Picture Book Activity


**Statement of Purpose.** Picture books are great tools for introducing topics or writing assignments, and because they bring up deep topics in a simple way, they are helpful for students with limited English proficiency or learning disabilities.

**Context.** This particular picture book activity should be used as an anticipatory activity—before students begin reading the novel. It introduces key ideas and motifs in the novel.

**DIRECTIONS.**

- **Materials:** student journals, classroom set of novel, *The Boy Who Stopped Time*
- **Time Needed:** 40 minutes
- 1. Read the picture book.
- 2. Use discussion questions found in the “mini-lesson idea” section below.
- 3. Ask students to write a journal response for 6-8 minutes
- 4. After you have read up to chapter 5 in the novel, connect the ideas and motif of time from the picture books to the novel.

**After the Strategy.** Begin reading the novel, tie the story book into the novel after chapter 5.

**Assessment.** Assess the students for participation points in discussion of the book and the journal response.

**Brief overview of the book.** A young boy, Julian, doesn't like going to bed at 7:30 every night. He wishes he could just stop time. One evening, he discovered that he could stop time by stopping the pendulum in the family’s clock. Everything besides Julian goes still, including people and animals, and Julian runs around the house doing things he wasn’t normally allowed to do. He rides his bike farther than he is allowed to and visits many familiar places that he had never been to on his own. He repeatedly notices how quiet the world is, and how it is unnerving. He eventually decides that the stillness is sad, and besides that, he begins to get tired. He rushes home on his bike and moves the pendulum again. Everything comes alive again, and Julian’s mother tells him it’s time for bed. He happily goes into his room and gets in bed.

Audrey Spainhower, BYU, 2010
**Why this book?** The book is easily related to students- what child always wanted to go to bed when they were asked to? It introduces concepts that are important to the novel, *Running Out of Time*. First, Taber describes how lonely the world is when you have nothing and no one to interact with. Jessie experiences the same thing when she moves from 1840 to 1995. Second, literally freezing time is comparable to what the residents of Clifton were attempting to do. Freeze themselves into a certain time period. In both situations, the characters have to accept that the freeze they have induced must end. It doesn’t work. It can also be used to contrast the idea the while Julian has a never-ending amount of time, Jessie is running out.

**Mini-lesson Idea:** This book should be read before the novel study begins to introduce the motif of “time” in the novel. Once you have finished reading the book, ask questions: *Why did Julian decide to start time again? What was the problem? What would you do in Julian’s situation? What does “time” mean to you? Is it a priority of yours to be “on time” for things? Why?* Then, ask students to pull out their journals and write a response to the book and the discussion that was spawned by the questions written above. Let the students write for 6-8 minutes, and then have them discuss what they wrote with partners. The novel study should begin the next class period, or even as a reading assignment that night. Guide them through the connection between the two books after they read chapter 5 in *Running Out of Time*, once they realize that Clifton is an historical preserve.