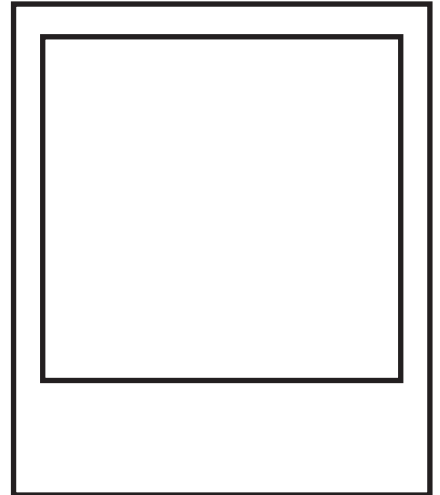
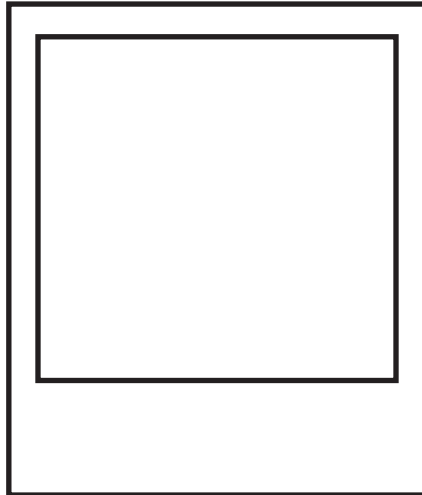
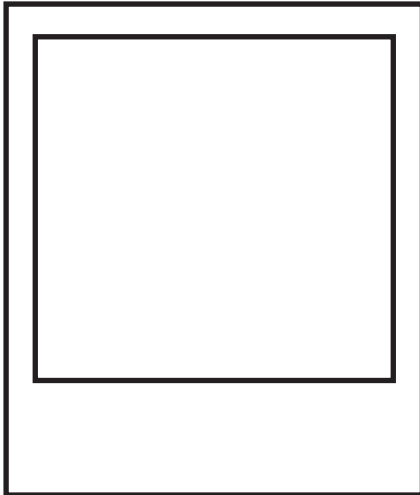
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Same View, Different Day

"The summer stretches on
and on.
Pop and I are up with the
birds each morning.
While Pop cooks breakfast,
I photograph the water.
Sometimes it's full of windy
ruffles. Other times it's still
and flat as glass."

Anna uses her camera to
document the passage of time
by photographing the same view
on different days.
Find or imagine a view and
draw how it might look at
different times in a day, or a
week or a month. What changes?
What stays the same?

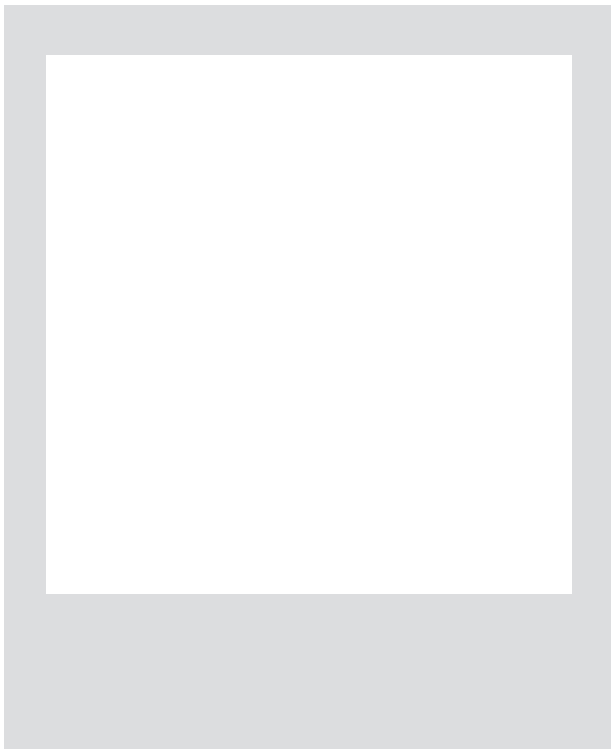


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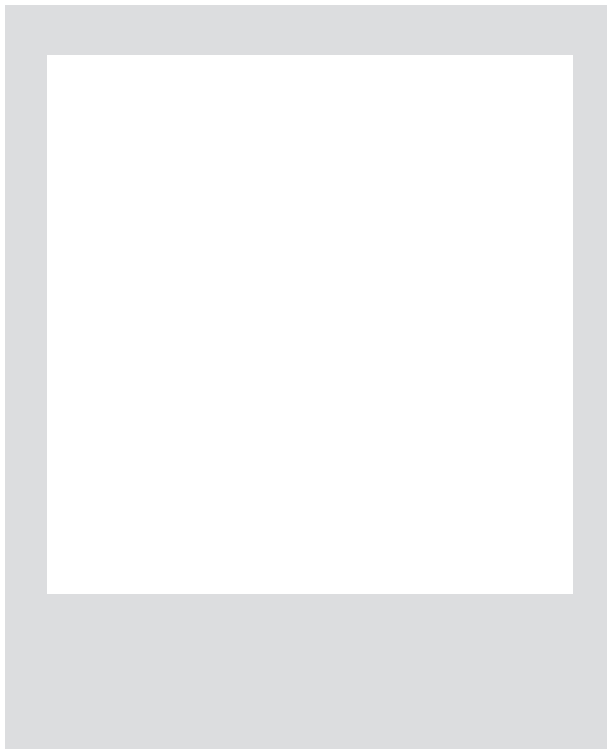
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Zoom In, Zoom Out

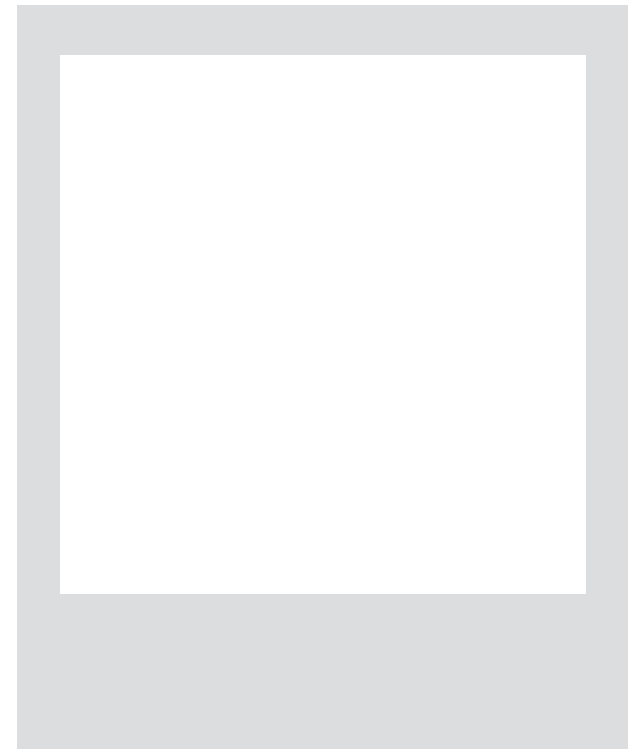
Draw the same object or view from three different distances.



Wide shot



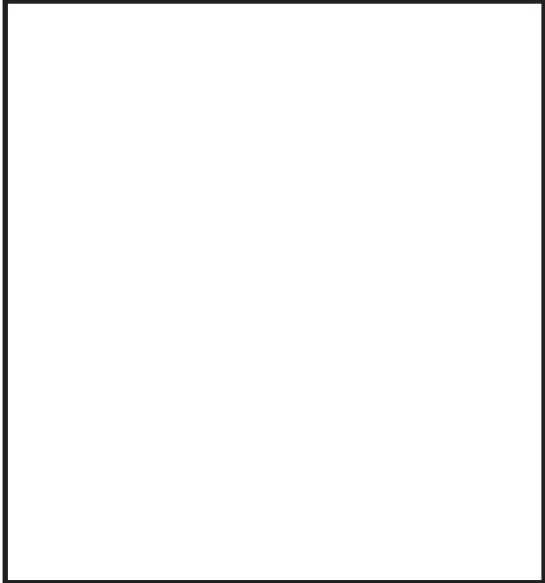
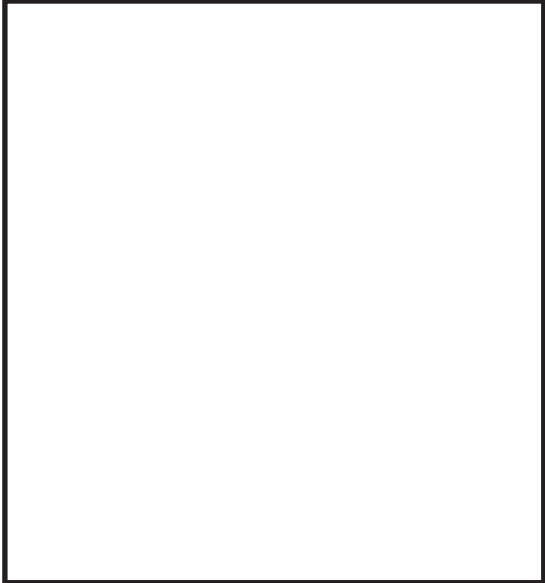
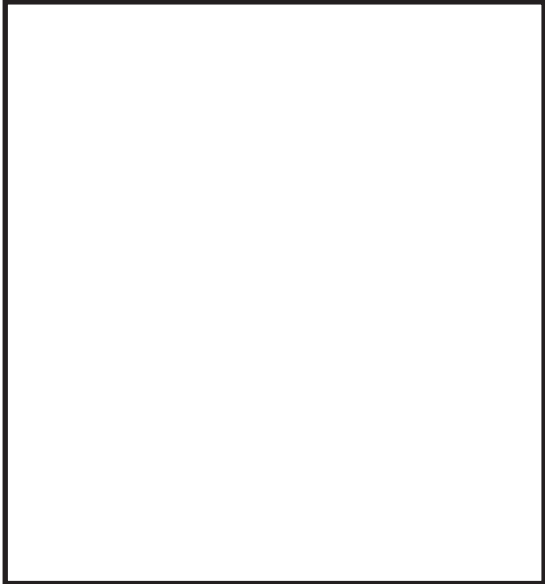
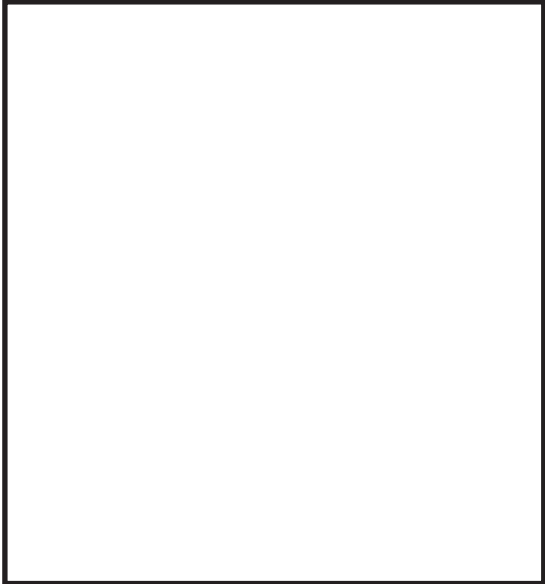
Mid-distance shot



Close-up shot

Photo Templates

Cut out picture frames and distribute one to each student

 <p>Name: Date:</p>	 <p>Name: Date:</p>
 <p>Name: Date:</p>	 <p>Name: Date:</p>

Name: _____

Date: _____

Looking Deeper: Investigating My Subject

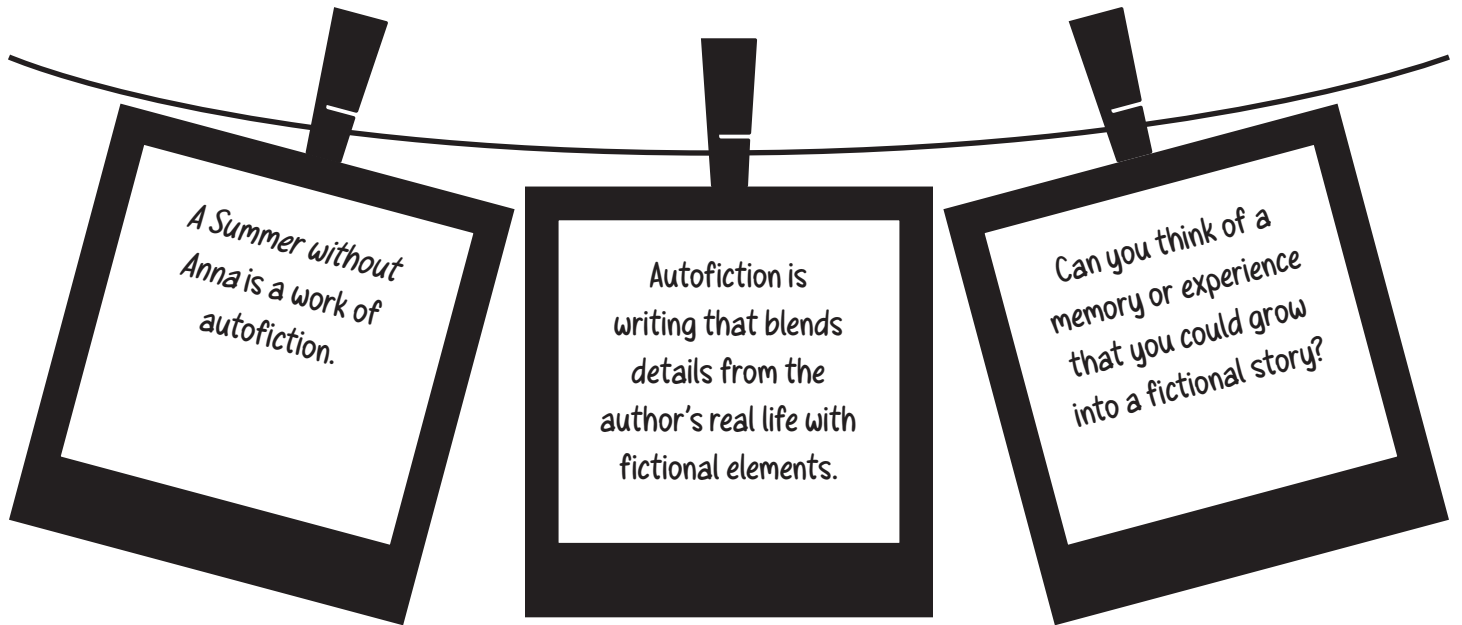
My subject:

What I Already Know	What I Wonder	What I've Learned

Name: _____

Date: _____

Writing Autofiction



Details from real life	Fictional elements