

WORDLESS WONDERS

*As you come in, please pick a book that reflects the community where you work!

Emily C. Thompson & Beth Marshall





MIRRORS



WINDOWS



SLIDING GLASS DOORS





Mirrors:



Choose a book that reflects the community you work in.



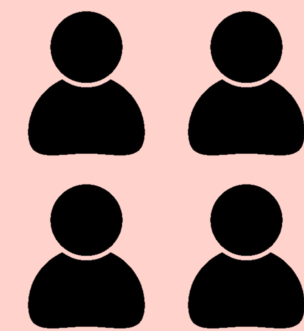
Windows:



Share your book, and introduce yourself to a partner that you don't know.



Sliding Glass Doors:



Partners find another set of partners and share again!



OBJECTIVES

- What does the research say?
- Interactive Read-Alouds
- Vocabulary & Comprehension Strategies
- Using Wordless Books to Support Literacy
- Planning with a Wordless Book

WHAT DOES THE RESEARCH



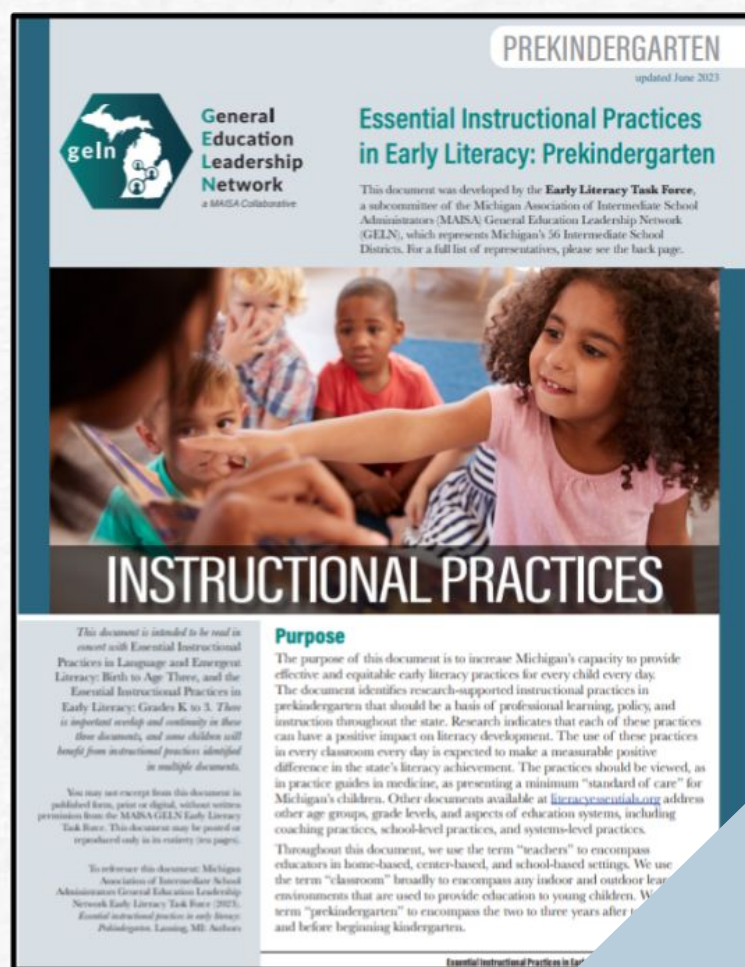
“Educators select books and materials that reflect many diversities, help children identify with characters and themes, and discover new information, ideas, and experiences.”

WHAT DOES THE RESEARCH



P: Reading:
“Children read pictures before they read letters and words.”

WHAT DOES THE RESEARCH



3. Interactive read-alouds with a comprehension and vocabulary focus ⁸

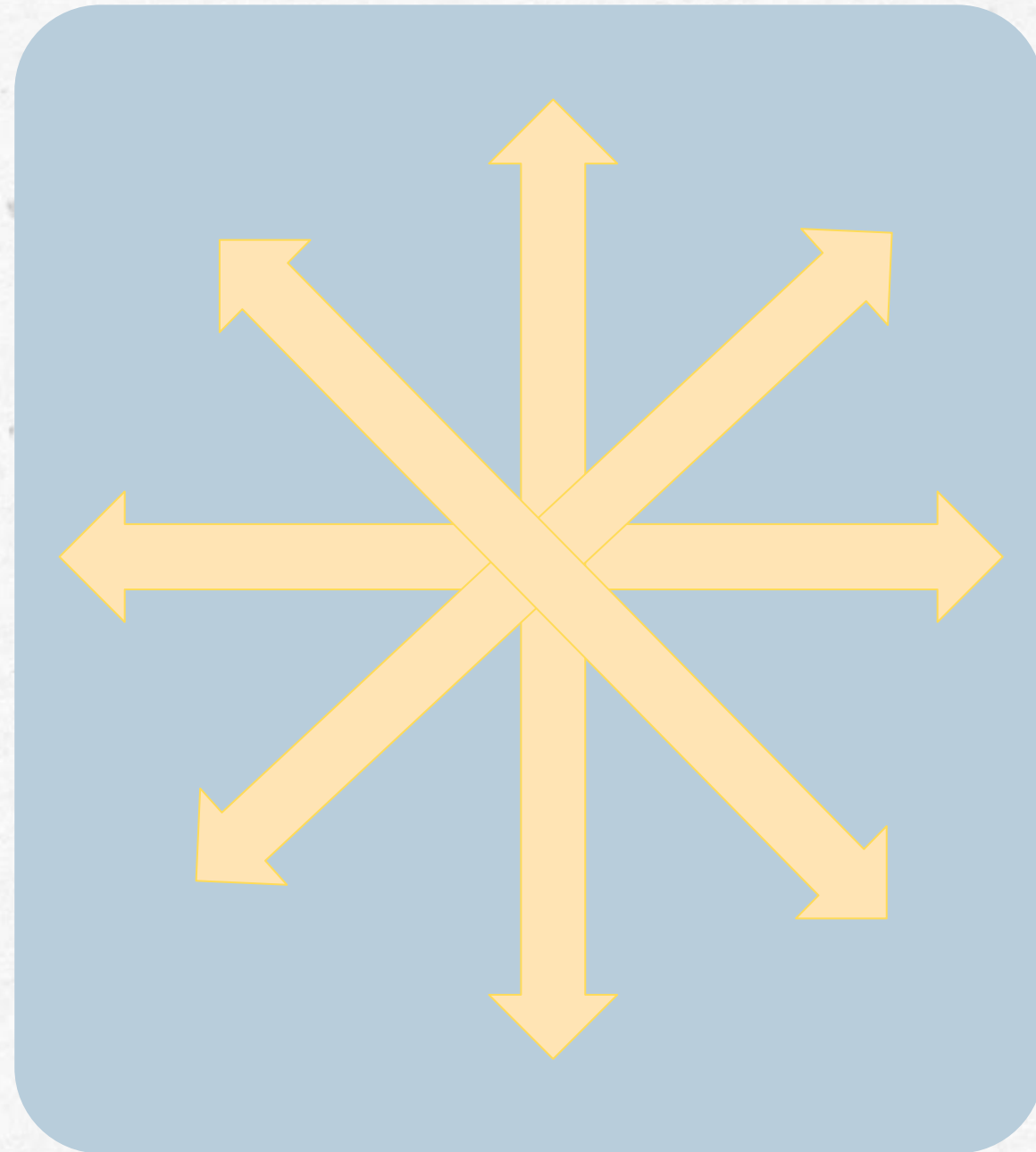
The teacher reads aloud, in culturally and developmentally responsive ways, age-appropriate books and other materials, print or digital, described in Essential Eight, including by:

- reading sets of texts that are thematically and conceptually related
- reading some texts multiple times with varied instructional foci
- engaging in higher-order discussion among children and teacher before, during, and after reading (e.g., with open-ended questions that invite children to respond in their own words and draw upon their knowledge and experiences)
- providing child-friendly, culturally relevant explanations of words within the text
- revisiting words after reading using tools such as movement, props, video, photo, examples, and nonexamples that support children in relating new words to known words and encourage children to say the words aloud
- using the words at other points in the day and over time
- teaching clusters of words related to those in the text, such as vocabulary related to garden or gardening

Popcorn Discussion

- The teacher asks a "BIG" question.
- A student responds.
- A second student responds to that student.
- More students respond to each other.
- The teacher summarizes the discussion.

INTERACTIVE



WHY WORDLESS BOOKS

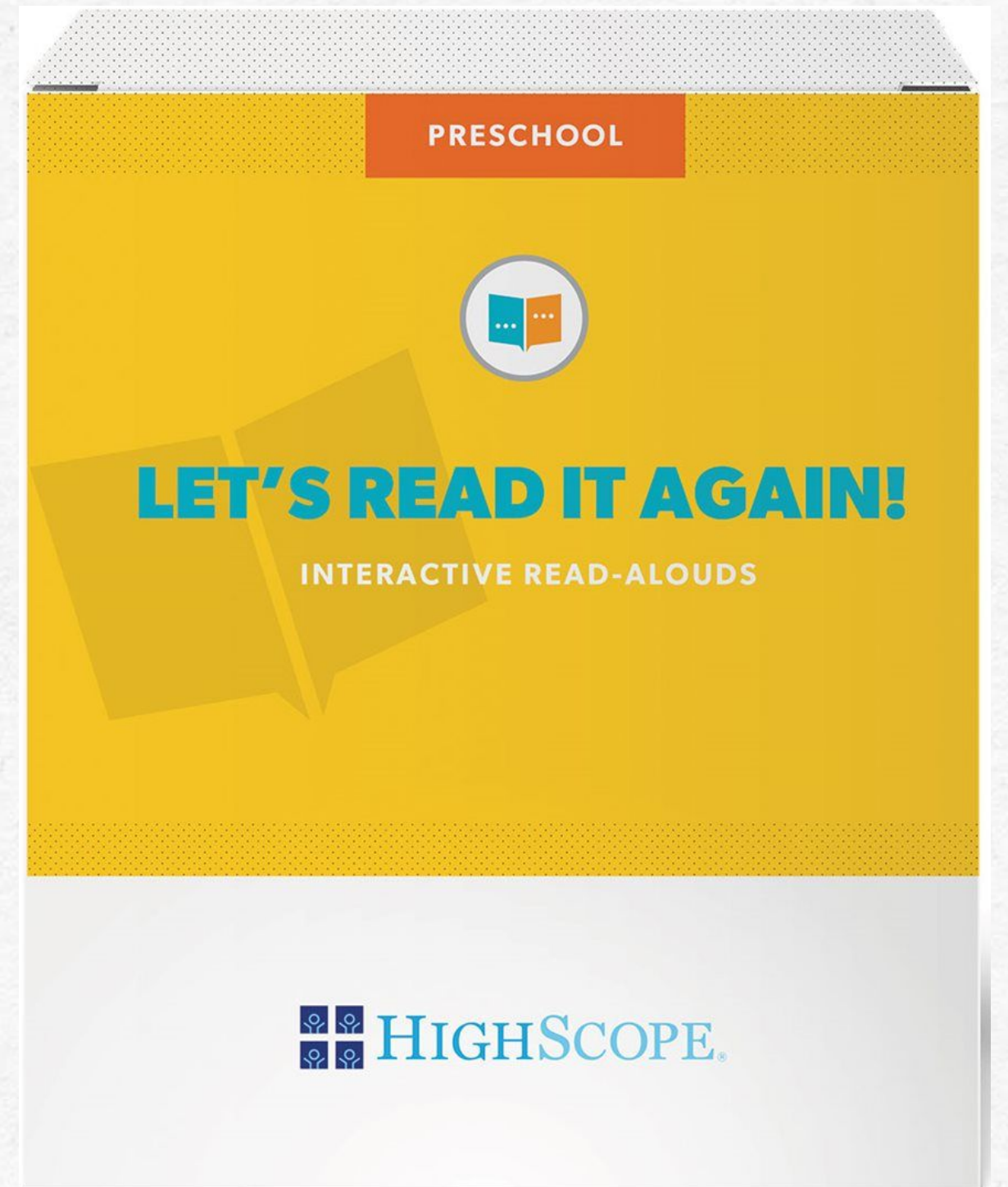
Literacy-rich
conversations

Children
become
storytellers

Repeated
readings offer
new
experiences
each time

GETTING STARTED

“Reading aloud is an effective way to support children’s development of knowledge and vocabulary that they will need for later reading comprehension”
(Gainsley, 2019).



GETTING STARTED

1. Choose your time of day and space to have a consistent read-aloud.
2. Read the book yourself.
3. Choose “stopping points” to pause and make comments about what you and the children notice.
4. Make a list of vocabulary words with child-friendly definitions.



Interactive Read Aloud: Wordless Wonders

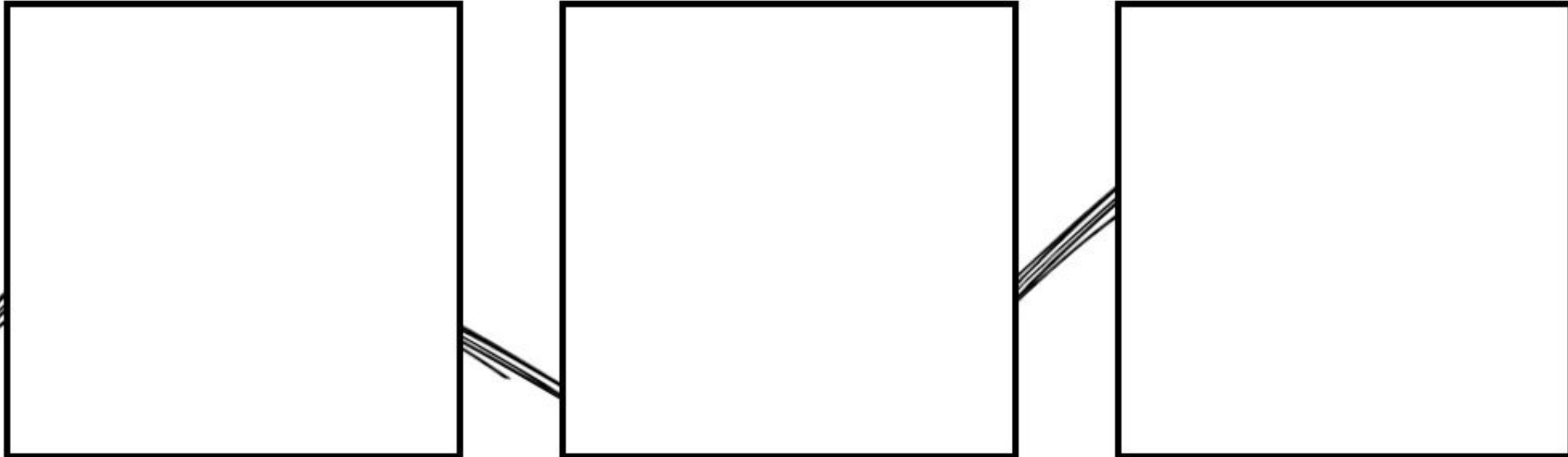
Title: *The Farmer and the Clown*

Author: *Marla Frazee*

Time of Day: *Greeting Time*

Space: *Carpet*

Vocabulary: (pronounce words, use child-friendly definitions, other examples)



Before Reading: (introduce the title, author, and illustrator, explain why you choose the book, make predictions)

During Reading: (choose your stopping points, look at the pictures, have students make connections, reread)

Stopping Point:

Page 1: Take a look at the picture, how do you think the Farmer is feeling here?

Page 8: What do you notice about the Clown? What do you notice about the Farmer?

Page 12: I notice the Clown and the Farmer are staring at each other, why do you think they are sitting like that?

After Reading: (make connections, summarize, retell)

Follow-up Activities: (revisit vocabulary, repeated readings)

Comprehension Focus Points

- Predicting
- Recalling Facts
- Retelling
- Making Connections
- Synthesizing
- Inferring
- Summarizing

VOCABULARY



“Preschool oral language
(including vocabulary and
listening comprehension)
predicts third-grade reading
comprehension”
(Lepola et al., 2016).

VOCABULARY



1. Make a list of vocabulary words related to the book's concepts, illustrations, themes, children's needs or interests.
2. Think about and write down child-friendly definitions.
3. Connect new words with what they already know.
4. Show other examples of the word with pictures or things.

Interactive Read Aloud: Wordless Wonders

Title: The Farmer and the Clown

Author: Marla Frazee

Time of Day: Greeting Time

Space: Carpet

Vocabulary: (pronounce words, use child-friendly definitions, other examples)

Circus:

A show that comes to town and leaves again. The show might have clowns, animals, rides, etc.

Clown:

Someone who does a show, dresses silly, paints their face, and tries to make people laugh.

Lonely:

Sad because they don't have anyone to talk to, play with, or work with.

Before Reading: (introduce the title, author, and illustrator, explain why you choose the book, make predictions)

During Reading: (choose your stopping points, look at the pictures, have students make connections, reread)

Stopping Point:

Page 1: Take a look at the picture, how do you think the Farmer is feeling here?

Page 8: What do you notice about the Clown? What do you notice about the Farmer?

Page 12: I notice the Clown and the Farmer are staring at each other, why do you think they are sitting like that?

After Reading: (make connections, summarize, retell)

Follow-up Activities: (revisit vocabulary, repeated readings)

Comprehension Focus Points

- Predicting
- Recalling Facts
- Retelling
- Making Connections
- Synthesizing
- Inferring
- Summarizing

COMPREHENSION FOCUS POINTS

Predicting:	Saying what might happen next based on current understanding.
Recalling facts:	Remembering relevant information in a text
Retelling:	Recalling actions and events from stories
Making Connections:	Relating pictures and text to personal experiences and prior knowledge.
Synthesizing:	Integrating information presented in the text to form new ideas and understanding
Inferring:	Drawing conclusions that are implied from contextual clues rather than from explicit statements in text
Summarizing:	Briefly restating the main ideas of a text

Interactive Read Aloud: Wordless Wonders

Title: The Farmer and the Clown

Author: Marla Frazee

Time of Day: Greeting Time

Space: Carpet

Vocabulary: (pronounce words, use child-friendly definitions, other examples)

Circus:

A show that comes to town and leaves again. The show might have clowns, animals, rides, etc.

Clown:

Someone who does a show, dresses silly, paints their face, and tries to make people laugh.

Lonely:

Sad because they don't have anyone to talk to, play with, or work with.

Before Reading: (introduce the title, author, and illustrator, explain why you choose the book, make predictions)

Making Connections: "Let's take a look at the cover of this book, it is called "The Farmer and The Clown." What do you know about farms and clowns?"

During Reading: (choose your stopping points, look at the pictures, have students make connections, reread)

Stopping Point:

Page 1: Take a look at the picture, how do you think the Farmer is feeling here?

Page 8: What do you notice about the Clown? What do you notice about the Farmer?

Page 12: I notice the Clown and the Farmer are staring at each other, why do you think they are sitting like that?

After Reading: (make connections, summarize, retell)

Retelling/Recalling Facts: "Tell me what you remember from this story."

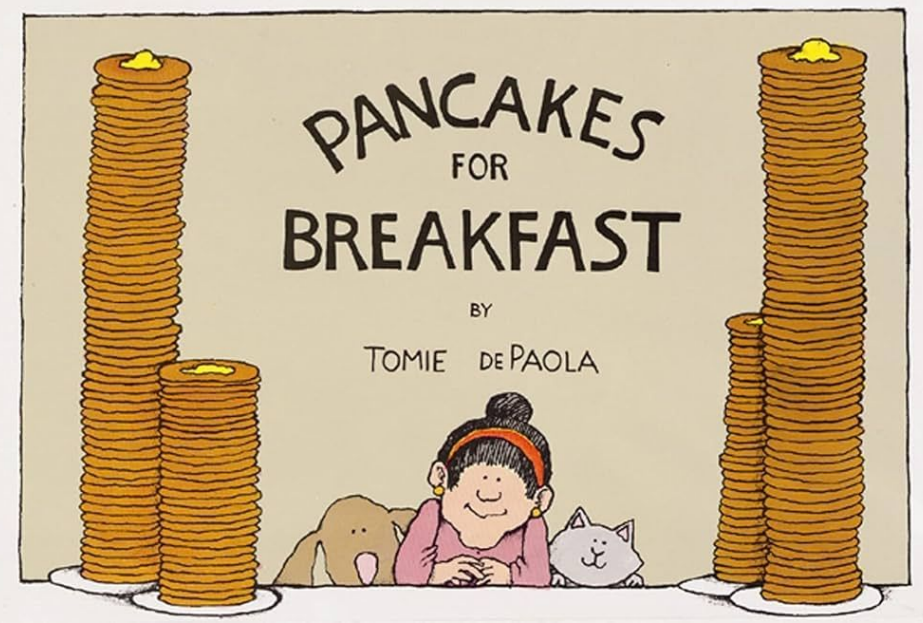
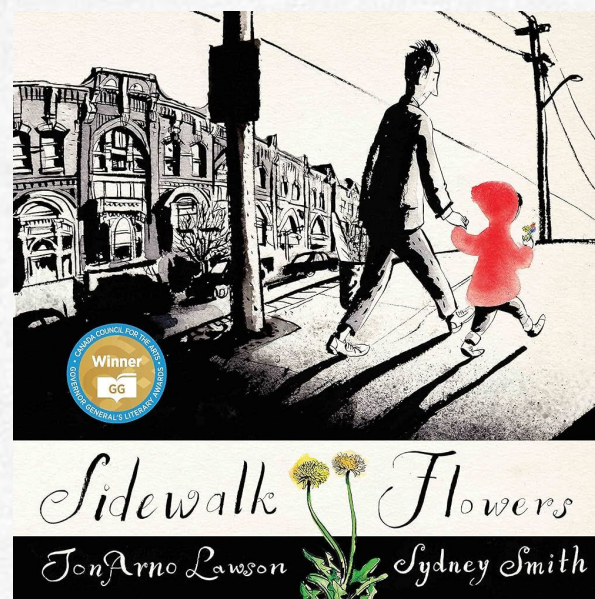
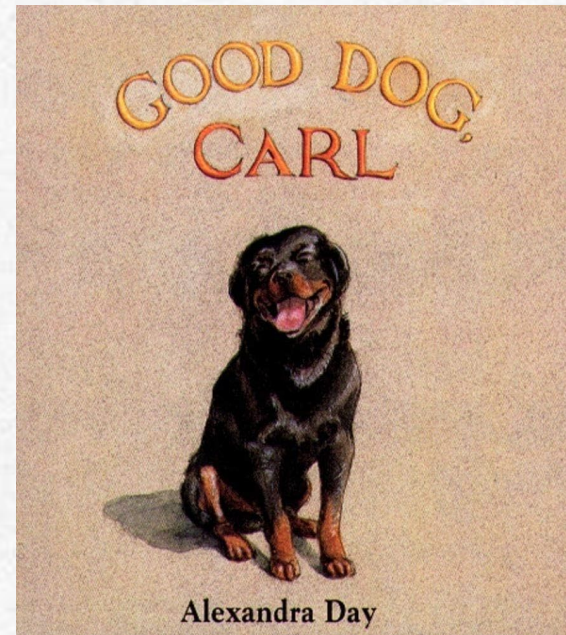
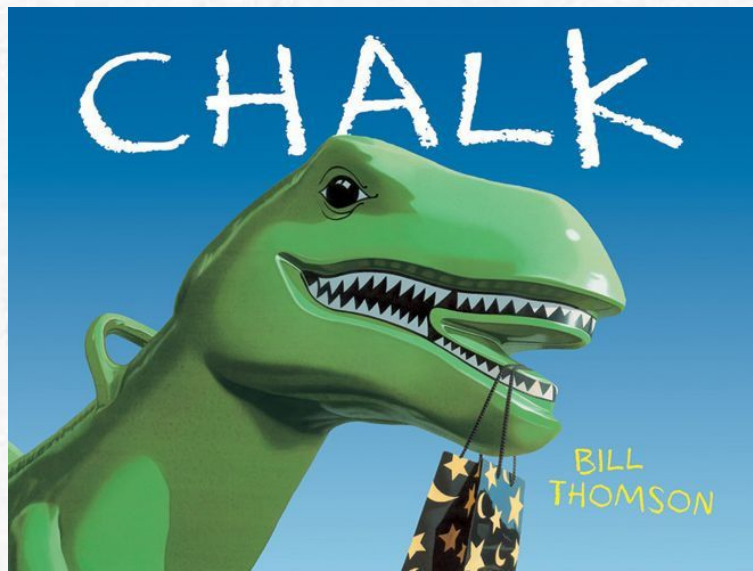
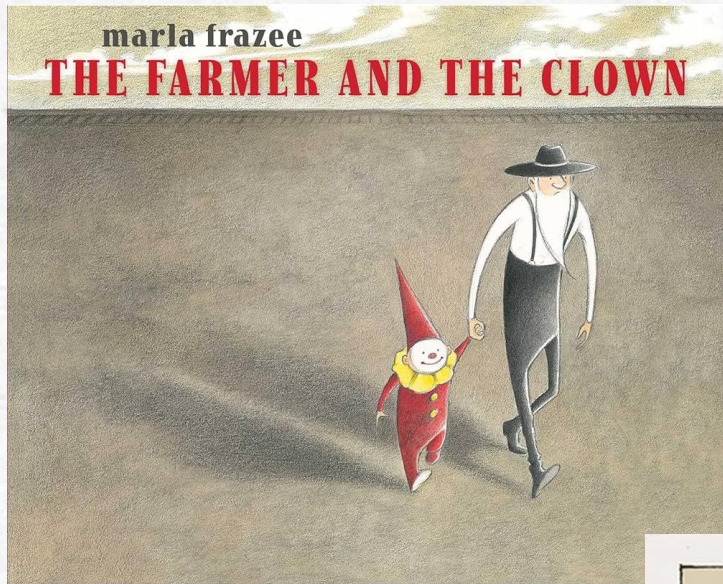
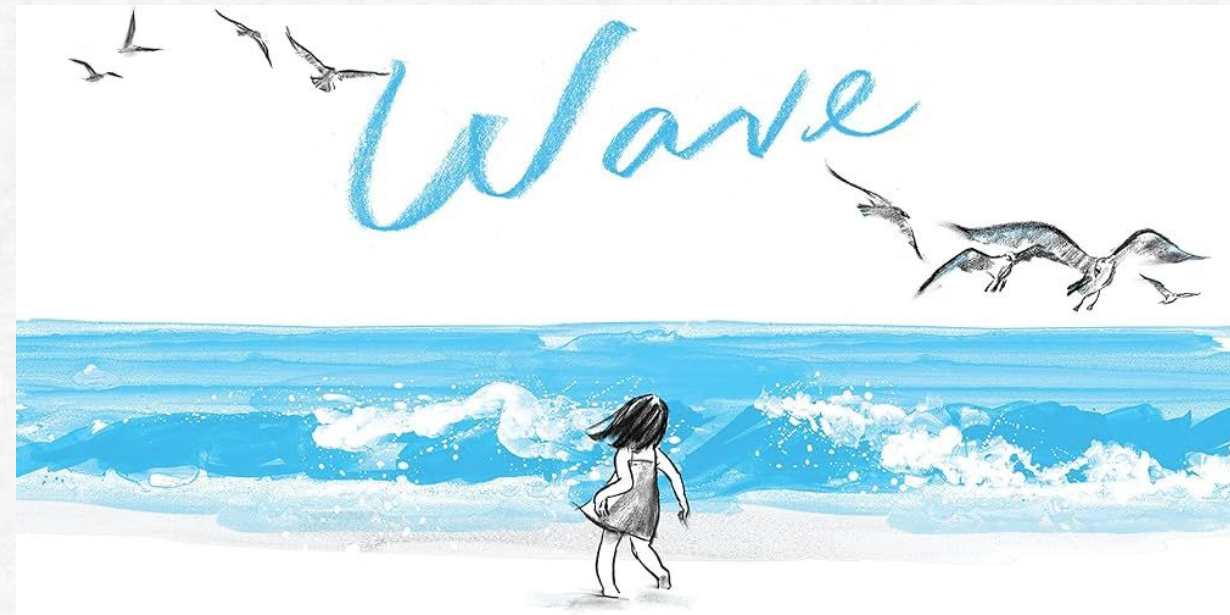
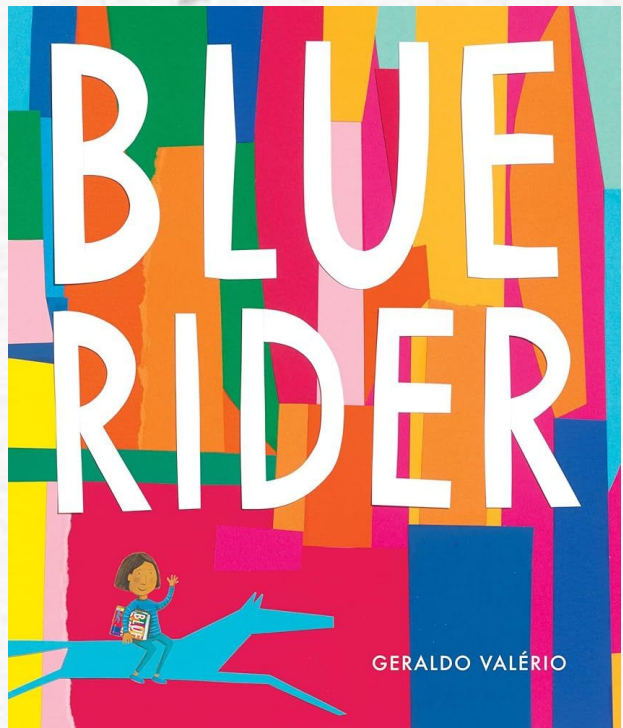
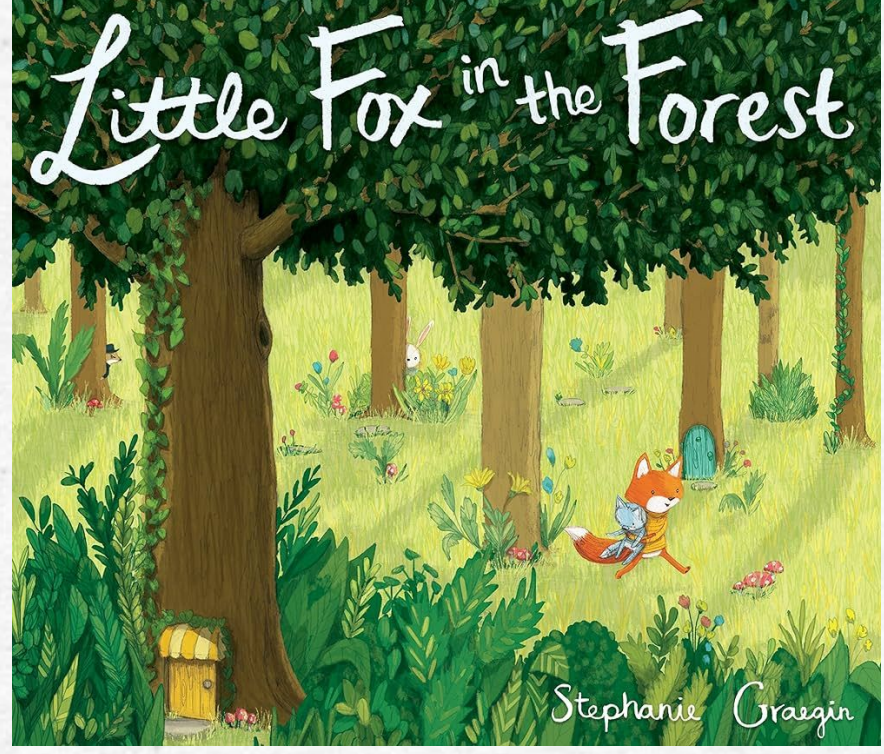
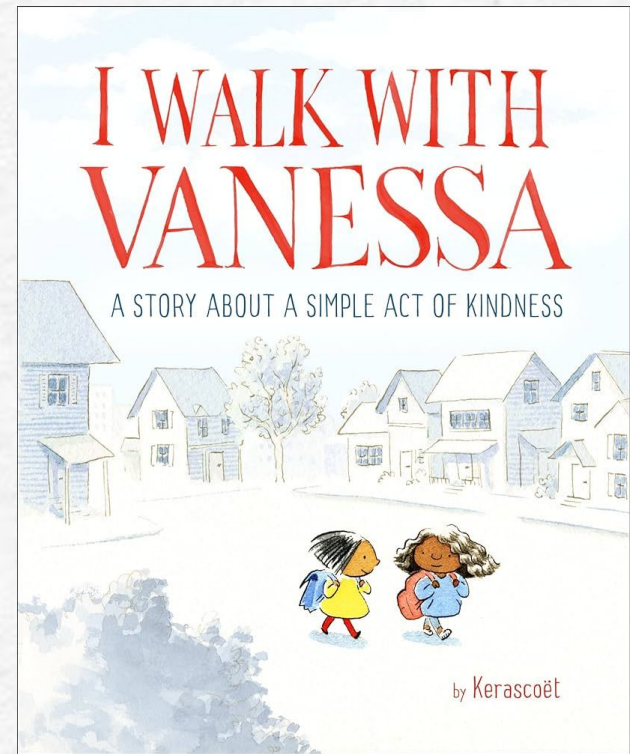
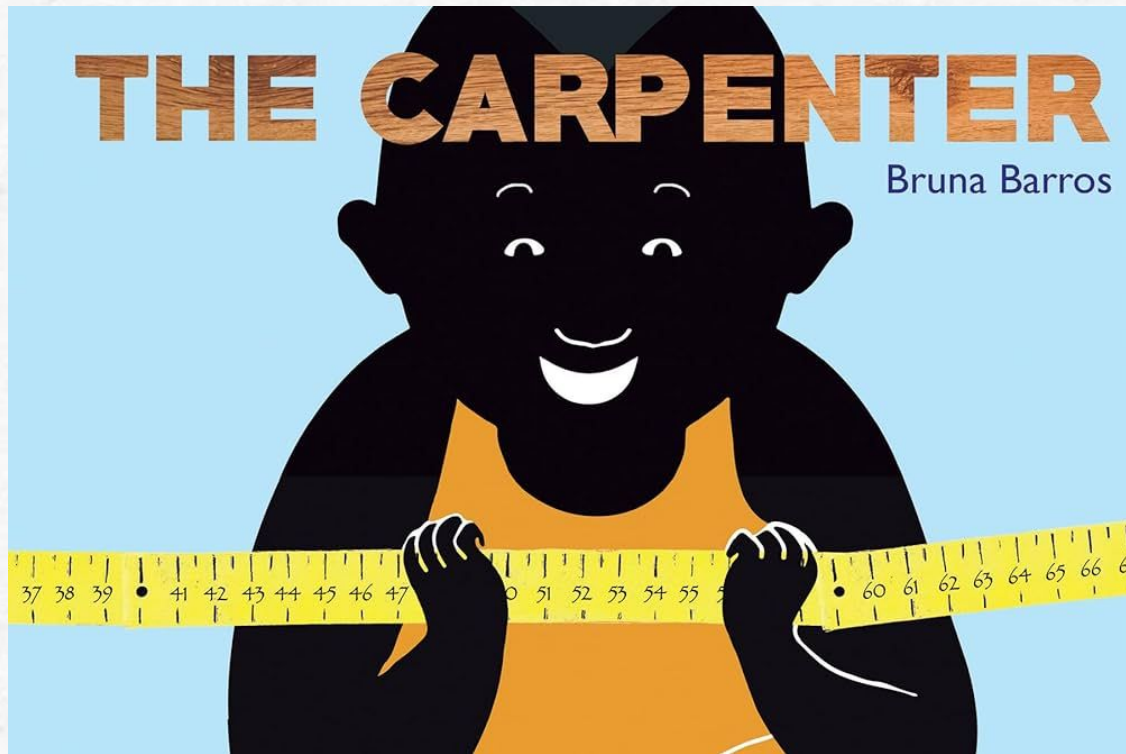
Follow-up Activities: (revisit vocabulary, repeated readings)

Synthesizing: "This book will be on the bookshelf if you want to read it again during choice time."

Comprehension Focus Points

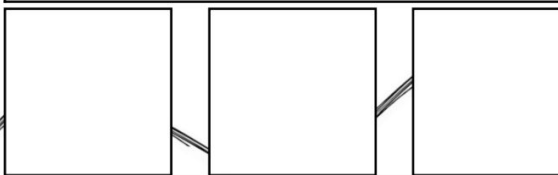
- Predicting
- Recalling Facts
- Retelling
- Making Connections
- Synthesizing
- Inferring
- Summarizing

BOOK BOP



Resource PAGE

Interactive Read Aloud: Wordless Wonders

Title:	Author:
Time of Day:	Space:
Vocabulary: (provide words, use child-friendly definitions, other examples)	
	
<p>Before Reading: (introduce the title, author, and illustrator, explain why you chose the book, make predictions)</p>	<p>Comprehension Focus Points</p> <ul style="list-style-type: none"> <input type="checkbox"/> Predicting <input type="checkbox"/> Recalling Facts <input type="checkbox"/> Retelling <input type="checkbox"/> Making Connections <input type="checkbox"/> Synthesizing <input type="checkbox"/> Inferring <input type="checkbox"/> Summarizing
<p>During Reading: (choose your stopping points, look at the pictures, have students make connections, reread)</p>	
<p>After Reading: (make connections, summarize, reread)</p>	<p>Follow-up Activities: (revisit vocabulary, repeated readings)</p>

Wordless Picture Book List

Title of Book Author	Inclusion	Ideas to use this text...
A boy, a dog, and a frog Mayer, Mercer	<input type="checkbox"/> Mirror <input type="checkbox"/> Window <input type="checkbox"/> Door	
Frog goes to dinner Mayer, Mercer	<input type="checkbox"/> Mirror <input type="checkbox"/> Window <input type="checkbox"/> Door	
The red book Lehman, Barbara	<input type="checkbox"/> Mirror <input type="checkbox"/> Window <input type="checkbox"/> Door	
Red again Lehman, Barbara	<input type="checkbox"/> Mirror <input type="checkbox"/> Window <input type="checkbox"/> Door	
Flatism Wiesner, David	<input type="checkbox"/> Mirror <input type="checkbox"/> Window <input type="checkbox"/> Door	

Contacts:

Emily C. Thompson

emilyc.thompson@monroeisd.us

Beth Marshall

beamarshall@wccnet.edu



[Mirrors, Windows and Sliding Glass Doors](#)
Article