



Wordless Picture Books

In the Classroom:

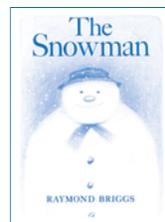
Incorporate wordless picture books into the curriculum:

- Share wordless picture books with smaller groups of children within the classroom. This allows for all children to see the images on the pages.
- Show the cover of the book first. Ask students to describe the cover image, and predict what they think the book will be about. Who are the characters? What do they imagine the characters will do? Predicting story elements will encourage them to use their previous experiences and develop the critical thinking skills necessary to comprehend the plot.
- Go through the book for the first time with students very slowly. Allow them to take in the images on all the pages, and ask them to hold their questions or comments until the end. Ask students to think about the predictions they made based on the cover of the book and talk about whether their predictions were right or wrong.

A NOTE TO EDUCATORS:

Many times, we ask young readers to listen to a story and try to picture the images of the action in their minds. By sharing wordless (or nearly wordless) picture books, we ask young readers to exercise their imaginations in just the opposite way. Young readers can “read” the images of the picture book and create the narrative for the action in their minds. Wordless picture books can help young children think about the basic elements of storytelling, and are perfect for the youngest children who may not have the skills or confidence to read text on their own. They are also perfect when working with a group of children with mixed reading abilities or English language learners, since understanding the story is not contingent on reading the text.

SUGGESTED TITLES:



The Snowman

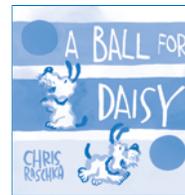
by Raymond Briggs

A dreamy tale of a boy and the Snowman he built, who comes to life at night to have some old-fashioned winter fun.

When the boy awakes the next morning, did any of it really happen, or was it all a dream?

Grades K–3

HC: 978-0-394-83973-8 • PB: 978-0-394-88466-0



A Ball for Daisy

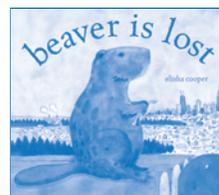
by Chris Raschka

Any child who has ever had a beloved toy break will relate to Daisy's anguish when her favorite ball is destroyed by

a bigger dog. Chris Raschka explores in pictures the joy and sadness that having a special toy can bring.

Grades Preschool–2

HC: 978-0-375-85861-1 • GLB: 978-0-375-95861-8



Beaver Is Lost

by Elisha Cooper

A young beaver is accidentally separated from his family. Follow Beaver as he's chased by

a dog, visits a zoo, and even finds himself in the middle of a busy city street.

Grades Preschool–2

HC: 978-0-375-85765-2 • GLB: 978-0-375-95765-9



Time Flies

by Eric Rohmann

Inspired by the theory that birds are the modern relatives of dinosaurs. On a stormy night a bird finds its way into

the dinosaur halls of a natural history museum—and sees the dinosaur skeletons come to life.

Eric Rohmann uses color to show the dramatic transformation, and to highlight the bird's narrow escape.

Grades K–3

HC: 978-0-517-59598-5 • PB: 978-0-517-88555-0

GLB: 978-0-517-59599-2



Mine!

by Shutta Crum

Illustrated by Patrice Barton

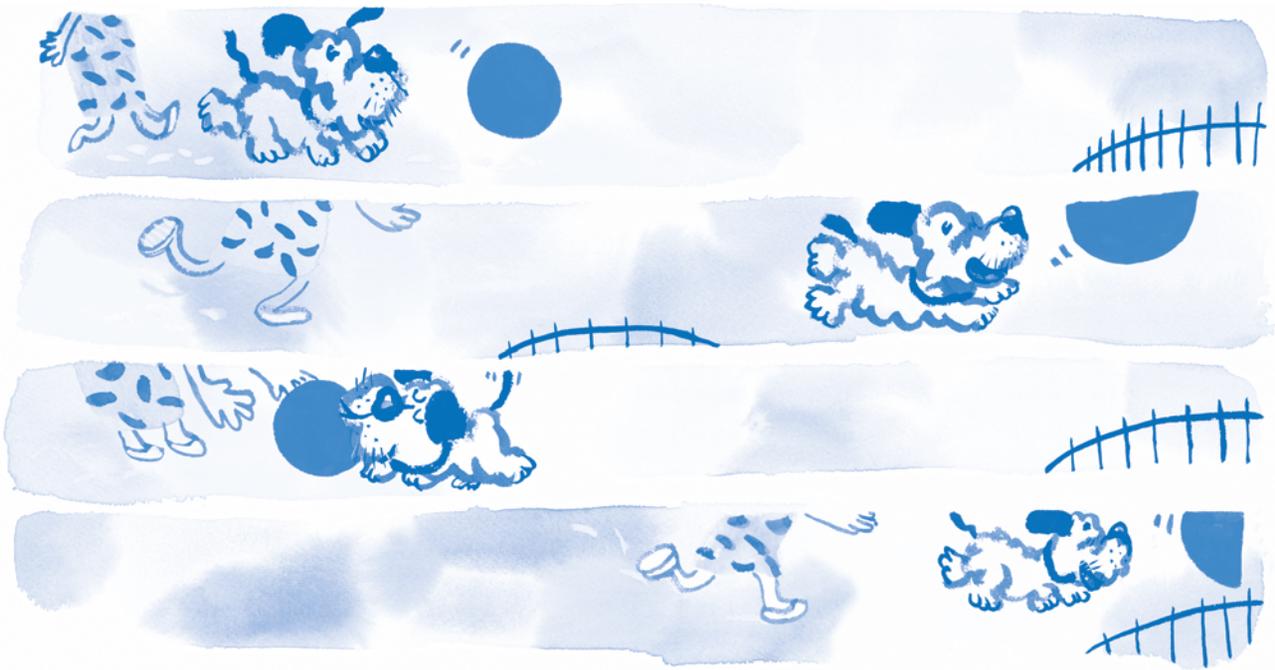
Have you ever had a toy you really really liked? Have you ever had a lot of toys you really really liked? Have you ever said “MINE!”?

If so, this book is for you! An adorable, playful, picture-based book about two very young children and an adorable dog navigating the troubles and triumphs of sharing.

Grades Birth–Preschool

HC: 978-0-375-86711-8 • GLB: 978-0-375-96711-5





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Classroom Activities

Story Mapping

After going through the wordless picture book with students, have students describe what is happening in the story. Who are the characters? What is the setting? What is the problem of the story? What events do the problem cause? What is the conclusion or solution to the story? Use the sample Story Map to understand the various parts of any story.

Creating a Classroom Narrative

After going through the book one time, go back to the beginning and start showing the story again. At each page, ask a student to describe the action happening on that page. Make sure that the students' descriptions link together to form a narrative. Also, think about the story's narrator and point of view. Is it told from the first person or the third person? Think about the bird in *Time Flies*. How is the story shown from the bird's point of view?

Grammar Activity

Even though there are no words in the book, you can still identify parts of speech based on the narrative you've created. Create separate lists of nouns, verbs, and adjectives based on the action of the book. For nouns, think about the characters, the places, and the things in the book. For verbs, think about what the characters and things in the book are doing. For adjectives, think about

how you would describe the characters, places, and things in the book. Who are the characters in *Mine!?* Since they don't have names in the book, how would you identify them? How would you describe the setting of the story?

Sequencing

Explain that all stories have a beginning, middle, and end. Ask students to point out the beginning, middle, and end of the wordless picture book. When telling the narrative of the book, encourage the use of phrases like "and then . . ." or "when suddenly . . ." or "and finally . . ." to describe the order in which events are happening. Ask students to think about what would happen if they knew the end of the story before the beginning. Would that change the story? Near the end of *Beaver Is Lost*, as Beaver is swimming back towards home, how does the illustrator show that time is passing? What are the clues in the illustrations?

Cause and Effect

In storytelling, all actions create consequences. Explain cause and effect to students, using simple examples, such as "Cause: I did not wear a jacket outside when it was snowing" and "Effect: I was cold." Go through the wordless picture book and identify some character actions, and what were the effects of their actions. In *A Ball for Daisy*, the brown dog takes Daisy's ball. What is the effect of the brown dog's actions?

Name: _____

Story Map

Directions: A Story Map is a visual picture of a story, including the major events of the story and the actions of the characters. Using the Story Map below, fill in the parts of a wordless picture book.

BOOK TITLE:

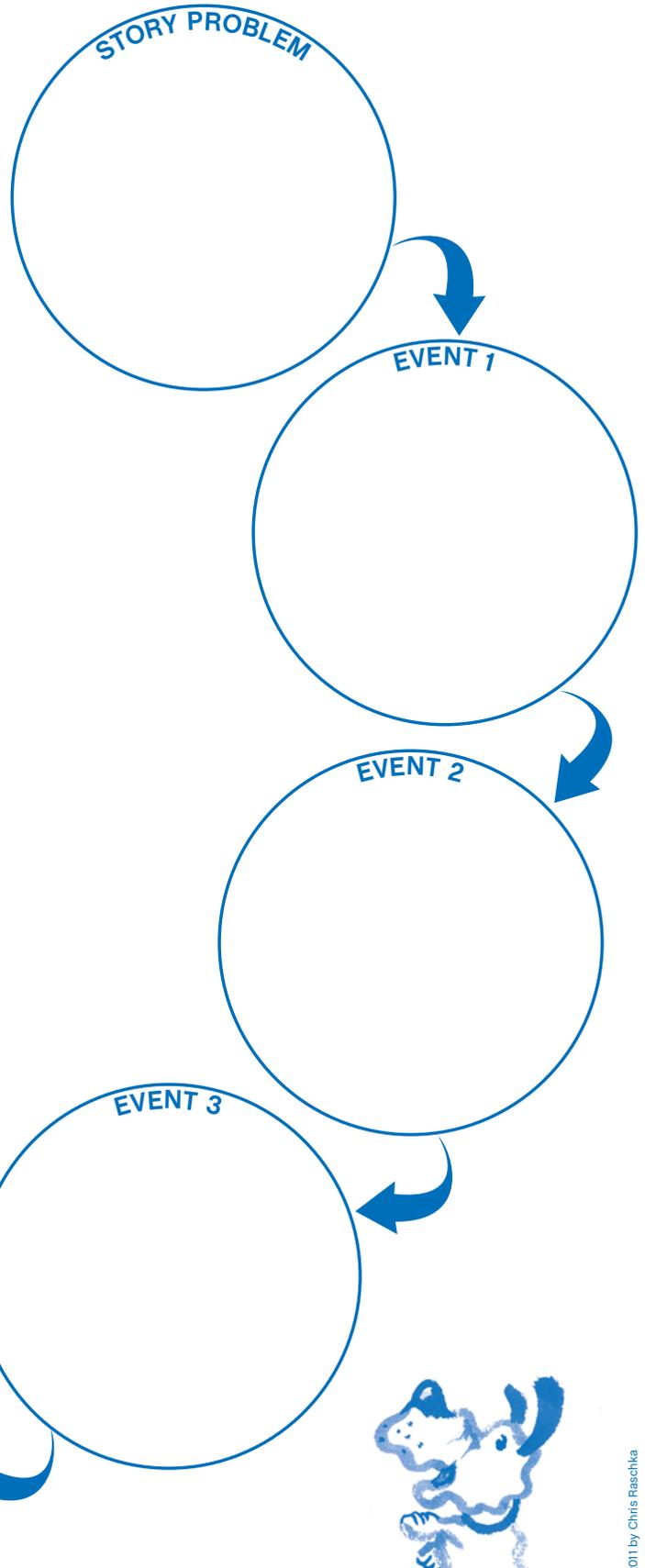
ILLUSTRATOR:

SETTING:

(Where) _____

(When) _____

CHARACTERS:



RandomHouse.com/kids



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EDUCATORS: REPRODUCE THIS ACTIVITY SHEET TO USE WITH YOUR STUDENTS.

Name: _____

A Story Without Words

Directions: Try to tell your own story without using words. Think about things like setting, characters, problems, events, and conclusions. Think about the sequence of events in the story. After you draw your story, trade with a classmate and try to tell each other's stories, using your own words.

TITLE: _____



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