

# Picture Books: Passports for Teaching and Learning across the Curriculum

Elizabeth McClure, Ed.S.

Florida Literacy and Reading Excellence Center

University of Central Florida, Orlando

# Session Overview

- Developing a Common Language
  - Jigsaw Activity
- Book Talks/Sample Lessons
- “Give it a go”
  - Book Pass
- Closing Thoughts

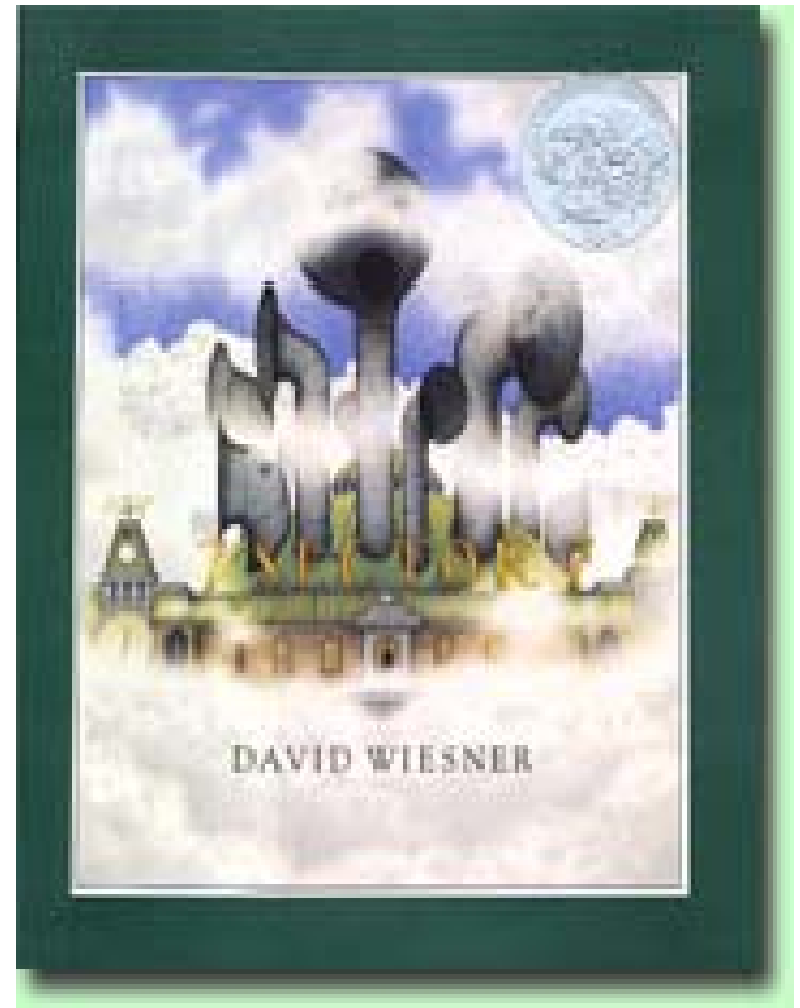
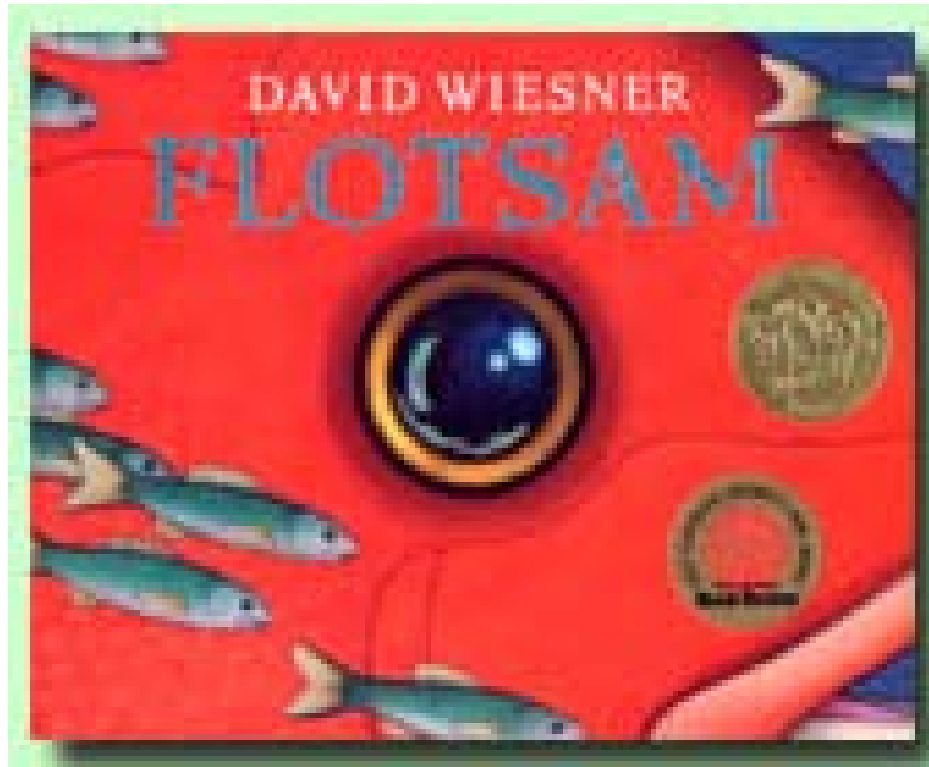
# Developing a Common Language . . .

Is it a *picture* book,

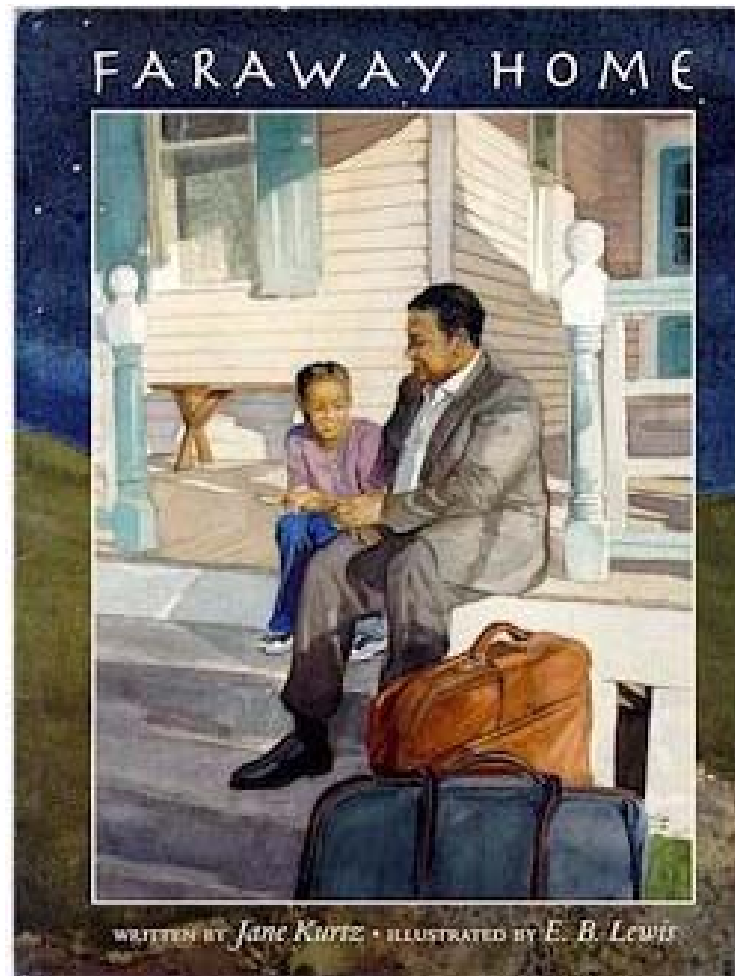
a picture *story*book,

or an *illustrated* book?

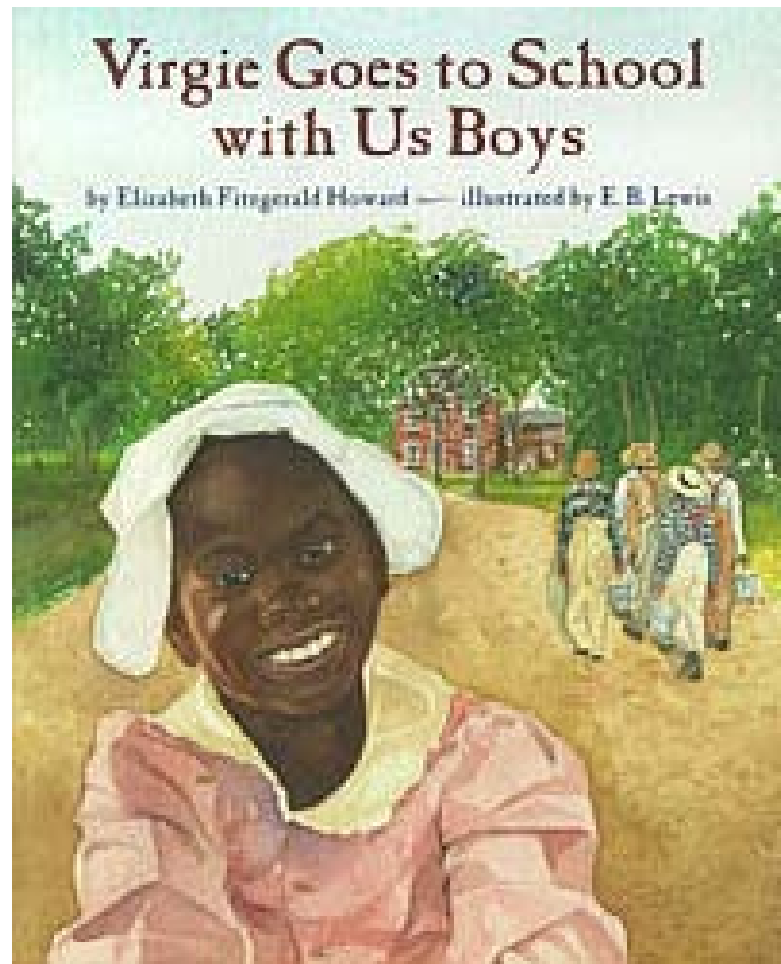
# Wordless Picture Books



# Picture Story Books



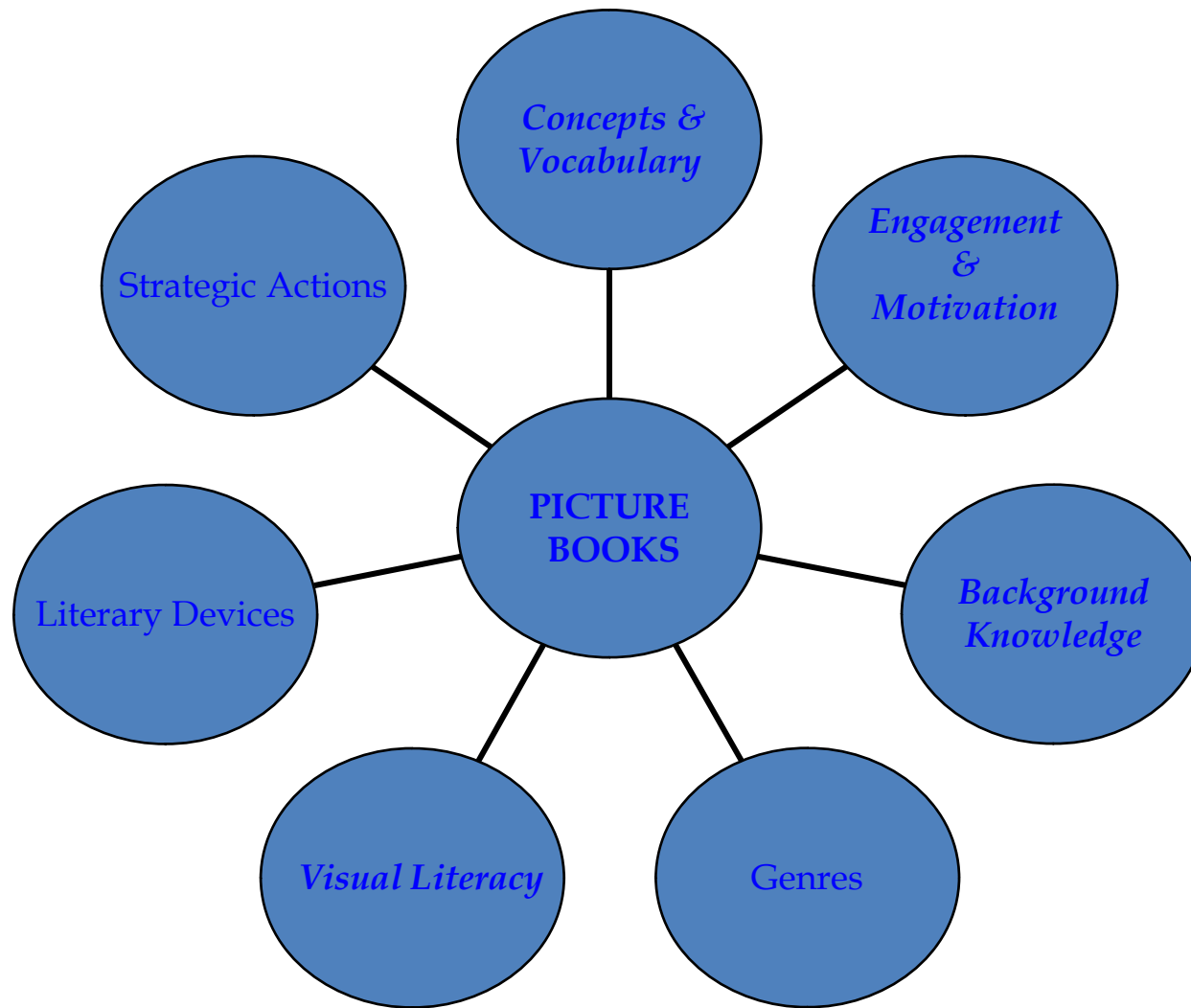
# Illustrated Story Books



# Read Aloud/Think Aloud: A Quick Review ...

- Make connections
- Create sensory images
- Identify the text structure and genre
- Understand the author's intent/purpose
- Develop a mental timeline of sequence
- Use background knowledge
- Build group schema, or understanding

## Use Picture Books to Develop...





# Engagement of Readers Through Conversation and Deep Thinking

Density of text is lighter, making  
connections easier

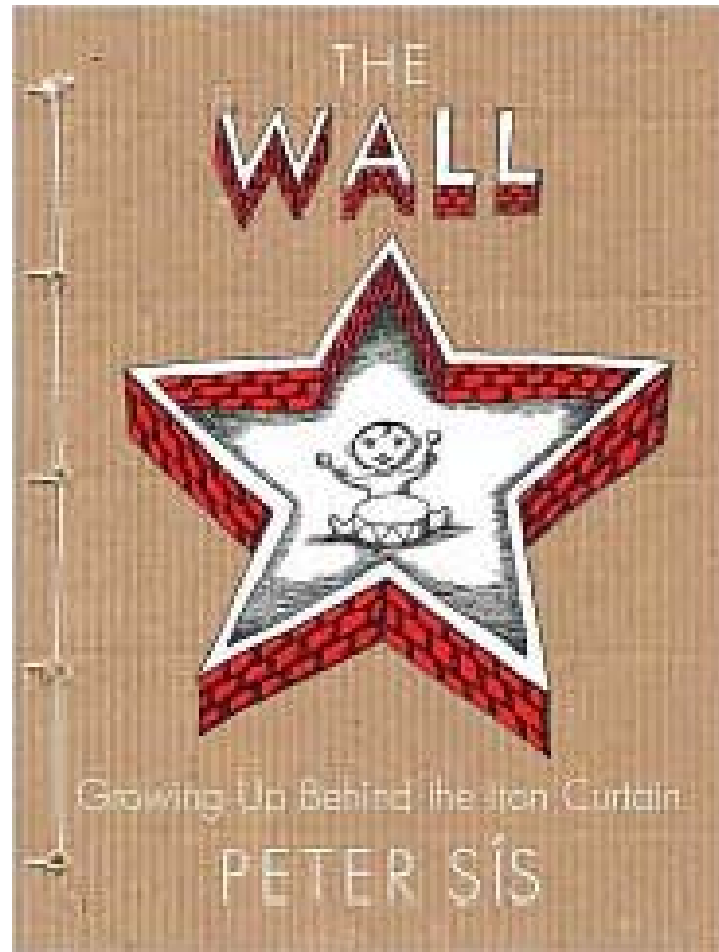
# Building Background Knowledge

“...background knowledge is the single most important factor related to a student’s ability to comprehend a particular piece of text.”

P.D. Pearson,

1982

# Building Background Knowledge

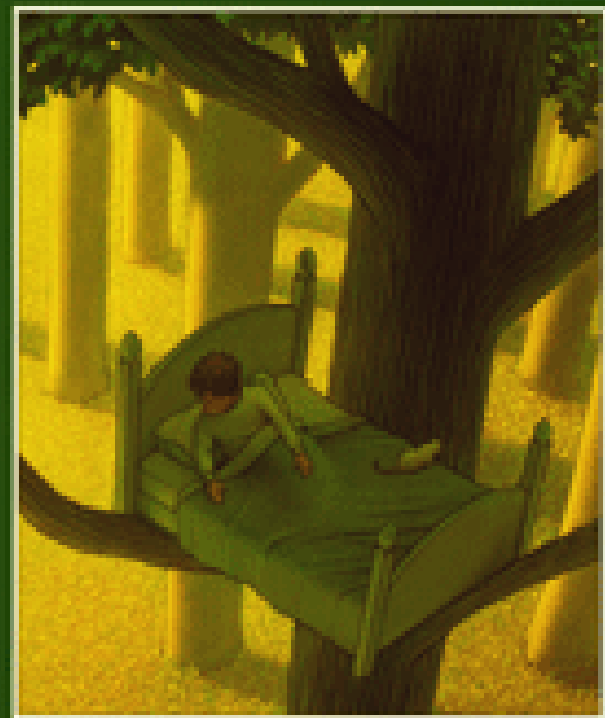


# Anchor Lessons

Modeling think-alouds

Is an opportunity to explicitly teach a  
strategic thinking activity

# THE STRANGER



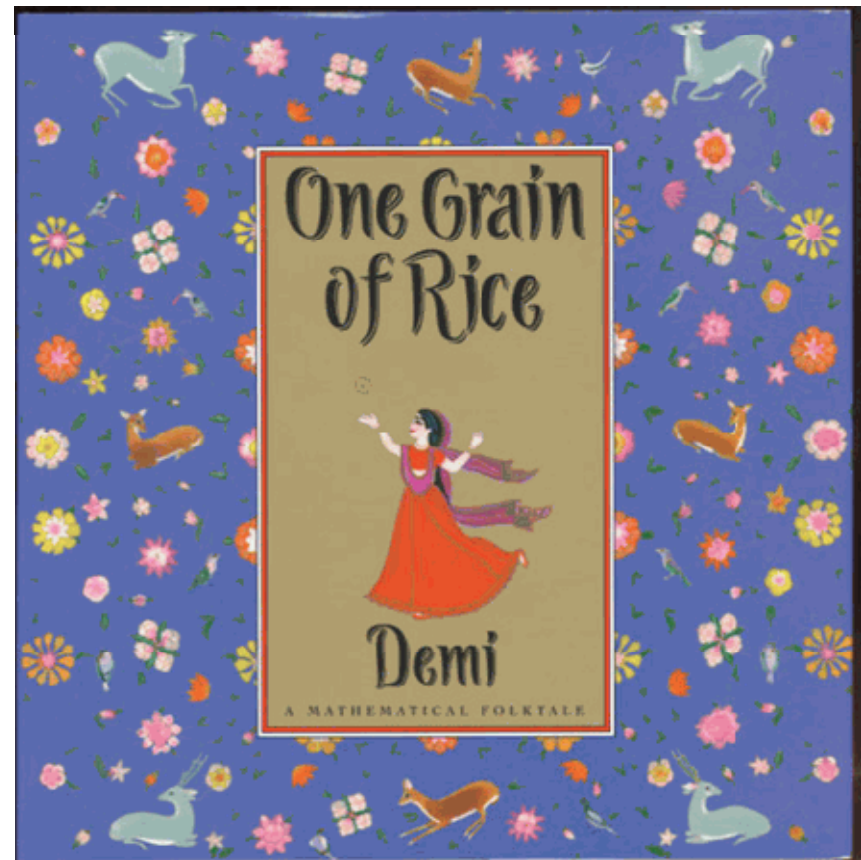
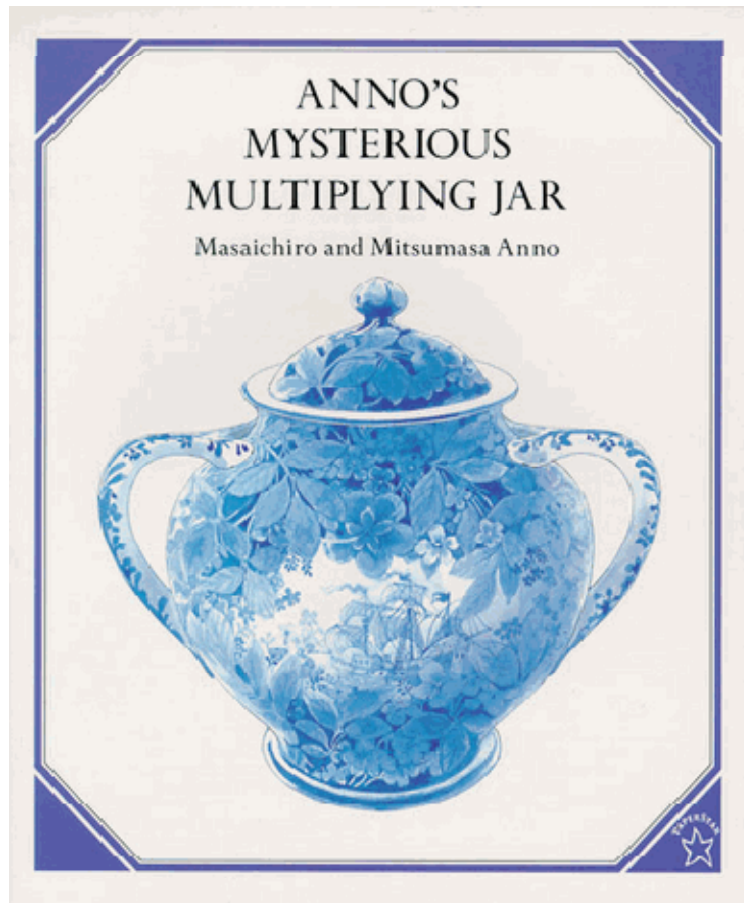
# JUST A DREAM

STORY AND PICTURES BY CHRIS VAN ALLSBURG

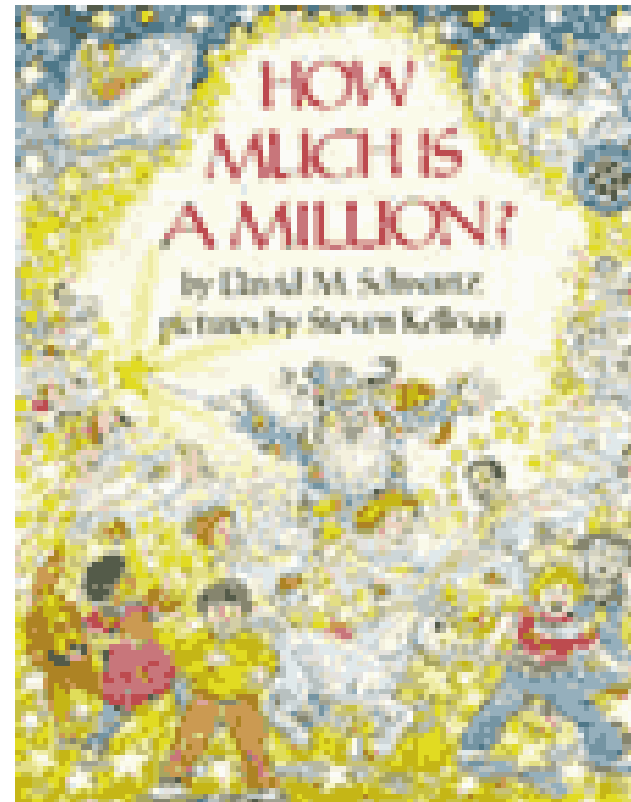
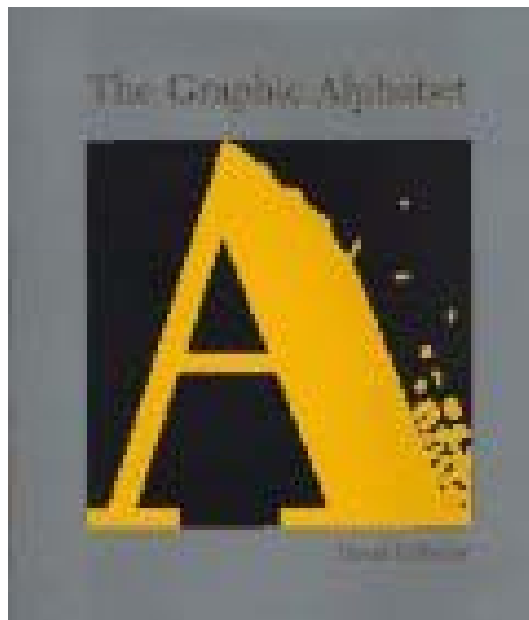
# Vocabulary & Concept Development

Is supported through high quality  
picture books and includes rich  
vocabulary and illustrations

# MATH Vocabulary & Concept Development



# MATH Vocabulary & Concept Development





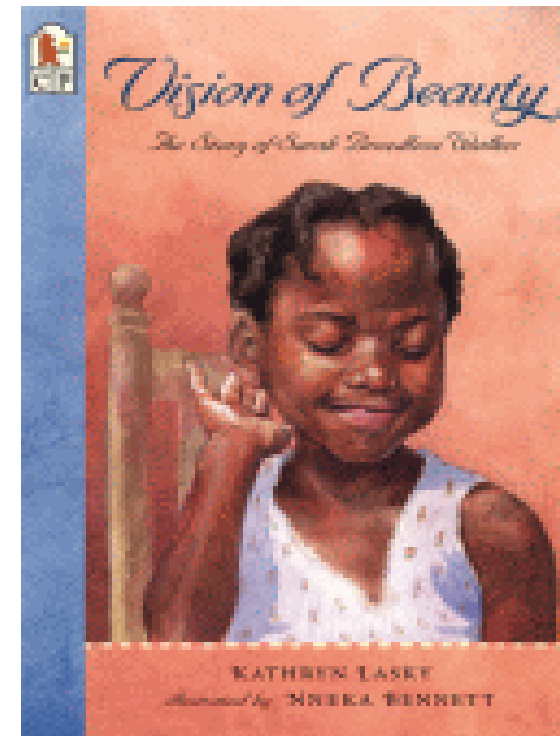
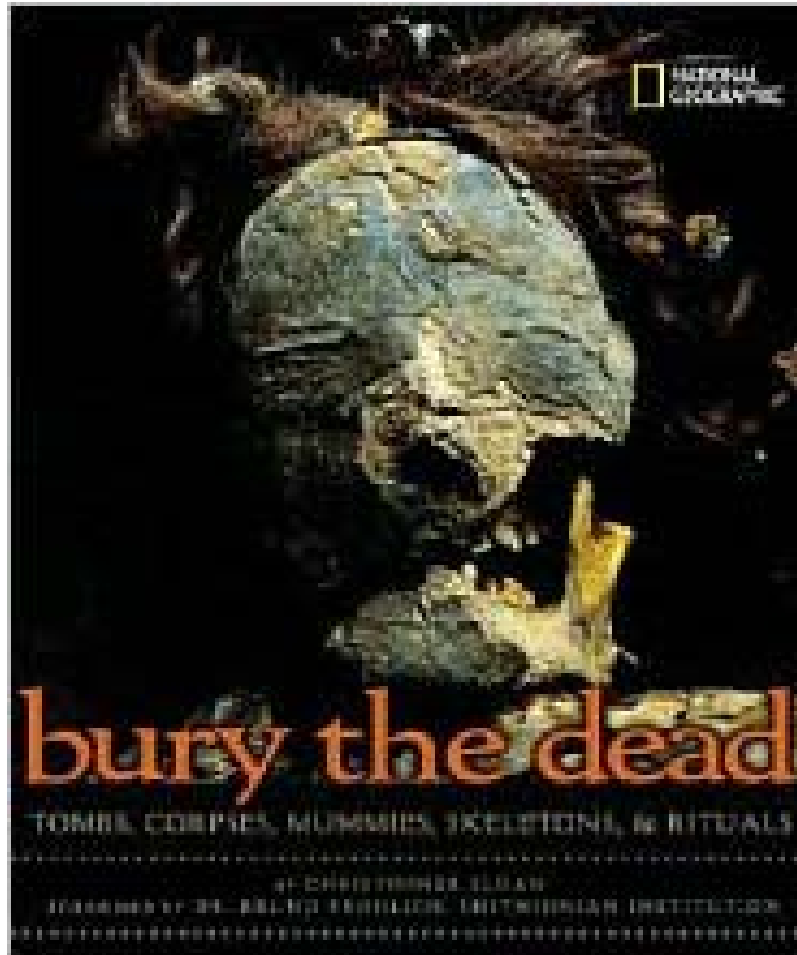
# Genre Study

Picture Books can represent all  
genres:

Biographies, fantasy, fables, personal  
narrative, historical fiction, poetry...

# Genre Study: Non-Fiction

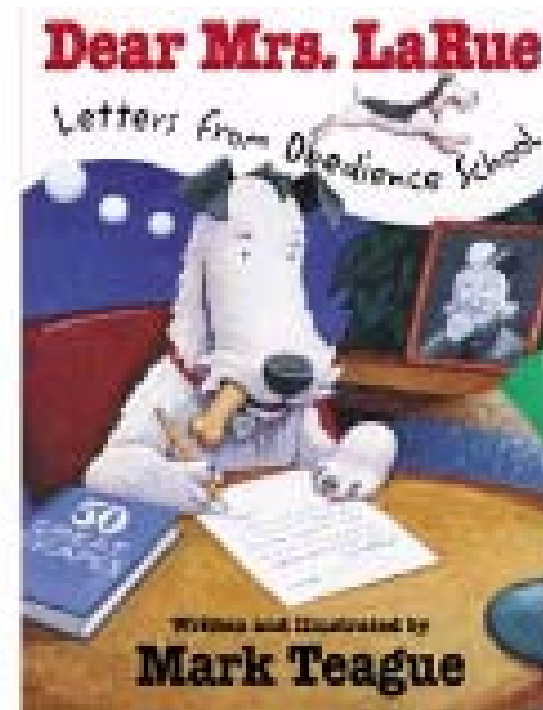
## Biographies



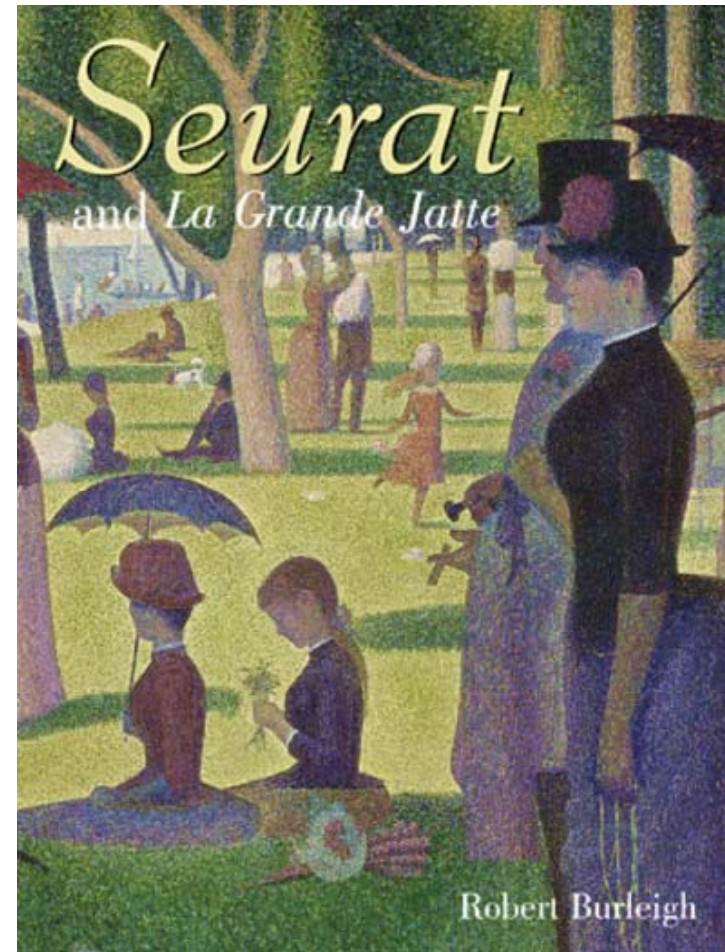
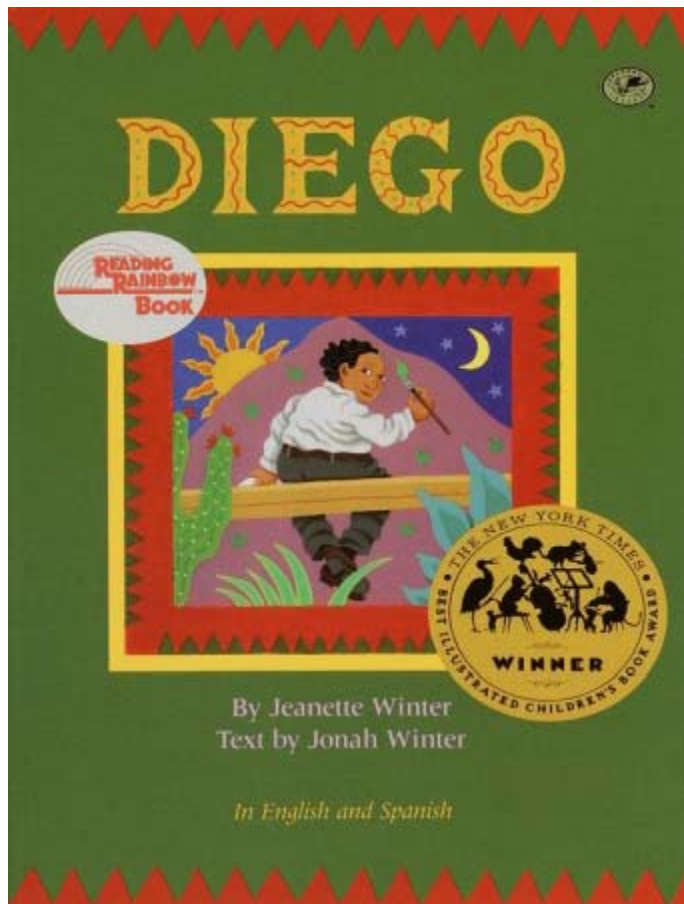
# Literary Devices

- Setting
- Characterization
- Plot, Sequence of Events, Foreshadowing
- Theme or Main Message
- Writing Style

# Literary Devices...



# Visual Literacy...

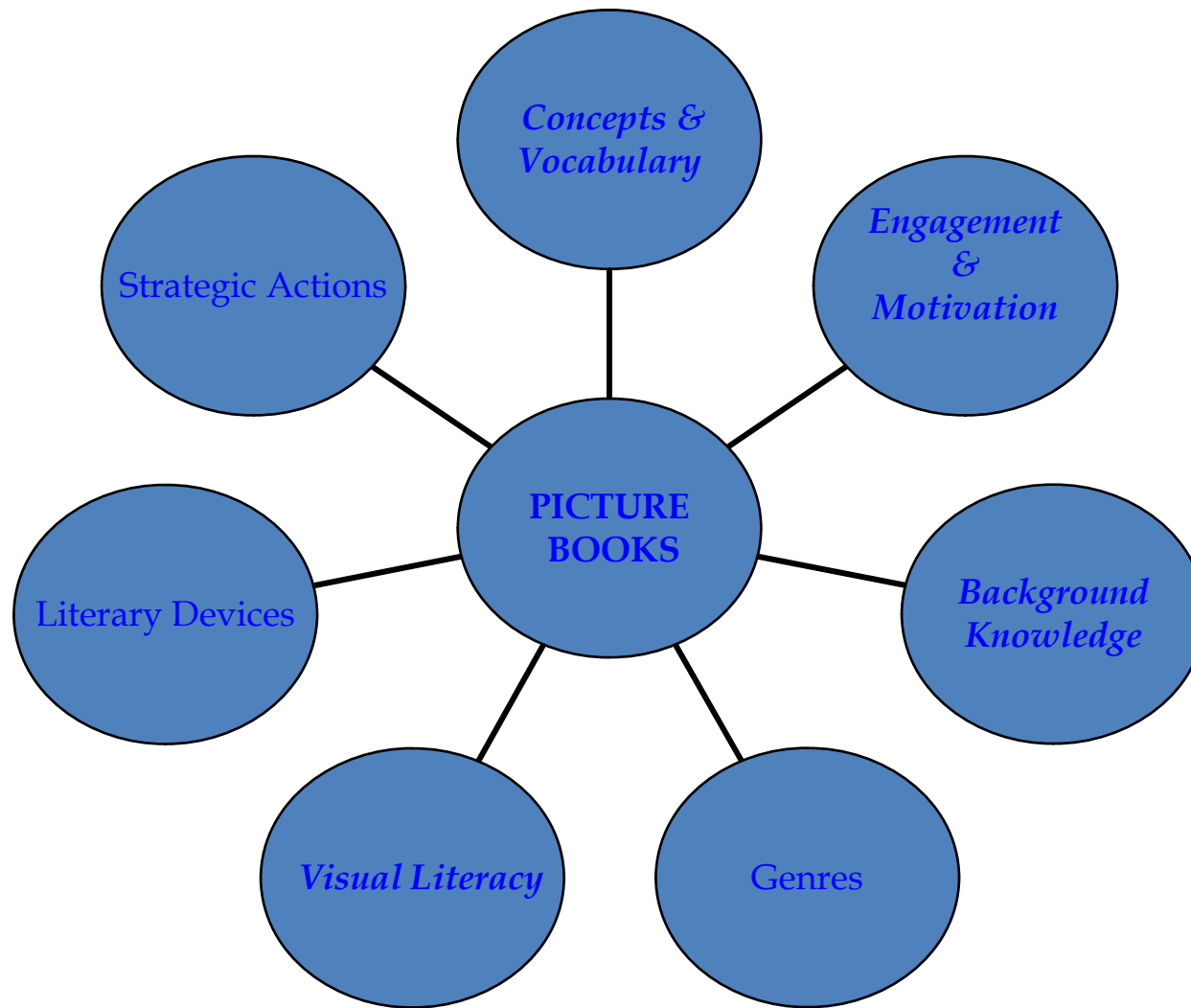




## Visual Literacy

The relationship  
of  
art through text...

# Use Picture Books to Develop...



# Including All Students

The interactive read-aloud levels the playing field, ensuring that readers in the classroom experience rich, interesting texts that are age and grade appropriate, regardless of their independent or instructional reading level. All students can think and talk about the text even if they can't read it for themselves.



# Preparation for Read-Alouds

- Plan a sequence of several texts over a few days or about a week or two so you can be thinking about how several texts are connected.
- Read the text for teaching points.
- Notice dedication, verso page info, author, illustrator, etc.
- Use post its to mark talking spots.

# Planning Read-Alouds involves

- Highly intentional teaching
- with books selected and often sequenced for particular purposes.
- Preparing well with some learning opportunities identified before reading but leaving room for surprises and spontaneous discussion.
- Active participation, eliciting responses from students.
- Connections across instructional contexts.

# Sample Lessons

from: [readwritethink.org/lessons](http://readwritethink.org/lessons)

- Exploring Identity, Stereotyping, and Discrimination
- Research paper Strategies for Struggling Writers
- Postmodern Picture Books
- A Picture's Worth a Thousand Words...

# Book Pass

- **Five Book Looks** – 1 minute each
  - **Read** any part of the book you please
  - **Jot down a few notes** on each book that you preview
  - **Pass books** on the signal
- **Table Sharing** – Take 5 minutes to share your favorite books as a group and pick one Table Favorite
- **Table Favorite** – Each table group will have one minute to share out the Table Favorite to the whole room .

# Looking Within

## Picture Book Staff Development

- » Generate book lists
- » Obtain individual titles
- » Practice
- » Read Aloud
- » Follow-up

# Looking Within...

- Don't forget your technology resources.
- Differentiate with PowerPoint or Word.
- Check to see what software is available in your school and use it!

# Resources

- Florida Literacy and Reading Excellence Professional Papers: *Using Crossover Picture Books with Adolescent Learners & Working with English Language Learners*. Orlando, FL, UCF, 2005.
- Teaching with Picture Books in the Middle School by Iris McClellan Tiedt, IRA, Fourth Printing, May 2004.
- What Should I Read Aloud? By Nancy A. Anderson. IRA, 2007.
- Young Adult Literature in the Classroom, Reading it, Teaching it, loving it , edited by J.B. Elliott & M.M. Dupuis, IRA, Second Printing, February, 2004.

# WEBSITES AS RESOURCES...

<http://flare.ucf.edu>

[http://content.scholastic.com/browse/collateral.jsp?id=941\\_type=Book\\_typeId=2999](http://content.scholastic.com/browse/collateral.jsp?id=941_type=Book_typeId=2999) (*Mrs. LaRue Lesson Plans*)

<http://www.suelebeau.com/reading.htm>

[http://www.houghtonmifflinbooks.com/authors/wiesner/books/books\\_flotsam.shtml](http://www.houghtonmifflinbooks.com/authors/wiesner/books/books_flotsam.shtml)

<http://www.readwritethink.org/>

<http://www.peterhrehynolds.com/dot/>

<http://www.unc.edu/world/>

[www.eslcafe.com/](http://www.eslcafe.com/)

[www.worldlingo.com](http://www.worldlingo.com)