

LESS IS MORE

Using wordless picture books for
developing critical literacy

Sarah M Howell

Sponsored by Oxford University Press

“Your English language learners should be developing thinking skills as they acquire English.

Dust off your copy of Bloom's Taxonomy and ask questions from all levels.

There are activities that ELLs can do on every level.”

Judie Haynes

Today's talk...

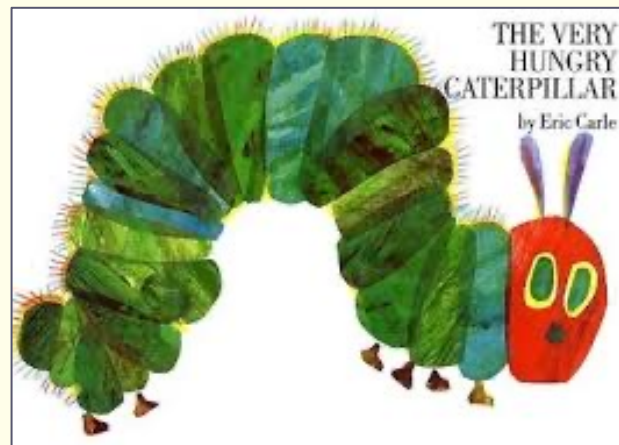
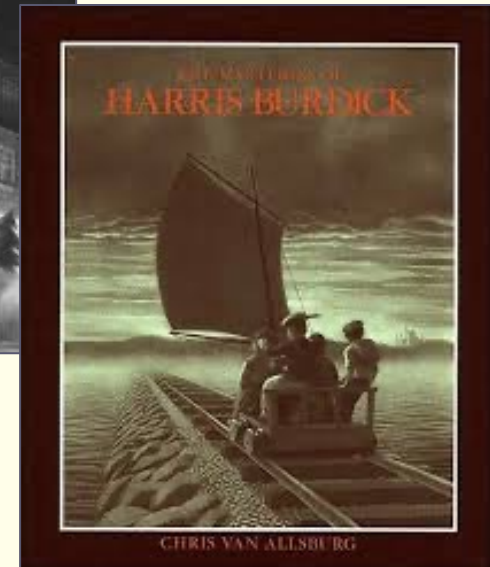
- Picturebook genre
- Examples of picture books
- Picturebooks and critical literacy
- Pete the Cat
- Over to you



Our Tuesday afternoon reading group. Shaun Tan

Picturebooks

- Picture and text
- Wordless (or nearly)
- Children's book genre?



- Wordless (or nearly)

- Why?

- Visual literacy
- Imagination
- Open-ended

- How

- Explore each picture
- Talk about what you see
- Tell the story

- Where?

- Reading corners

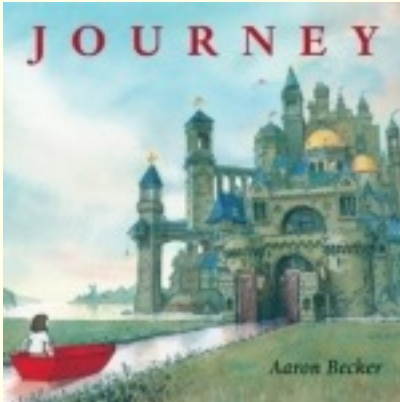
- When?

- Reading hour

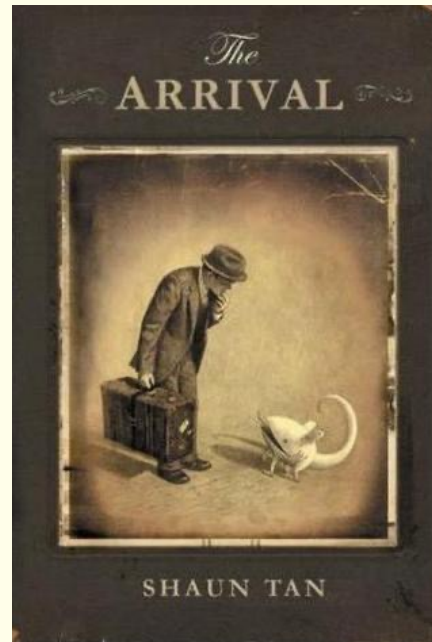


The Red Book, Barbara Lehman

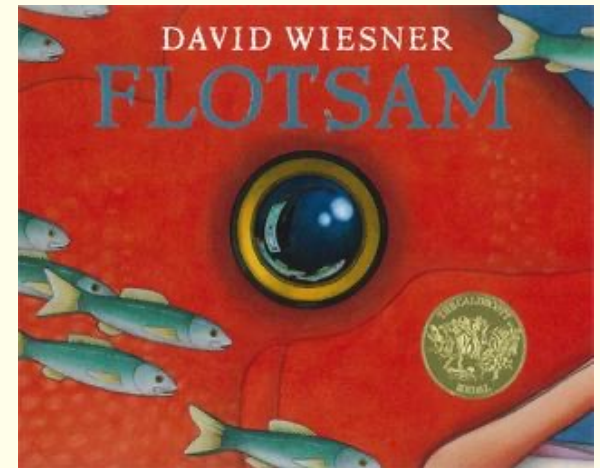
Themes



The Journey
Aaron Becker



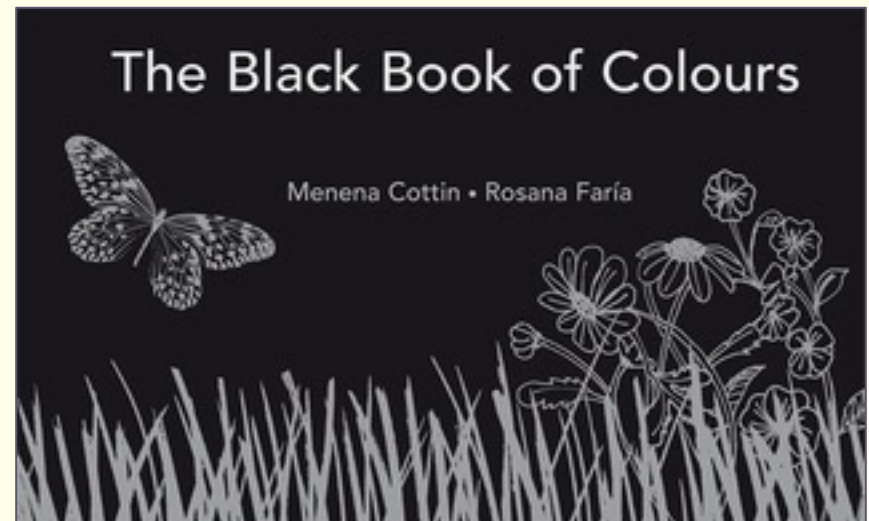
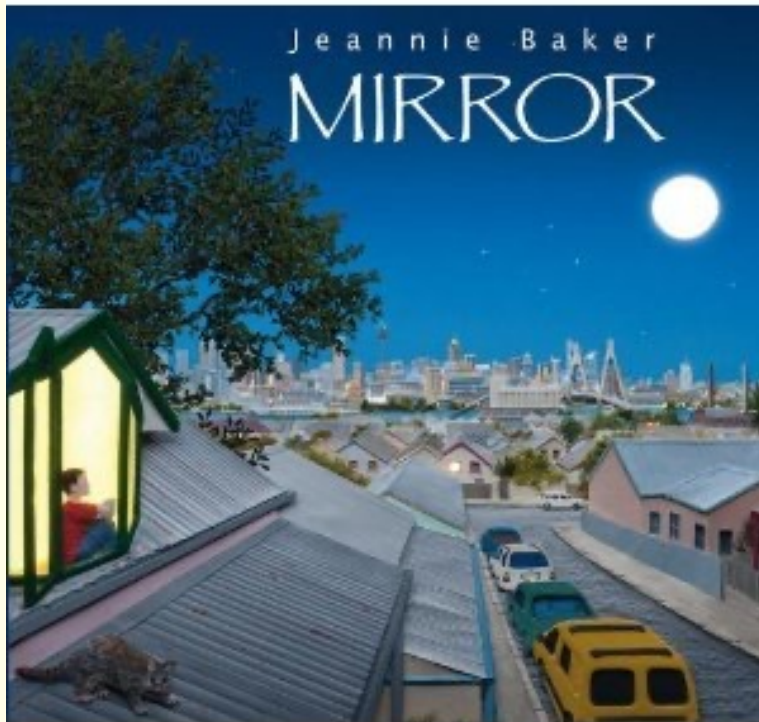
The Arrival
Shaun Tan



Flotsam
David Wiesner

- loneliness
- self-determination
- friendship
- immigration
- Science

Special books...



Picturebooks to develop literacy skills

- Detecting sequence
- Identifying details
- Noting cause and effect relationships
- Making judgments
- Determining main ideas
- Making inferences

Some strategies

- Graphic organizers
- Speech / thought bubbles
- Storycards
- Drama
- Questioning

Prep

- Make up own mini-story (a special day) (L1 or L2)
- Use a BME chart in pictures
- Use chart to tell story
- Encourage extension with questions
 - Who? —————> Characters
 - What happens? —————> Plot or story line
 - Where and when? —————> Setting
 - Why? —————> Background knowledge
(author and/or reader)

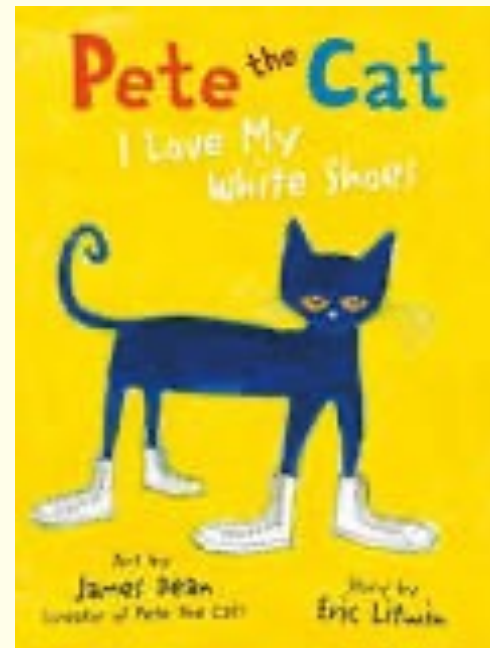
Sequence – Beginning, middle, end

- Questions
who, what, where,
when, why, how.
- BME graphic organizer
(pictures and/or words)
- Use the pictures to retell
the BME the story.

Name _____	Date _____
Story Map 3 Write notes in each section.	
Beginning	
↓	
Middle	
↓	
End	

Reading

- Whole class reading
- Buddy / partner reading
- Group reading
- Individual reading



Pete the Cat - Dean, Litwin

*This book began as a simple dream of Eric and James's.
Then the dream began to grow with help from some very
exceptional people. We are grateful to Elizabeth Aulenta for
artist direction; Michael Levine for music production;
Marla Zafft for book design; Bobby Slotkin for legal counsel;
Karin Wilson from Page and Palette Bookstore
for sharing our book with HarperCollins.*



This edition first published in paperback in Great Britain by HarperCollins Children's Books in 2004

© Copyright 1999 by James Dean (for the character of Pete the Cat)
Text and illustrations copyright © 2008 by James Dean and Eric Litwin

SOURCE EDITION ISBN-13: 978-0-00-755363-1
EPub Edition © May 2014 ISBN: 978-0-00-758495-6

10987654321

HarperCollins Children's Books is a division of HarperCollins Publishers Ltd.

All rights reserved under International and Pan-American Copyright Conventions. By payment of the required
fees, you have been granted the non-exclusive, non-transferable right to access and read the text of this ebook onscreen. No
part of this text may be reproduced, transmitted, downloaded, decompiled, reverse engineered, or stored in or introduced
into any information storage and retrieval system, in any form or by any means, whether electronic or mechanical, now
known or hereinafter invented, without the express written permission of HarperCollins ebooks.

Visit our website at: www.harpercollins.co.uk

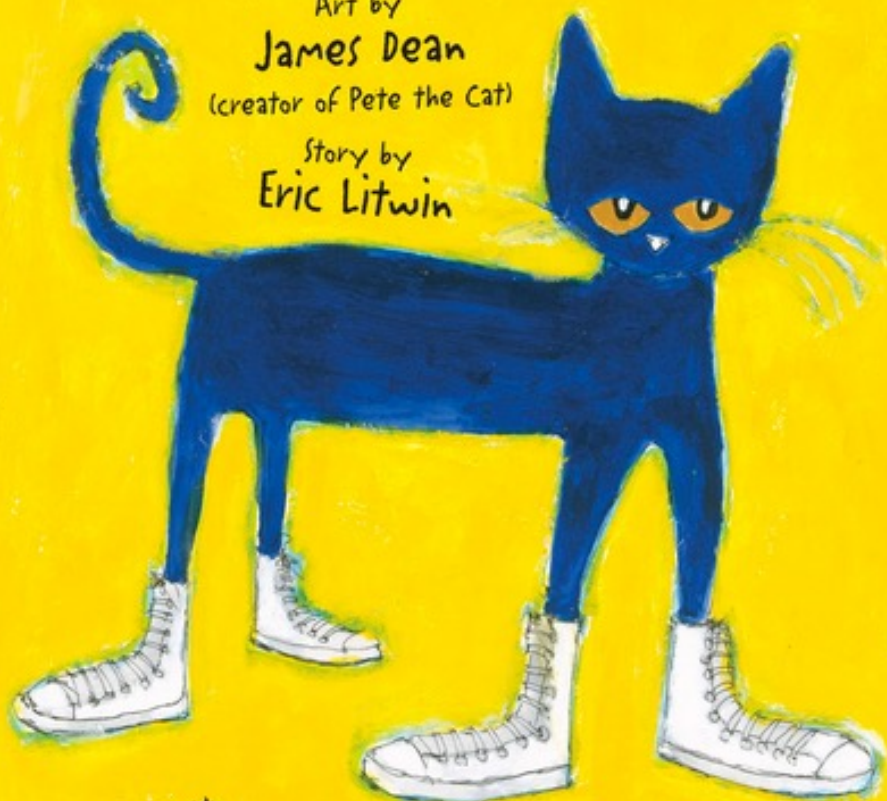


Pete^{the} Cat

I Love My White Shoes

Art by
James Dean
(creator of Pete the Cat)

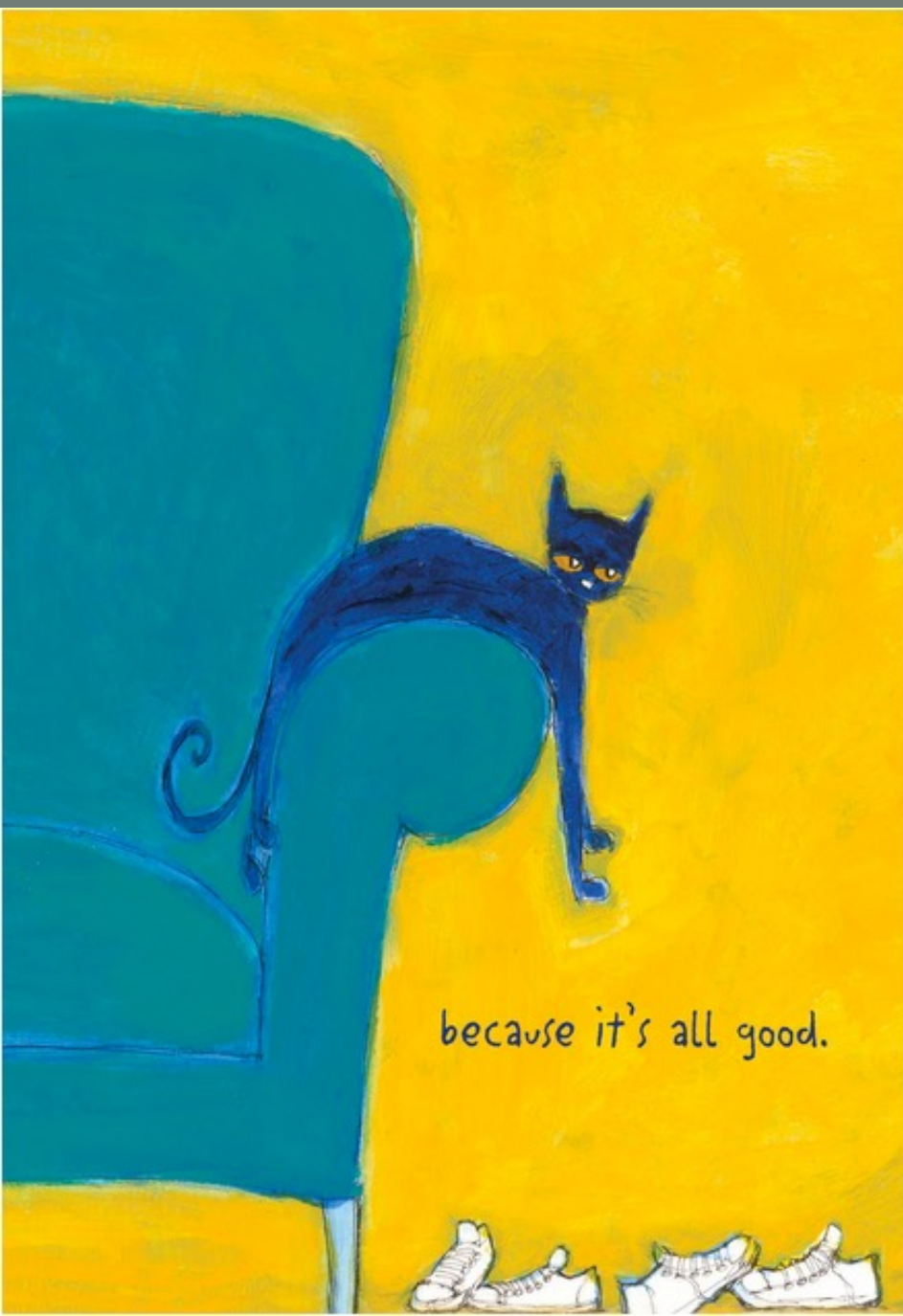
Story by
Eric Litwin



HarperCollins Children's Books

Pete the Cat was walking down the street in his brand-new white shoes. Pete loved his white shoes so much, he sang this song:





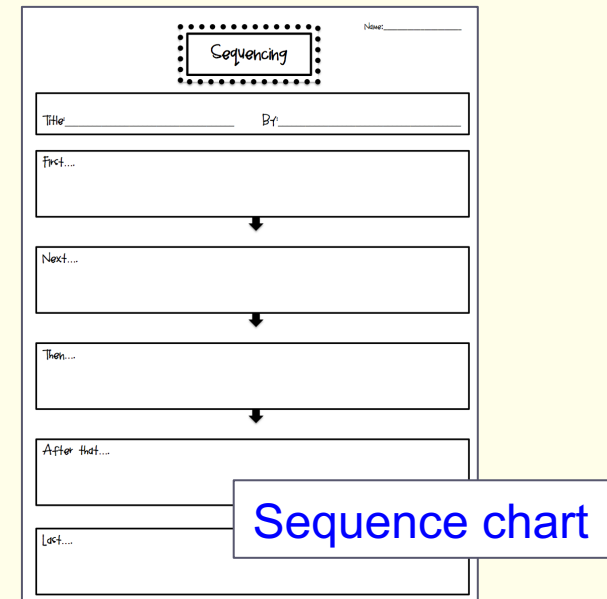
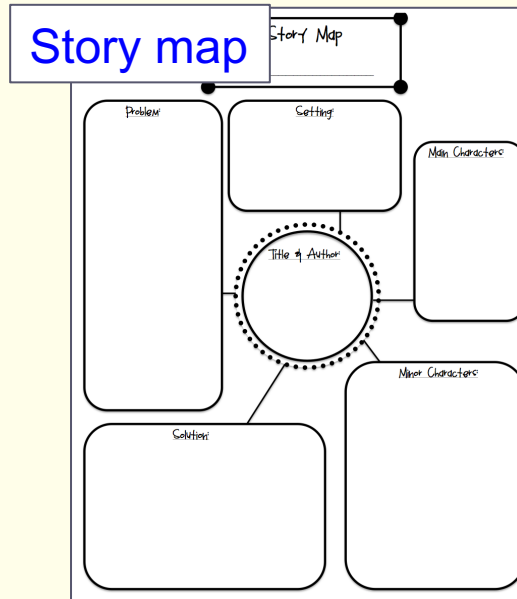
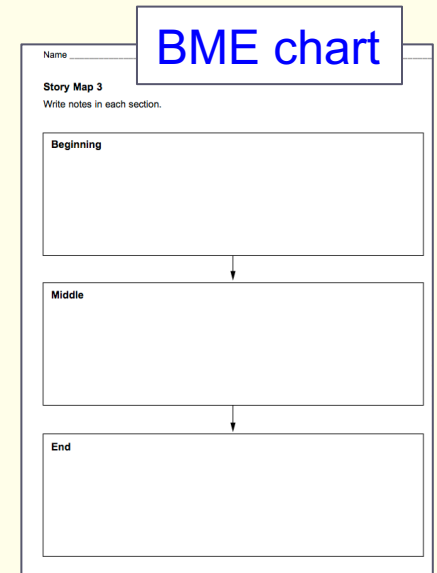
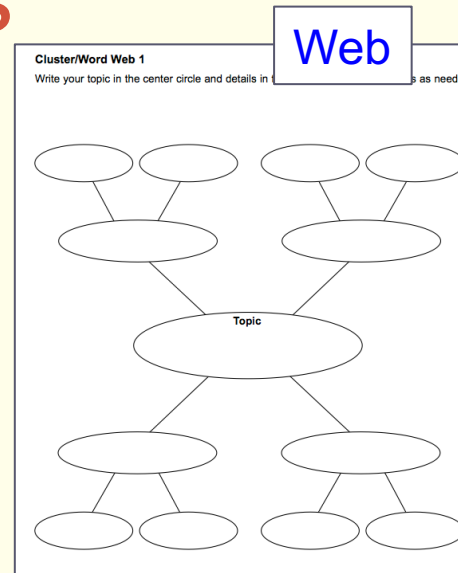
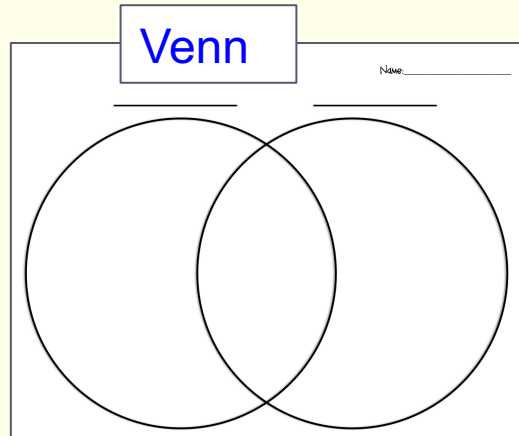
because it's all good.



Activities

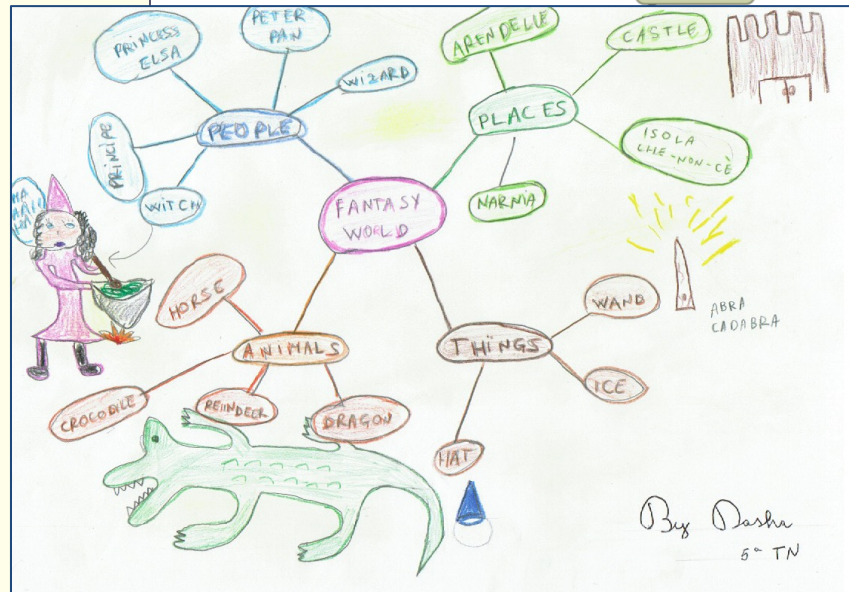
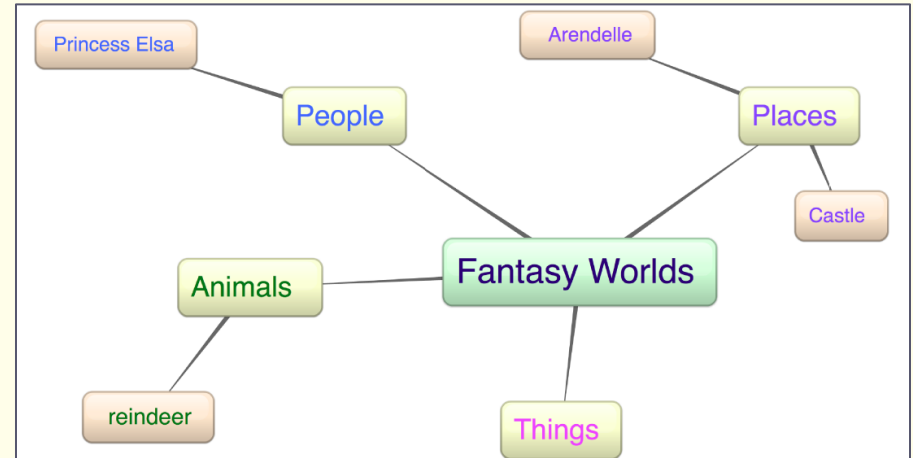
- Vocabulary
- Scrambled sentences
- Pronunciation
- Describing character
- Sequencing
- Story structure
- Retelling
- Inferring
- Cause and effect
- Alternative ending
- Evaluating

Graphic organizers



GO's

- Online
- Printables (free!)
- Teacher's own
- Pupil's own...



Character

- Describing the character
 - map with pictures and words
 - map with words
 - map with words + sentence

A character map template for Python. It features a central circle with the Python logo. Eight lines radiate from this circle to eight empty circles, arranged in two columns of four. Above the central circle is a rectangular box. Below the central circle is a 'Name:' label followed by a line. To the right of the central circle are four horizontal lines for writing.

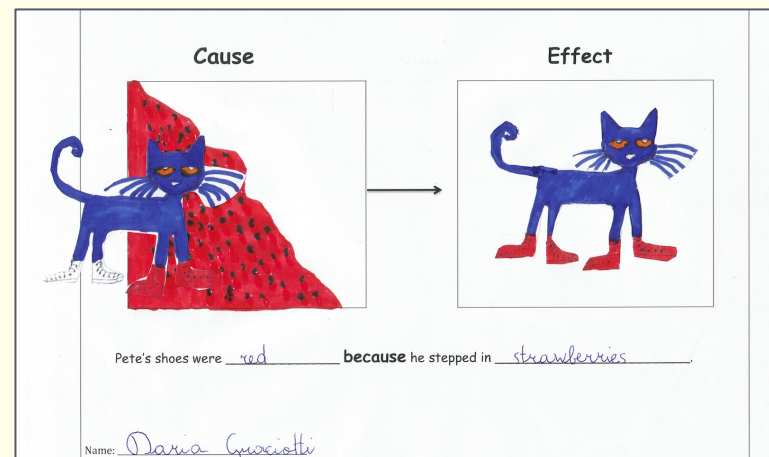
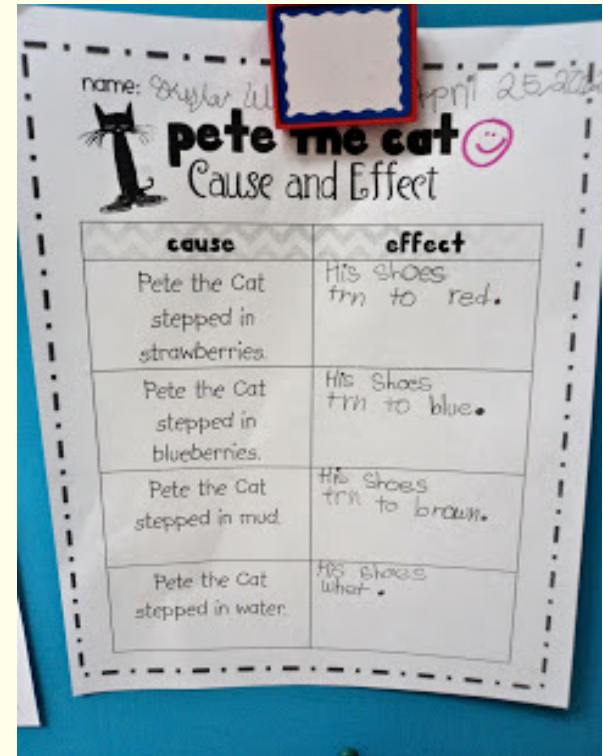
Retell

- Verbal retell
 - Oral with book
 - Oral pictures only
(VoiceThread, PowerPoint)
 - Oral from memory
(with puppet)



Cause and effect

- Look-back with book
- Written with worksheets (gap fills/prompts)
- Questioning
- Making inferences



Book review

- Title, Author, Publisher
- Setting
- Characters
- Conflict / resolution
- Your opinion

Title: Pete the Cat
Author: Eric Litwin
Publisher: Harper Collins



SETTING:

- Where the story takes place In the country
- Time (past, present, future) past

MAIN CHARACTER:

- Name Pete the Cat
- Physical description blue fur, yellow eyes, black whiskers
- Personality/characteristics funny, happy, good

CONFLICT:

Is there a problem? ☒ Yes ☐ No
His shoes are dirty

RESOLUTION:

Is there a solution? ☒ Yes ☐ No
He is happy. He likes red, brown, blue shoes.

YOUR OPINION

Do you like this story? ★ ★ ★ ★ ★

① We ☒ like ☐ don't like the story because Pete is a happy cat and he always smiles with difficulty.

Reviewed by: Dana Giacetti Date: 5/5/14 A

A word on Socratic questioning...

Socratic questioning means using a series of questions to progressively engage higher level of thinking – including literal, analytical and conceptual levels of thinking.

1. **Literal** (or factual) questions ask for information
2. **Analytic** questions call for critical and creative thinking
3. **Conceptual** questions call for abstract thinking

1. Literal (or factual) questions ask for information

What is this about?

Can you remember what happened?

What do you have to do?

2. Analytic questions call for critical and creative thinking

What question(s) do you have?

What reasons can you give?

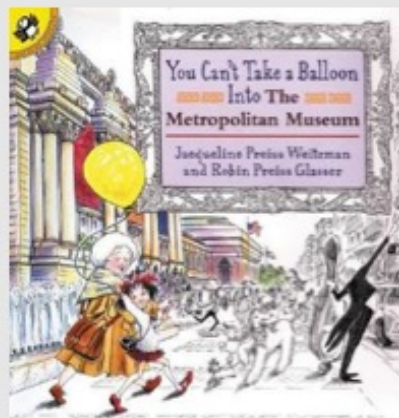
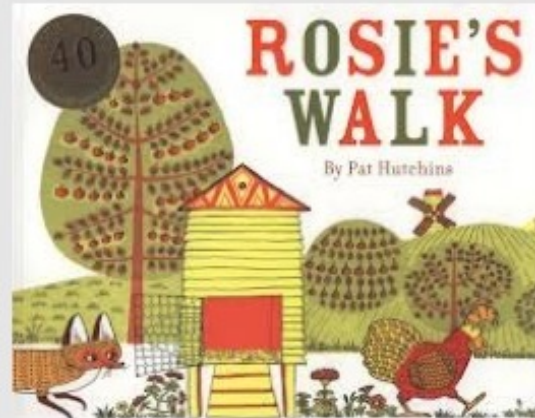
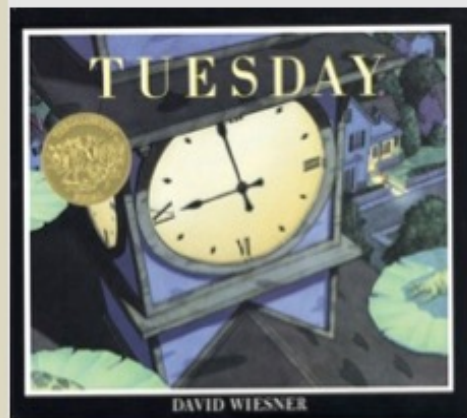
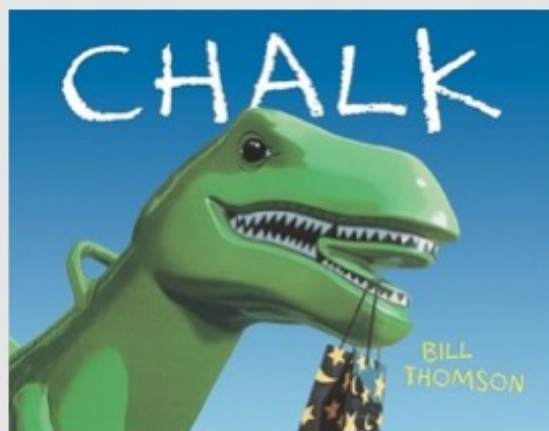
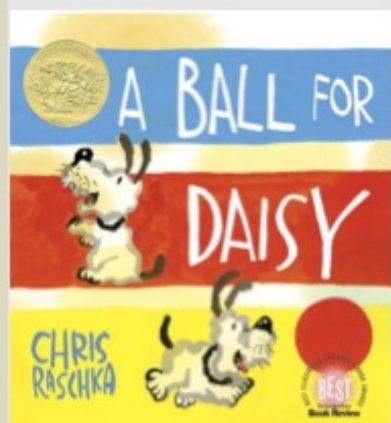
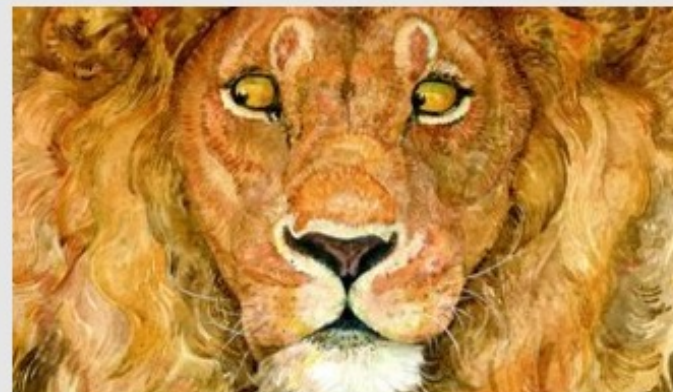
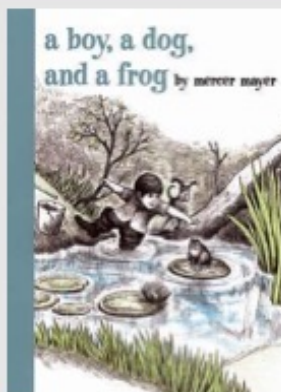
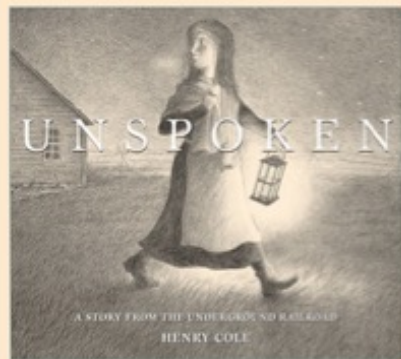
What are the problems/possible solutions here?

3. Conceptual questions call for abstract thinking

What is the key concept (strategy or rule) here and what does it mean?'

What criteria are we using to judge this (or test if it is true)?'

How might we further investigate this concept (strategy or hypothesis)?



I KEEP six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.

Rudyard Kipling

Sarah M Howell
smhowell@univpm.it



Keep in touch...

