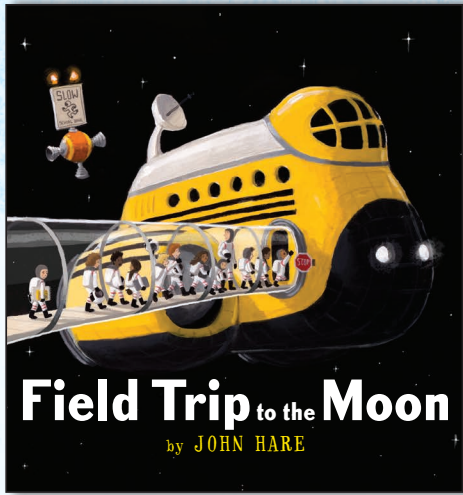


HOLIDAY HOUSE EDUCATOR'S GUIDE



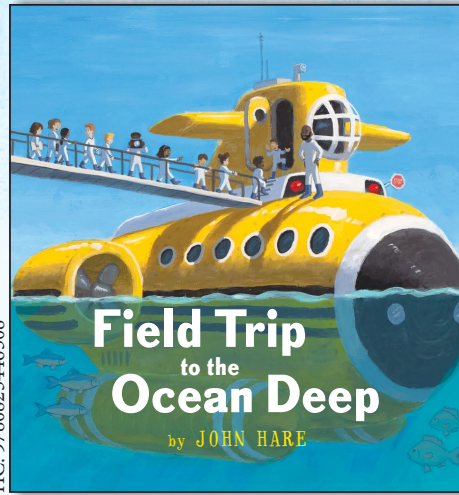
A Guide to Reading Wordless Picture Books with Children

HC: 9780823442539 · E-Book: 9780823443000



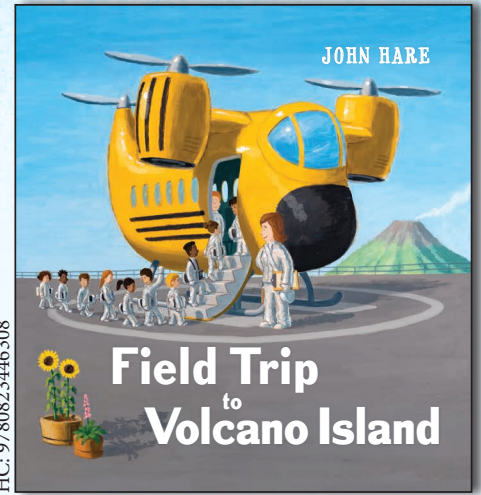
Margaret Ferguson Books

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Wordless picture books are told entirely through their illustrations. Sharing wordless books with children provides opportunities for literacy-rich conversations, reinforcing the idea that the story and the pictures are connected.

Literacy is not just about building skills in decoding words, sight word vocabulary, and fluency. It involves understanding the *who*, *what*, *where*, *when*, and *why* of the story, the ability to make inferences, draw conclusions, identify cause-and-effect relationships, and understand changes from the beginning to the end of the story. Wordless books allow children to “read” stories beyond literal text. These books are the perfect tool for enhancing reading comprehension, creative thinking and writing, and developing story sense.

When Reading a Wordless Book . . .

1. Look through the book.
2. Take your time. Slow down and look at the illustrations and details.
3. Ask questions about the story elements.
4. There are no right and wrong answers.
5. “Read” the story. Let your student/child read it to you or to a reading buddy.

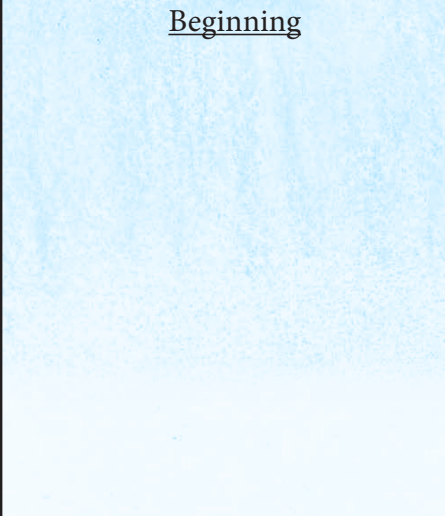
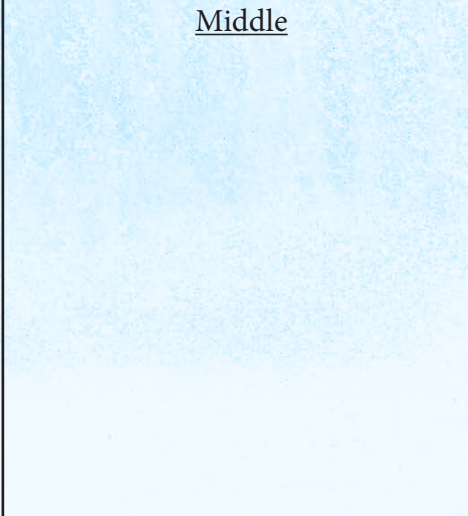
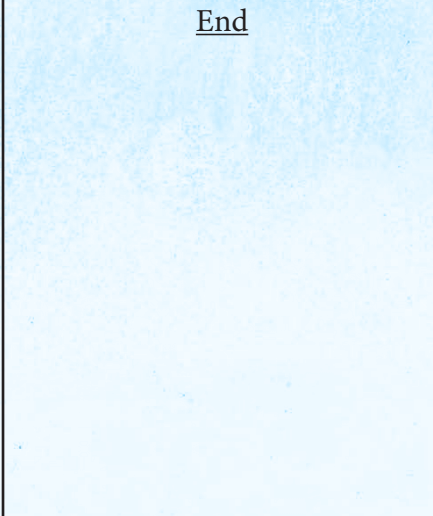
General Questions to Consider When Reading a Wordless Book

- Where does this story take place? What is the setting of the story? What do you notice about the setting? Is there anything unusual or familiar about the setting? What sorts of things do people do in a place like this?
- Which is your favorite illustration? Do you have a favorite part of the story or a favorite character?
- Can you tell about a time you have felt like the main character or found yourself in a similar situation? What is happening in the story that you are identifying with?
- Describe the characters. What are their emotions? What is the character thinking? How do you know?
- What is the character’s goal/mission? How will they achieve their goal? Why did the character make this choice? Could they have made a better choice?
- What is the character going to do next? How will their actions affect the story? What do you think the character is saying? Why?
- What will happen next? How do you know?



Let's Practice!

Draw the beginning, the middle, and the end to a simple story. Use details in your illustrations, and then write in what is happening below.

<u>Beginning</u>	<u>Middle</u>	<u>End</u>
		

Write:

Book Study

BEFORE READING

Flip through *Field Trip to the Moon*, *Field Trip to the Ocean Deep* and *Field Trip to Volcano Island* all written by John Hare. Have the group discuss the titles and the author/illustrator's work. Look at the covers and titles of the books and discuss them. What are the books going to be about? Could the stories really happen?

What is a *field trip*? Discuss a time you went on a field trip. Consider the following questions:

- Who went?
- Where did you go?
- How did you get there?
- What did you do?
- Why do classes go on field trips?
- What did you learn?

Why are these books considered fiction? What is the difference between the field trips you have been on and the field trips in these books?

Go on a picture walk of both books. Invite students to tell what they notice. Explain that the books are called "word-less books" because they do not have text.

Ask the students to tell what both books have in common. Create a list of characteristics from the books.

Pose the following question: "How will you know what the story is about if it uses only pictures?"



We will need to create the words in our heads and make sense of what is happening. This will require sequencing events, inferencing, drawing conclusions, and identifying cause-and-effect relationships and changes from the beginning to the end of the story.

Choose one book to read as a class or designate two groups to read the different titles and pose these questions:

- What do you *know* about the moon/the ocean deep?
- What do you *want* to know about the moon/the ocean deep?
- What do you think you will *learn* about the moon/the ocean deep?

DURING READING

Ask students to “read” the book silently to find out what the story is about. Use sticky notes to make observations (*I see . . .*), to ask questions (*I wonder . . .*), and to make inferences (*I think . . .*) about what is happening in the illustrations. Share the responses.

“Read” the books together as a group. Model reading a wordless picture book for the students by thinking out loud. Summarize the book together using the story elements. Discuss the main idea and the details of the book.

AFTER READING

Look through the illustrations and write down the story in your own words. Introduce characters, describe the setting, relay the sequence of events, and utilize transitional words and vocabulary that are relevant to the topic.

Compare and contrast *Field Trip to the Moon*, *Field Trip to the Ocean Deep* and *Field Trip to Volcano Island*. How are the stories the same and how are they different?



Identify three cause-and-effect relationships from each story.

Example from *Field Trip to the Moon*:

- The aliens took all of the colored crayons from the student. (Cause)
- The student only had a gray crayon. (Effect)

Example from *Field Trip to the Ocean Deep*:

- The student falls off of the sunken ship. (Cause)
- The student meets a curious sea creature. (Effect)

Example from *Field Trip to Volcano Island*:

- The student dropped his flowers into the volcano. (Cause)
- The student meets a lava monster. (effect)



Separate the class into three small groups. Have the first group retell the story from the point of view of the teacher and the second group from the point of view of the lost child. Have the last group retell the story from the point of view of the aliens or the sea creature. Have each group act out their roles.

Find the illustrations from each story that had a big impact on meaning. Use examples from the story to explain. What details did the illustrator use to enhance meaning? (Colors, phrases)

Pose the following questions to the class:

- How do the characters in the story handle themselves? What would you do if you were left on a field trip in a strange place?
- If you could go on a field trip anywhere in the world, where would you choose to go? What would the bus turn into?
- Where do you think the next field trip will take place?

RESEARCH QUESTIONS

Have the class conduct research to answer the following questions related to *Field Trip to the Moon*:

- What is the moon? Where is the moon? Why is the moon important?
- What is a space station?
- What is a galaxy?
- How do we know about the moon? Who studies the moon? How do people study the moon?
- How does the moon change?
- What else did you learn about the moon?

Have the class conduct research to answer the following questions related to *Field Trip to the Ocean Deep*:

- What is an ocean? How many oceans are there in the world?
- What lives in the oceans? How does our treatment of the oceans affect the world?
- Who studies the oceans? How do people study the oceans? Why do people study the oceans?
- What else did you learn about the oceans?

Have the class conduct research to answer the following questions related to *Field Trip to Volcano Island*:

- What is an island? What is a volcano?
- Where can volcanoes be found?
- Who studies volcanoes? How do they study them? Why do people study volcanoes?
- How do volcanoes affect the environment around them?
- What else did you learn about volcanoes?

Guide written by Marla Conn, MS, Ed., reading/literacy specialist and educational consultant.



Photo Credit: Sherry Hare

ABOUT THE CREATOR

John Hare, creator of *Field Trip to the Moon*, *Field Trip to the Ocean Deep* and *Field Trip to Volcano Island*, is a freelance illustrator and graphic designer. *Field Trip to the Moon* was his first picture book for children, and it was chosen as a Bank Street Best Book of the Year—Outstanding Merit, a *School Library Journal* Best Book of the Year, and a *Horn Book* Best Book of the Year. He lives in Gladstone, Missouri with his wife and two children.

