SUMMARY This story is about a young boy, Arnie, who has just moved from the city to a small town and is invited to view the stars and constellations at his new neighbor’s home. The story also shows students how people can learn to adapt to new surroundings and environments.

LESSON VOCABULARY
- dim
- gas
- gigantic
- ladle
- patterns
- shine
- temperature

INTRODUCE THE BOOK

INTRODUCE THE TITLE AND AUTHOR Discuss with students the title and author of Meet the Stars. Have students look at the cover. Ask: Why do you think this book is called Meet the Stars? What clues about the story’s content do you see in the cover illustrations?

BUILD BACKGROUND Engage students in a discussion about what they know about astronomy. Ask students if they have ever looked at the stars through a telescope or gone to a planetarium. Also ask students what they know about stars, planets, or the sun and moon.

PREVIEW/TAKE A PICTURE WALK Have students preview the book, looking at the pictures. Look specifically at the illustration on page 11 and ask students to describe what they see. Also encourage them to explore the other illustrations and make predictions about the text.

READ THE BOOK

SET PURPOSE Based on your discussion of the cover and the picture walk, invite students to share what about this book makes them interested in it. Ask: What do you know about star-watching? What do you want to learn about stars and constellations?

STRATEGY SUPPORT: STORY STRUCTURE While students read about how Arnie is learning to like his new town, they should follow the story structure to help them keep track of its overall meaning. Explain that following a story from beginning to end will help students distinguish between plot and detail.

COMPREHENSION QUESTIONS

PAGE 3 What does Arnie conclude about his new house? What information is he basing his conclusion on? (Arnie concludes that his new house is the worst place ever because of the dark clouds, spooky house next door, and rain.)

PAGE 9 How does Arnie feel about the invitation? (Arnie is excited about the invitation from a boy his own age but thinks that the stars are Hollywood stars.)

PAGE 14 What star is closest to Earth? (the sun)

PAGE 15 How does Arnie’s attitude change at the end of the story? (Arnie is no longer bored and likes his new home.)
REVISIT THE BOOK

THINK AND SHARE
1. Responses will vary but should include why the illustrations did and did not help.
2. Responses will vary but should include how Arnie’s feelings changed.
3. Three synonyms are enormous, massive, and immense.
4. Responses will vary but should show understanding of the story.

RESPONSE OPTIONS

WRITING Have students learn about a constellation or planet and write a paragraph about it. Then have them illustrate their paragraphs. Display students’ work in the classroom.

SCIENCE CONNECTION
Create a bulletin board of an evening sky map showing several different constellations. Have students draw or find photographs that represent each constellation. Ask students to label each star pattern.

Skill Work

TEACH/REVIEW VOCABULARY
Review the vocabulary words. Then play Vocabulary Master with students. Give students three definitions for each vocabulary word, including one that is “far out” or silly. Then have them select the correct definition. Students can use each word in a sentence.

ELL Review vocabulary words with students. Then have them make a simple puzzle of the vocabulary words that uses the definitions as clues.

TARGET SKILL AND STRATEGY

GRAPHIC SOURCES Tell students that as they read Meet the Stars, to create two or three graphic organizers to enhance their understanding of the story. For example, they could use a story map for the plot; a time line for the sequence of events; character webs to describe Arnie, Ms. Williston, or Thomas; or a problem-and-solution or cause-and-effect chart to understand the action in the story.

STORY STRUCTURE Explain to students that the story structure is how the story is organized, and that a story has a beginning, middle, and an end. Discuss with students how this story might look similar to other stories. Tell students to think about what the beginning, middle, and end might be as they read.

ADDITIONAL SKILL INSTRUCTION

PLOT Remind students that a plot is the sequence of events that takes a story from the beginning to the middle to the end. A plot is often about how someone solves a problem. Ask students to map the plot of a story they have recently read, dividing the events into beginning, middle, and end. Suggest that the students trace the plot of Meet the Stars as they read the story.
Meet the Stars

Graphic Sources

- **Graphic sources** present information visually and can help you better understand the text.
- Graphic sources include chart, diagrams, maps, and pictures with captions.

**Directions** Study the timeline. Then fill in the sequence of events below.

Meet the Stars

1. First
2. Next
3. Then
4. Last

1. First, ____________________________________________

2. Next, ____________________________________________

3. Then, ____________________________________________

4. Last, ____________________________________________
Vocabulary

Directions  Fill in the crossword puzzle using the clues and the words in the box.

Check the Words You Know

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Across
3. lacking brightness
4. an order or arrangement
6. a serving scoop for liquids
7. combustible substances or fuels

Down
1. huge
2. glowing
5. the degree of heat

Directions  Write a sentence using two or more vocabulary words.