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Creating & Comprehending Picturebooks

Creating and Comprehending

Both are Processes for Constructing Meaning

Representation and Interpretation are Related Semiotic Processes

Authors, Illustrators, Designers and Publishers bring Intentions to their Work

Readers bring Purpose and Knowledge to their Readings

What is Intended May Not Be What is Realized and What is Realized May Not Be

What is Intended

The Creative Process: From Inspiration to Perspiration to Publication

A Process of Representation

My Books Include:

Graphic Design - Font, Borders etc.

Peritextual Resources

Photographic Images

Language Systems

Purpose: Share Information - Entertain

My Intentions

Increase One's Powers of Observation

Expand Children's Love of Nature & Their Respect for the Environment

Demonstrate How Photography Can Be Used as a Window on the World

Foster Curiosity & a Sense of Wonder

Helping Children Attend to Things in Their World

Picturebook Elements

Text – Image - Design

Image Process

Each Looking Closely book began with a Natural Habitat

I Conducted Research on the Habitat

Then I Created a "Shot List"

I Looked Through My Image Files

And Took a Walk with My Camera

I Added to My Shot List

Then I Took Another Walk with My Camera

Creating Text

Conducting Research - Gathering Ideas
First Draft Writing - Getting It Down
Distance - Time Away from My Writing
Submit to Editor
Editor Fact Checking
Editor's Revisions - Suggestions
Revise - Re-Submit- Revise Again

Designing a Book

Decisions on Font
Decisions on Layout - Orientation
Decisions on Structure
Decisions on Number of Images
Covers and Endpages
Peritextual Information

Design Process

Submitted to my Editor (@ 50 images)
9 Featured Images are Selected
4 Additional Images - Back Cover, Overall Context Shot, Title Page, Endpages
Cover Image Selected
Crops envisioned

Elements of Looking Closely

The Question...
Crop and Reveal
Endpages
Back Cover
Photographer's Note
Dedications

Final Steps

Receive Crops
Finish "Crop" Language
Receive Galleys
Approve Images and Text
Publish the Book
Create Teaching Resources
Celebrate!
Getting Reviewed...

Comprehending Picturebooks

A Process of Interpretation

Draws Upon:

Prior Knowledge of the World

Knowledge of Language

Representational Systems

Purpose: Gain Information and Be Entertained

Demonstrating Comprehension

Be a Reader First, and a Teacher Second

Teach Children to Attend to ALL Elements of a Picturebook

Develop a Sense of Curiosity About the World and Ways to Understand It

All Information Comes with a Perspective

Keep Reading Relevant

Explain the Features and Structures of Informational Texts

What I've Learned as an Author - Illustrator

Intentionality- Authors, Illustrators, Designers intend most things to mean something

Meaning in Design - the Orientation, borders, fonts are all forms for representing meanings

I begin with Image, Not Text

The Challenges of Photographing for Publication

What I've Learned as a Reading Professor

Respect a Picturebook as a Work of Art, as well as a Piece of Literature

Peritextual Elements and Design of Picturebooks add to the Unified Meanings

Need to Move Beyond the Literal

Importance of Noticing

Author-Illustrators Teach Readers How to Read Their Books

Pedagogical Implications

Do we have to have students write before we let them draw or photograph?

My copies are never "sloppy," or at least that isn't my intention.

Observation and research are the keys to good writing.

Revision IS the writing process.

We know the world in more ways than through reading and writing.

Photography Website: www.backcountryimages.com

Literacy Education Website: www.frankserafini.com