When Reading a Wordless Book... (Continued)

1. Describe the characters. What are their emotions? What is the character thinking? How do you know?
2. What is the character going to do next? How will their actions affect the story? What do you think the character is saying?
3. What will happen next? How do you know?

Field Trip to the Moon

by JOHN HARE

Margaret Ferguson Books

Field Trip to the Ocean Deep

by JOHN HARE

Margaret Ferguson Books

Field Trip to Volcano Island

by JOHN HARE

Margaret Ferguson Books

HOLIDAY HOUSE

EDUCATOR’S GUIDE

A Guide to Reading Wordless Picture Books with Children

By reading wordless books with children provides opportunities for literacy-rich conversations, reinforcing the idea that the story and the pictures are connected. This involves understanding the, hat, here, hen, and when 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 levels. These books are the perfect tool for enhancing reading comprehension, creative thinking, and writing, and developing story sense.

- Read the book.
- Take your time. Low down and look at the illustrations and details.
- Ask questions about the story elements.
- There are no right and wrong answers.
- Read the story. Let your student/child read it to you or to a reading buddy.

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 that? Which is your favorite illustration? Do you have a favorite part of the story or a favorite character? Do 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 or mission? How will they achieve their goal? Why did the character make this choice? What they 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?

#FieldTripToTheMoon #FieldTripToTheOceanDeep #FieldTripToVolcanoIsland
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.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
</table>

Write:
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Book Study

BEFORE READING
Flip through and 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 the 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 "wordless books" because they do not have text.

Ask the students to tell that both books have in common a list of characteristics for the books.

Ask the students to tell if the story is about if it uses only pictures?
We need to create the words in our heads and make sense of what is happening. We require sequencing, inferring, 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 think you will learn about the moon/the ocean deep?
What do you think you will know about the moon/the ocean deep?
What do you think you will think you know about the moon/the ocean deep?

Ask students to read the book silently to find out what the story is about. Sticky notes to take observations ( ), to ask questions ( ), and to take inferences ( ) about what is happening in the illustrations. Share the responses.

Read the book together as a group. Model reading a wordless picture book for the students. Think aloud. Summarize the book together using the story elements. Discuss the main idea and the details of the book.

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

Compare and contrast , , and . How are the stories the same and how are they different?

Identify three cause and effect relationships for each story.

In the case of the student to take all of the colored crayons for the student (effect)
the student only had a gray crayon (fact)

In the case of the student falls off the sunken ship (effect)
the student eats a curious sea creature (fact)

In the case of the student drops his oars into the volcano (effect)
the student eats a lava monster (fact)

Field Trip to the Moon
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Field Trip to the Ocean Deep
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Field Trip to Volcano Island
by John Hare
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. Examine how the illustrator used colors, phrases, and other details to enhance meaning.

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?
- Where do we live 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.

**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.