



The Booklist Project



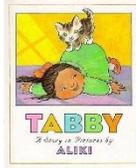
Focus: Themed Wordless Picture Book List

Animals

Developed by: Sarah Petronio

Fall, 2012

Aliki. (1995). *Tabby: A Story in Pictures*. New York, NY: HaperCollins Publishers. [0-0602-4916-1]



Tabby: A Story in Pictures tells a warm tale a kitten's first year with her owner. We reader is taken on a journeys through all the major events that happen to the kitten during that year including its adoption at the animal shelter, first birthday, and acceptance of its owner new baby sister. The pictures beautifully illustrate the nature of growth and change and all people and animals experience. ELLs might connect with the experience of caring for something or someone and having many responsibilities that accompany the role of caregiver. ELLs new to the country might be able to connect with the experiences of the kitten in that it went from one home to a new home and had to change and adapt to a new lifestyle.

WIDA Level: Developing - Bridging

Grade Level: K-2

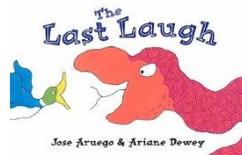
Available in: Hardcover

Teacher Resources:

- <http://www.stepbystepcc.com/animals/cats.html>

This site includes other books that follows a "cat" theme as well as songs and rhymes that students could learn to enhance oral language skills.

Aruego, J. & Dewey, A. (2006). *The Last Laugh*. New York, NY: The Penguin Group. [0-8037-3093-4]



The Last Laugh is a silly book that illustrates the moral lesson: "What goes around, come around." In the story snake thinks it is funny to scare the other animals that come by its way. One day a duck flies right into the snake's mouth unexpectedly and get stuck in its belly. As a result, the only sound the snake can make is an unintimidating "quack". All of the other snakes laugh at him when he makes this sound and the duck ends up further outwitting snake in the end, giving him a dose of his own medicine. The general theme of bullying is certainly applicable to all children and can definitely be tailored to ELLs by discussing experiences when people made fun of you because of your accent/ability to speak English. Students might be able to connect to the experience of snake regarding feelings of self-consciousness and hesitation to speak based on how one sounds and the reaction that others have to one's speech.

WIDA Level: Emerging-Developing

Grades: K-2

Available in: Hardcover

Teacher resources:

- <http://www.hope-elem.org/hope/Resources/Teacher%20Resources/Bullying%20Resources.pdf>

This site provides a PowerPoint presentation about bullying and includes *The Last Laugh* as a resource to use along with other books to teach harassment awareness.

- http://www.library.uiuc.edu/blog/esslchildlit/archives/2006/09/wordless_pictur.html

This site provides educators with a list of wordless picture books as well as other links to viewing themed wordless books lists and activities/lessons that can be developed with a wordless picture book.

- <http://www.sweetonbooks.com/all-titles/543-the-last-laugh.html>

Provides some discussion questions as well as recommended reading if you like *The Last Laugh*.

Brouillard, A. (1990). *Three Cats*. Belgium: Editions Desain [0-934738-97-1]

***Winner of the 1991 Prix des Critiques de Livres pour Enfants de la Communauté Française de Belgique**



Originally titled, *Trois chats*, *Three Cats* is a witty story of three cats sitting on a tree branch over the water eyeing three fish swimming below them. One cat decides to dive into the water in order to capture a fish and shortly after, the other two cats dive into the water after the first cat. The story ends with a witty depiction of the three fish seeking shelter on the branch where the cats were originally sitting. This story is appropriate for ELLs because the idea of friends sticking together to face an uncertain and scary situation is thoroughly represented in this story, a topic that an ELL might find interesting and relatable if they have experienced situations in which they tried to help or were helped by another child who speaks their language. Also, this story could be used to teach the idiom, “feel like a fish out of water,” a feeling ELLs might be able to personally connect with.

WIDA Level: Developing-Bridging

Grade Level: K-2

Available in: Hardcover in English and French

Teacher resources:

- <http://www.wce.wvu.edu/Resources/CIRCLE/Articles/Multicultural%20&%20Crosscultural%20Resources.pdf>

This site includes a multicultural and crosscultural book list; it includes *Three Cats* in the “ABC’s of Understanding” list which is the general section including books dealing with various forms of intrapersonal understanding.

- http://www.ercrefer.org/images/newsletters/cca-news_janfeb_2011.pdf

This site gives educators some helpful hints for making books with emergent readers and mentions *Three Cats* as a valuable resource for teaching story construction.

Frazier. C. (2011). *Bee & Bird*. New York, NY: Roaring Book Press. [978-1-59643-660-2]



Bee & Bird depict a tale in which things are not as they appear to be at first glance. The author uses tricks in perspective to take the reader on a journey accompanying a bee and a bird from a truck to the back of a cow, to a boy’s toy sailboat as well as many other locations. ELLs would connect to this book in a special way because just as it takes any reader extra time to figure out what the shapes signify in the story, sometimes it takes an ELL longer to understand a concept. Furthermore, some English words/ideas don’t always mean what they appear to (e.g., false cognates) which can confuse an ELL just like the pictures in the story confuse any reader. Lastly, the way this story is structured emphasizes the importance of using visuals to make meaning instead of always relying on the words to put a story.

WIDA Level: Entering- Emerging

Grade Level: K-2

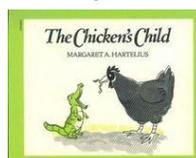
Available in: Hardcover

Teaching Resources:

- <http://36pages.com/>

This is Craig’s Frazier webpage that has information about his different books.

Hartelius, M.A. (1975). *The Chicken’s Child*. Garden City, NY: Scholastic. [0-385-07363-1 (trade)]



The Chicken's Child is a story about a chicken who finds a lost egg and decides to treat the egg as her own by keeping it warm until it hatches. The chicken is surprised when what hatches from the egg is an alligator and not a chick. The story illustrates the mischief the alligator gets into and the chicken's desperate attempt to correct her child's behavior. At the end of the story the alligator ends up saving the day, portraying a tale of cooperation, patience, and misunderstanding. This story would be responsive to ELLs own personal tales of being misunderstood by people who do not know them and/or their native language. Just like the alligator is forced to leave the farm due to the farmer's impatience and inability to understand the alligator's behavior, it is possible that an ELL may not have been accepted by someone in the past. This story shows a positive side of being different because it illustrates the alligator's ability to use his assets (his size and agility) to ultimately guard the chicken coop for the farmer. In this same manner, an ELL's ability to use his/her language assets throughout his/her life is the positive side of being an ELL, despite how frustrating it can be at times.

WIDA Levels: Developing-Bridging

Grades: K-2

Available in: Hardcover and paperback

Teacher Resources:

- <http://lhsgems.org/GEMSeggs.html>
- <http://lhsgems.org/GEMSpdf/Materials/Eggs%20Eggs%20Everywhere.pdf>

These sites provides information for a unit about eggs titled, *Eggs Eggs Everywhere* which incorporates nonfiction as well as fiction texts about eggs in order to teach students about the stages eggs on land and water go through before hatching. This book is directly listed as a resource to be used in the unit.

Pinkey, J. (2009). *The Lion & the Mouse*. New York, NY: Hachette Book Group. [978-0-316-01356-7]

***Winner of the 2010 Caldecott Medal**

***Winner of the 2009 Parent's Choice Gold Award**



Pinkey's adaptation of Aesop's popular fable *The Lion and the Mouse* is a beautiful story depicting the moral, "treat others the way you want to be treated." The moral is exemplified by the lion's compassionate behavior towards the mouse and his subsequent dependence on the mouse to save him from the hunters' trap. The story also shows that size doesn't determine power as depicted by the mouse's ability to save the mighty lion. This moral is important for all children to understand although ELLs might be able to extract a special meaning from the story by relating themselves to the mouse. Just like them, the mouse is small but he still has the ability to do a world of good by using his special ability to chew through the rope trap. Children learning English might feel small and helpless at times; although they need to understand that their ability to speak another language is a special characteristic that can help other people.

WIDA Levels: Developing- Bridging

Grade Levels: K-5

Available in: Hardcover, paperback

Teacher Resources:

- <http://www.dltk-teach.com/fables/lion/index.htm>

This site has crafts that can go along with the story.

- <http://learningtogive.org/lessons/unit63/lesson2.html>

This site has a lesson based on the philanthropy behind *The Lion and the Mouse* that can be modified to fit many grade levels.

- http://www.eslprintables.com/reading_worksheets/tales_and_stories/the_lion_and_the_mouse/

This site has different printables that focus on teaching *The Lion and the Mouse* to ESL learners of any age.

- <http://www.youtube.com/watch?v=E2PBascv4>

This is the link to a youtube video that displays each page of Jerry Pinkey's adaptation with music playing in the background.

- <http://www.youtube.com/watch?v=iptWPwWbwgM&feature=related>

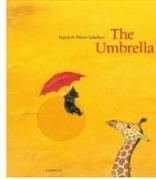
In this youtube video Jerry Pinkey describes the process of creating his adaptation of *The Lion and the Mouse*.

- <http://www.web-esl.com/advreadings/lionmouse.htm>

This site includes a short written summary of the events illustrated in the story and includes computer-based questions to check comprehension.

Schubert, D. & Schubeter I. (2010). *The Umbrella*. Brooklyn, NY: Lemniscat USA

***2012 Outstanding International Best Book of the Year, The United States Board on Books for Young People (USBBY)**



The Umbrella, originally published under the title *De Paraplu*, is a beautiful depiction of a little dog that finds an umbrella in his yard and gets swept away by wind. The dog's journey takes him all around the world from the plains of Africa to the rainforests of South America. In each location the dog experiences new delights as well as fears which illustrate the mixed emotions that accompanies a person when traveling to a new place. ELLs can connect to the experiences of the dog by explaining their feelings before and after coming to the United States including what they were scared of, what made them uncomfortable, what they enjoyed, etc.

WIDA Level: Entering-Developing

Grades: K-2

Available in: Hardcover in English and Native Dutch (*De paraplu*)

Teacher Resources:

- http://www.amazon.ca/Umbrella-Doodle-Book-Dieter-Schubert/dp/1935954156/ref=sr_1_3?s=books&ie=UTF8&qid=1350930112&sr=1-3

This is the link to *The Umbrella Doodle Book* which has scenes from *The Umbrella* which can be used for labeling and vocabulary activities and/or artistic supplements to a writing project.

- http://www.lemniscat-usa.com/downloads/lesbrief/Wordless_picture_book_guide.pdf

This site gives educators some ideas of literary activities to use after reading the book. The activities are more appropriate for the upper elementary grades for students who are more towards Expanding-Bridging linguistic levels.

- <http://imaginationoup.net/2011/10/wordless-picture-books-to-love/>

This site lists some general reading activities that can accompany a wordless picture book.

Tafari, N. (1988). *Junglewalk*. New York, N.Y.: Greenwillow Books. [0-688-07182-1]



Junglewalk illustrates a young boy's dreamtime journey through jungles of the world including the jungles of Africa and India. Before going to bed, the boy is engrossed in his reading of the different jungles of the world, all of which come alive to him in his dreams. To follow the theme, the boy's cat turns into a tiger who the boy follows throughout the jungles and finally back to his bed. This book would be interesting for ELLs because just as the boy in the story learns about animals that are unknown to him and his home environment, ELLs might be curious to learn more about the animals they can find here in the United States (depending on region) and/or the animals that are found in their native countries.

WIDA Levels: Entering- Emerging

Grade Level: K-2

Available in: Hardcover

Teacher Resources:

- http://www.perrypubliclibrary.org/webfm_send/67

This site designed from Perry Public Library in Ohio includes a list of children's story that all can be a part of a "Let's Explore the Jungle" themed unit. This list is nice because it also incorporates animal songs and rhymes that could be used to develop oral language for ELLs.

Tolman, M. & Tolman, R. (2009). *The Tree House*. Belgium: Lemniscaat Imprint of Boyds Mills Press, Inc. [978-1590788066]

***2010 Winner of the Ragazzi Prize for Fiction at the Bologna International Children's Book Festival**

***2011 Outstanding International Best Book of the Year, The United States Board on Books for Young People (USBBY)**



Originally published under the title *De Boomhut*, *The Tree House* tells a beautifully illustrated story of a polar bear who travels on the back of a whale to a tree house rising out of the water. The polar bear makes a home out of the tree house and shortly is joined by brown bear who traveled in a boat to get there. The two bears enjoy reading in their special tree house before they are joined by many other animals including flamingos, panda bears, and a rhinoceros after the water recedes. Soon the animals begin to leave just as they came until the story ends with the two bears alone in the tree house. Although this is a fantastical tale that combines many different animals from varying habitats, the larger theme of unifying harmony makes this wordless picture book meaningful for all children. This would be a good book for ELLs because might remind them of their own living conditions in which different family members come and go, temporarily changing living conditions in the process. Furthermore, ELLs might be able to connect to how the different animals felt upon arriving to the tree house since the animals are joining different animals from different habitats (cultural backgrounds).

WIDA Level: Developing –Expanding

Grade Level: K-2

Available in: Hardcover, paperback in English & hardcover, paperback in Arabic

Teacher Resources:

- http://www.lemniscaat-usa.com/downloads/lesbrief/Wordless_picture_book_guide.pdf

This site published by the publishing company, Lemniscaat is the same that is listed for *The Umbrella* since the recommended activities can be used along with teaching *The Umbrella*. This educator's guide lists some activities that can be used to emphasize the messages depicted in *The Tree House* although these activities are intended for older primary grades.

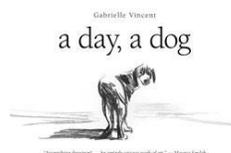
- http://www.schoollibraryjournal.com/slj/printissuecurrentissue/889480427/wordless_books_picture_perfect.html.csp#wonder

This site includes wordless picture book lists for varying categories including "Wondrous Relationships" under which *The Tree House* is listed. The site also describes the rationale behind using wordless picture books in teaching including how they are important international reading and appreciation materials.

Vincent, G. (1999). *a day, a dog*. Asheville, NC: Front Street imprint of Boyds Mill Press, Inc. [9781886910515]

***CCBC Choices**

***Parent's Choice Gold Award**



Originally published under the title *un jour, un chien*, the story titled, *a day a dog* is a poignant wordless story about an abandoned dog who roams the highway before accidentally causing a terrible car accident. The dog is an onlooker during all of the preceding commotion and he ends up leaving the scene of the accident and wandering for miles through fields until he comes to a town where he comes in contact with and ultimately befriends a lonely boy. All children, ELLs in particular might be able to connect with the loneliness and ultimate befriending that occurs in human relationships. ELLs might recognize a similarity between themselves and the boy and dog in that both were at one time a bit lost, confused, and maybe sad (possible struggles learning English) but they found someone who shares similar experiences with them and who can understand what they are going through.

WIDA Level: Expanding-Bridging

Grades: 4-5

Available in: Hardcover

Teacher Resources:

- <http://www.speakforanimals.com/humane-education/18>
- <http://www.aspcakids.org/>

These sites include information about animal cruelty as well as digital activities, cartoons, and game all about animals including general characteristics about specific animals as well as how to take care of them. These themes could be used in conjunction with reading this book.

- <http://21stcenturycares.org/approvedcurricula.htm>

This site uses *a day, a dog* for a service learning project that includes doing research to find ways to help animals in need.

General sites that can be used to teach with wordless pictures books:

- <http://tesl.tcnj.edu/PDF%20Resources/ED423693%20ACADEMIC%20READING%20SKILLS.%20Using%20Wordless%20Books%20in%20Your%20ESL%20Class..pdf>
- <http://wordlesspbs.wikispaces.com/file/view/Sample+Wordless+Picture+Book+Unit.pdf/169930817/Sample%20Wordless%20Picture%20Book%20Unit.pdf>
- <http://gandt.iordandistrict.org/files/2012/02/hots21.pdf>
- <http://www.jmeacham.com/docs/writers.workshop/writers.workshop.mini.lessons.pdf> (pgs. 22-33)
- http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=41&ved=0CCEQFjAAOCg&url=http%3A%2F%2Fcoe.winthrop.edu%2Fschneidere%2Fdefault_files%2FSC%2520CEC%2520presentation%252007.ppt&ei=NNCNUMrHCsjZrAGg84GQCg&usg=AFQjCNEmlKLAHEQINtP7gjLLifvDbQyMQ

REACH. INSPIRE. CONNECT.



The Booklist Project

A Project of the
M.Ed. In TESL Program,



Feinstein School of Education and Human Development
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