

Name: _____

Student Journal

Walking Stars

by Victor Villaseñor

Reading Schedule

Group members: _____

<i>Walking Stars</i>	Student Journal	Due Date	Discussion Date
Introduction	Pages 2–4		
Part One	Pages 5–6		
Part Two	Pages 7–8		
Part Three	Pages 9–10		
The Exchange			
Assessment			

THE EXCHANGE

What can you
learn from your
own family?

Getting Started

What If?

A local company is holding an essay contest. The prize is a one-week cruise for the winner and his or her family. The rules for the contest are printed in the newspaper, so you pick up a copy and decide to enter the contest.

The theme of the contest is “Life Lessons.” The essay has to consist of a life lesson that you have learned from a family member. You can use a lesson from a living relative or someone who is part of your family’s past. You sit down and prepare to write the winning essay.

Make notes about how this would affect you.

- Which family member would the essay make you think of first?
- What kinds of lessons would you feel are the most important to share?
- Why would sharing your family experiences with others be important to you?

Connect to The Exchange Question Discuss how this situation could relate to The Exchange Question: **What can you learn from your own family?** Summarize your discussion.

Introduction

Read the Introduction on pages 9–11 in *Walking Stars*. The Introduction will help you understand key concepts in the book. Knowing them will help you discuss and write about the book.

The Introduction includes information about

- the format of the book—short stories and Author’s Notes
- the importance of storytelling
- the author’s use of fantasy and magic in the stories

After you read the Introduction, answer these questions to check your understanding.

1. Why did Villaseñor begin to doubt his family’s stories at school?

2. Why is storytelling an important tradition?

3. Why does Villaseñor include elements of fantasy in his stories?

Introduction: Key Concepts

Concept Map

Study the **Concept Map** for *generation*. Write a sentence using the word *generation*.

Key Concepts

ancestor
doubt
fantasy
generation
powerful

Concept Map

Key Concept

generation

Characteristics of concept:

similar in age

grouped

similar experiences

Not characteristic of concept:

different ages

individuals

different experiences

Definition of concept

people born around
the same time

Examples of concept

all of the children in one family
grandparents
kids who grew up in the 1990s

On a separate sheet of paper, create a similar **Concept Map** for the remaining **Key Concept** words. Write what the word is like (Characteristics) and what the word is not like. Use a dictionary to include a definition of the word and examples. Then write a sentence for each **Key Concept** word.

Respond to Part One

- 1. Personal Response** The author writes stories about animals that have had special meaning in his life. Tell about a pet or another animal that you feel connected to in some way.

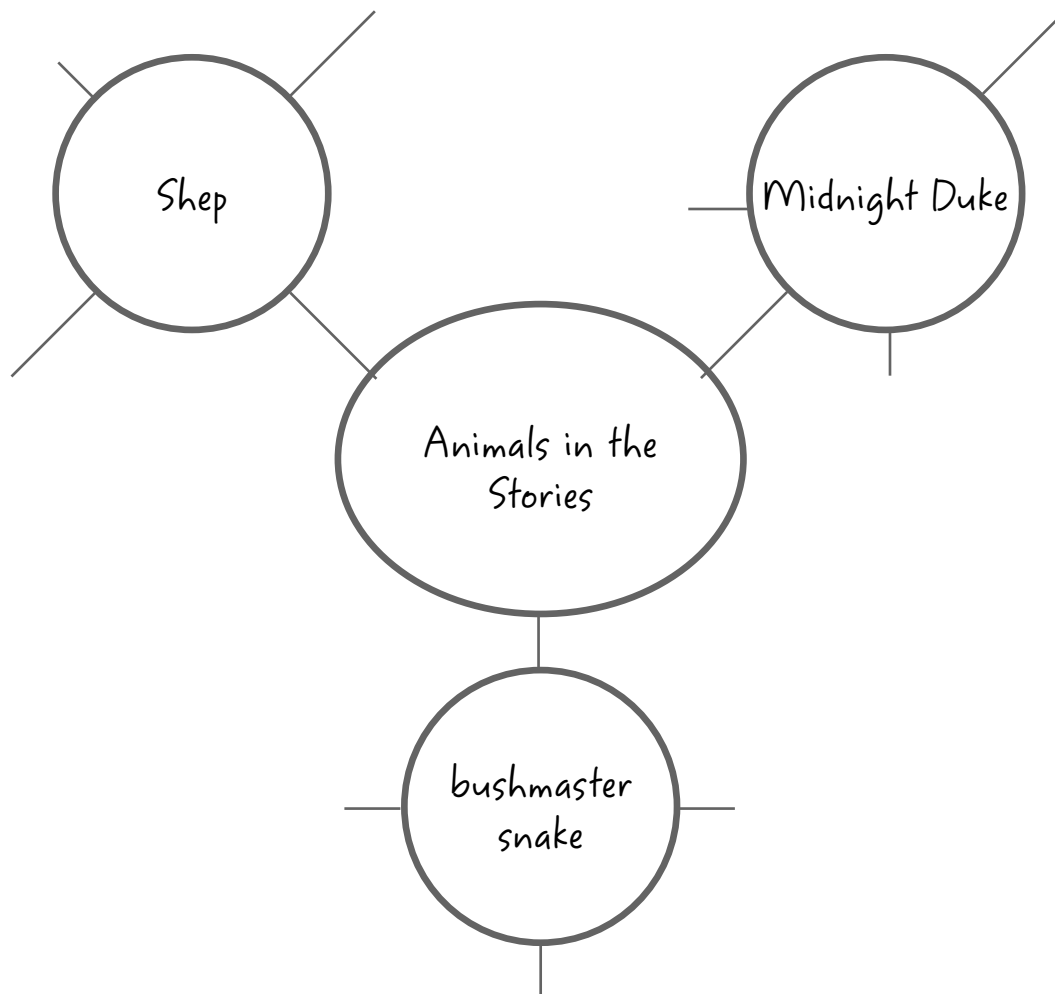
- 2. Generalization** In “Midnight Duke,” Si said the men should let the horses define their own “pecking,” or social, order. Why is social order powerful in groups? Use the word *powerful* in your response.

- 3. Comparisons** Villaseñor wanted to know every detail about his family’s stories. The schoolteacher in “Walking Stars” did not want to know the meaning of the song “Yesterday.” Why were their reactions to the unknown so different?

- 4. Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

Respond to Part One, continued

5. **Cause and Effect** In Part One, animals appear in each story. Write the animals' characteristics and actions in the **Cluster**.

Cluster

How did Shep, Midnight Duke, and the bushmaster snake help Villaseñor to believe in magic?

Respond to Part Two

1. **Personal Response** In “The Hanging,” Lupe thinks about the man who raised her to give herself strength and comfort. What do you think about to make yourself feel strong?

2. **Judgments** The fantasy elements in the mother’s stories made it hard for the author to believe them. Is it harder or easier to enjoy a fantasy story? Use the word *fantasy* in your response.

3. **Metaphor** In “First Day of School,” Lupe’s mother says: “flowers aren’t just beautiful, they also have thorns to protect themselves. So always be strong, my love, and proud.” Why does she say this?

4. **Generate Questions** Write a question about this section for someone else reading this book. Exchange questions with them. Do you agree with their answer?

Respond to Part Three

1. **Personal Response** The children in “The Greatest Christmas Gift” call Doña Josefina a witch because they have heard stories about her. What magical story have you heard? Do you believe it?

2. **Paraphrase** In “Bullfighting the Train,” what does Juan mean when he describes his ancestors as “powerful men and women whose belief in God was so strong that life was indestructible”? Use the word *ancestor* in your response.

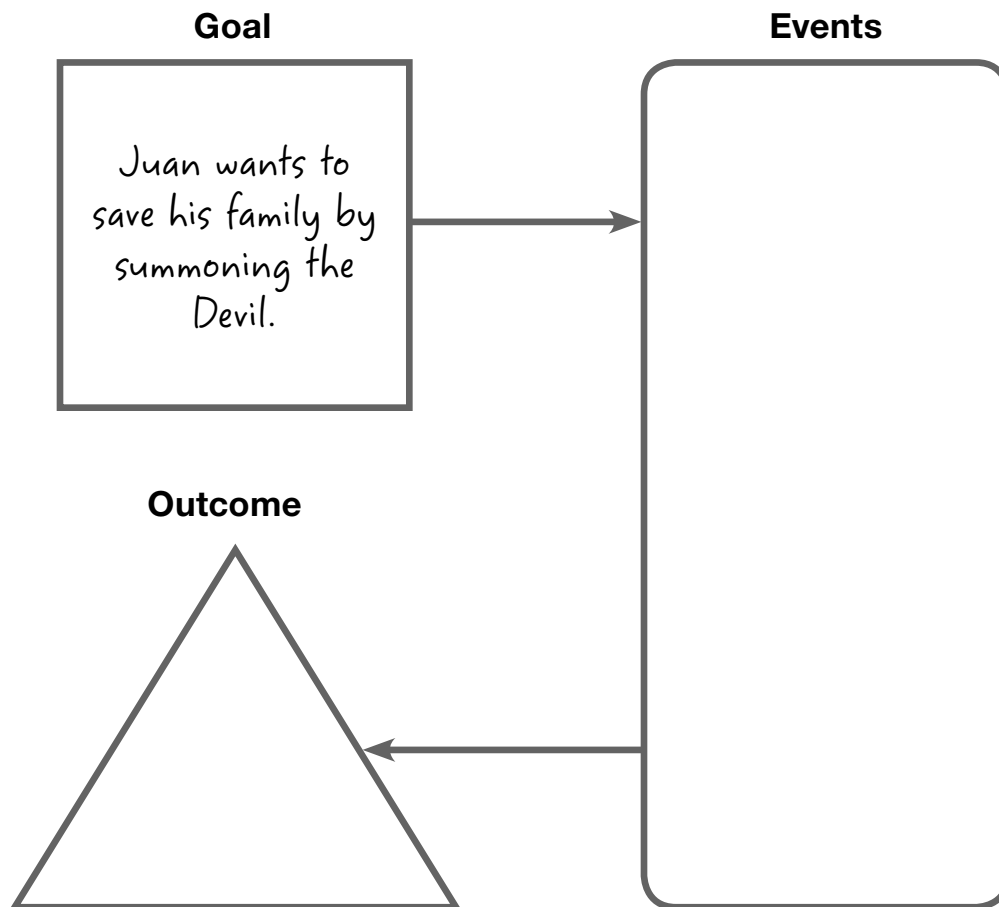
3. **Judgments** “Bullfighting the Train” does not have magical animals or people in the story. Does this make the story more interesting or less interesting than the others to you? Why?

What If?

4. **Connect** Look at your notes on **Student Journal, page 2**. Think about what lessons you have learned from your family. Compare this to *Walking Stars*. What is the greatest lesson the author has learned from his family?

Respond to Part Three, continued

5. **Plot** In “The Greatest Christmas Gift,” Juan starts out with a goal, but the story concludes with an unexpected outcome. List the events and the surprising outcome in the **Goal and Outcome Chart**.

Goal and Outcome Chart

If Juan had successfully completed his original goal, how would the family's future have been different?
