

Melissa Amaral  
TESL 507  
Spring 2013



# The Booklist Project

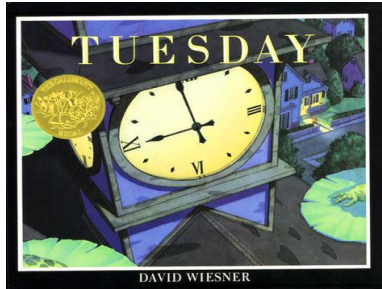


Focus: Themed Wordless Picture Book List  
Travel and Transportation

Developed by: Melissa Amaral  
Spring, 2013

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ESL Wordless Book List Project  
Topic: Travel and Transportation



**Citation:** Wiesner, D. (1991). Tuesday. New York: Clarion Books  
[ISBN-10: 1-395-55113-7]

**Interest level:** Ages 5-12

**Proficiency Level For Book Discussion:** Developing

### Summary

The story is about a Tuesday evening that is no so typical. In the story frogs float on lily pads throughout the town. They float in the sky, through houses, get chased by a dog, and chase a dog. As the sunlight approaches, the lily pads lose their flying power and the frogs return to the pond. That morning, people find lily pads all over town and wonder what happened. The book ends by saying, "Next Tuesday, 7:58 P.M.," and shows pigs flying. This book is almost wordless and has words on three pages. Many children will like the book for its unique images and limited words. The book will engage students and promote creativity and imagination.

### Use with ELLs

Although this book contains very limited words and pictures that spark curiosity, the book will be best for ELLs that are in the Developing stage or higher. Since the story is unrealistic, ELLs may be confused about the book and may need an explanation of "fantasy" books. Developing students will grasp the concept better since they have more English language skills. Developing ELLs will enjoy the funny imagery of the book and will be able to make up a sentence or two about what is happening on each page. These students will also be able to make predictions about why the frogs were flying and what animal is flying next.

### Available formats

Paperback, Hardcover, video (YouTube)

### Resources for book

Video on how to use book with children

<http://www.youtube.com/watch?v=KUnGIYkKwv4&feature=related>

Video of the pages of the book along with music to fit the theme

<http://www.youtube.com/watch?v=JtQ4DdzCZMA>

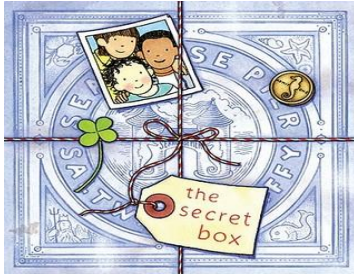
Website with information about the book author and other books by the author

[http://www.hmhbooks.com/authors/wiesner/books/books\\_tues.shtml](http://www.hmhbooks.com/authors/wiesner/books/books_tues.shtml)

Website that includes a book review and possible activities to complete with students

<http://www.carolhurst.com/titles/tuesday.html>

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**Citation:** Lehman, B. (2011). *The Secret Box*. New York: Houghton Mifflin Books [ISBN-13: 978-0-547-23868-5]

**Interest level:** Ages 4-10

**Proficiency Level For Book Discussion:** Entering/Developing

### **Summary**

The story is about time, cities and people changing. The story starts off a long time ago, with a young boy burying a box in the floorboards of an attic. Throughout the next couple of pages the house that the boy lived in is displayed but shows the passage of time by its surroundings. First the pages show grass, scattered houses and a horse and buggy, and then it shows smaller buildings, a tram, and factories. Next the page appears to be more modern with cars, restaurants, and buildings. The story takes the reader back into the house and shows three young boys finding the box in the attic floor. Inside the box they find old photographs, a piece of a map, tickets, a coin, and a postcard from Seahorse Pier. The boys make sense of the clues and embark on a journey to the places in the photographs. They end up at Seahorse Pier and are greeted by the man in the beginning of the book. He introduces them to a room full of children who also found the secret box and had traveled throughout time. The story then shows an image of two other children in the attic, looking at the photographs from the secret box. They too decide to follow the clues and embark on a journey.

### **Use with ELLs**

This story is best for ELLs who are high Entering and close to Developing or those in the Developing stage. Since the book does not have any words and relates to time travel, some ELLs may have difficulty understanding the story. This book is better for ELLs in the high Entering/Developing level because they can ask questions and understand answers that will in return help them make sense out of the story. ELLs may like this book because the characters are diverse, therefore the students may identify with one. ELLs may also like the story because the images are detailed and show the journey that was taken.

### **Available formats**

Paperback, Hardcover,

### **Resources for book**

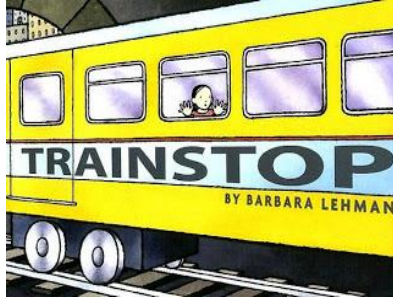
Website has a book review, activities for different grade levels, and additional resources

<http://classroombookshelf.blogspot.com/2011/03/secret-box.html>

Website on books and activities relating to past, present and future

<http://homeschoolyear.wordpress.com/2013/01/14/timelines-past-present-and-future/>

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**Citation:** Lehman, B. (2008). Trainstop. New York: Houghton Mifflin Company [ISBN-10: 0-618-5640-7]

**Interest level:** Ages 4-8

**Proficiency Level For Book Discussion:** Entering/Emerging

### **Summary**

The story is about a young girl and her family traveling by train. Once on the train, the young girl looks out the window and sees the city, the tunnel then the countryside, with green land, trees and houses. The train stops and everyone on it is asleep so the girl decides to go outside. Once she gets off of the train, a group of tiny people ask for her help. The girl follows them and saves the day by taking a tiny person off of a tree branch, which no one else could reach. The train horn sounds, and the girl returns to the train. The train travels back to the city and as the girl gets home, a tiny airplane with the tiny people that she saved appear. They give the girl a sprout, which is buried outside of her door and later turns into a tree.

### **Use with ELLs**

This book is good for ELLs because it shows the process involved with riding a train. The pictures show people waiting for a train at the station, the train passing through the city, tunnels, the countryside, and people getting off at their stop. The passengers on the train also represent different ethnicities which ELLs may relate too. This book is best for Entering and Emerging ELLs because it will introduce them to trains and the pictures clearly represent the topic. These learners will also be able to understand how the main character is a hero in the book. Entering students may not grasp the idea of “magic” that happens in the book but Emerging students should.

### **Available formats**

Paperback, Hardcover,

### **Resources for book**

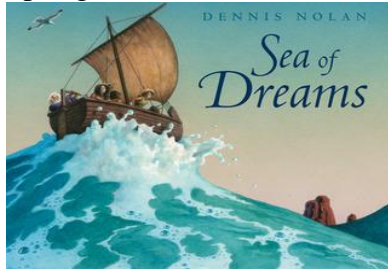
Website about the author and her books

<http://www.barbaralehmanbooks.com/barbaralehmanbooks.com/books.html>

List of books about trains

<http://www.rhml.lib.mo.us/train09.htm>

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**Citation:** Nolan, D. (2011). *Sea of Dreams*. New York: Roaring Brook Press [ISBN-13: 978-1-59643-470-7]

**Interest level:** Ages 4-8

**Proficiency Level For Book Discussion:** Entering

### **Summary**

The story starts off with a little girl building a sand castle on the beach. She leaves for the day and at dusk, a light appears in the castle. People appear in the lighted window and leave the castle in a boat, as the tide rushes in. The people sail off in the boat and a small boy falls out. The boy is saved by mermaids and brought back to the boat. As dawn approaches, the people see an island in the distance and sail to it. On the island, the people settle in a cave. The story ends with the little girl from the beginning of the book returning to the beach to build another castle. The island that the people settled on is in the far distance. The girl builds another castle and leaves for the day. The last page shows a light on in the sand castle.

### **Use with ELLs**

This book can be good for ELLs because it has many images such as the beach, ocean, boat, island, and sea gull that students may be able to relate to. The pictures are clear, colorful and spark curiosity on what will happen next. The story seems simple to understand therefore Entering ELLs should be able to comprehend the pictures in the book. With this book, students can be asked to point to images and can say the name of the image in their own language. This book will be better for younger ELLs because of the simplicity and storyline.

### **Available formats**

Paperback, Hardcover, EBook

### **Resources for book**

Website includes a summary of the book and a couple of activities to use with it

<http://ncteacherstuff.blogspot.com/2012/01/sea-of-dreams.html>

Website includes a teacher's reflection on the book and ideas for using it in the classroom

<http://mariecornuttblog.wordpress.com/2013/01/25/sea-of-dreams/>

Website includes a summary of the book and three ways to use the book in the classroom

<http://playonwords.com/blog/2012/02/05/great-new-picture-books-for-speech-therapy/>

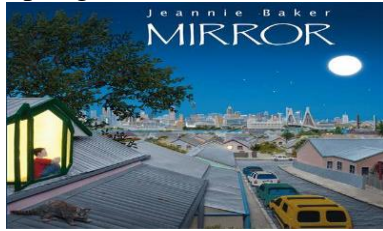
Website for E-book download

<http://bookster.bugs3.com/2012/01/>

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**Citation:** Baker, J. (2010). *Mirror*. Massachusetts: Candlewick Press [ISBN-13: 978-0-7636-4848-0]

**Interest level:** Ages 6-12

**Proficiency Level For Book Discussion:** Emerging

### **Summary**

This book contains two stories about a family in Australia and another family in Morocco. The Australian story is attached to the front of the book while the Moroccan story is attached to the back. These stories are separate but share many similarities. Both stories show each family waking up in the morning, eating a meal together and completing everyday errands. In the Australian story, the family travels by car throughout the city and shops at stores. The Moroccan family, travels by donkey throughout the desert and shops at outdoor markets. Both stories end with each family enjoying a meal and quality time together. After dinner, the Australian family looks at a picture that was drawn by their son, which depicts a desert, a person riding a donkey and a flying magic carpet. After dinner, the Moroccan family gathers around a computer and looks at a picture of the world.

### **Use with ELLs**

ELLs will enjoy the book for its format, storyline and images. The format is unique in the sense that it has two different stories in one book. ELLs will like to look at and compare the different images from each culture. They will also like the storyline because they may be able to relate to the idea that not all families look the same but have similar routines and traditions. Finally, the images are one of kind. The images are made from drawings and collages. Each image has detail and some of the items on each page appear to be textured. Despite the amazing pictures, some of the pages include more than one scene. For example, one page there has three different things happening at once. This can be confusing for early ELLs who are unsure of how to follow the format. For this reason, the book may be better for ELLs at the Emerging or Developing level.

### **Available formats**

Hardcover,

### **Resources for book**

Website includes a summary of the book, information about the author, before/after reading activities and several other activities that relate to English, environment, values, humanities, culture and arts

<http://www.walker.co.uk/UserFiles/file/Downloads/Mirror%20Classroom%20Ideas.pdf>

Website includes a person's reflection on the book and specific details noticed on each page

<http://gatheringbooks.wordpress.com/2011/04/11/mirror-jeannie-baker/>

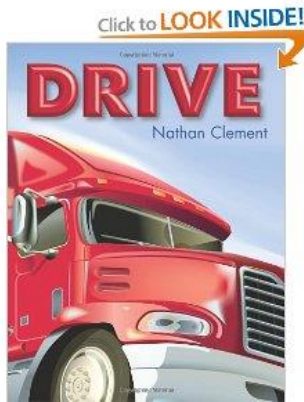
Website includes activities for the book

<http://www.literacyandnumeracy.gov.au/mirror>

Prezi which includes author information, a summary of the book, an explanation of the illustrations, connections to subjects (English and arts) and activities for each

<http://prezi.com/ccjqcjb6lmpi/mirror-by-jeannie-baker/>

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**Citation:** Clement, N. (2008). Drive. North Carolina: Front Street Press [ISBN-10: 1590785177]

**Interest level:** Ages 4-8

**Proficiency Level For Book Discussion:** Entering

### **Summary**

The story is about a boy explaining his father's job as a truck driver. The young boy talks about how his father leaves early in the morning and explains the job responsibilities that his father has. The sentences are simple and are broken up into two pages. The images are colorful and reflect the words on each page.

### **Use with ELLs**

This book is good for ELLs because the colors are appealing and show what is being said on each page. For example, one page talks about the boy's father filling up his tank and shows a close image of it. Besides having attracting pictures, the sentences are simple for a child who is learning to read and not overwhelming. The words are in a large font and there are 2-5 words on every other page. This book could be a good introduction to ELLs on careers, trucks or transportation.

### **Available formats**

Paperback, Hardcover,

### **Resources for book**

The link below shows the process of making the book.

<http://www.youtube.com/watch?v=9DO1wvq85Qk>

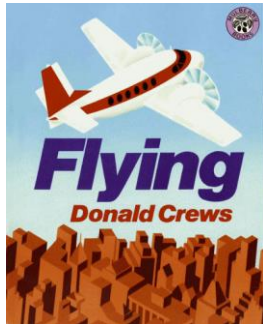
The link is the author's website which has information about him and other books that he has written.

<http://nathanclement.com/>

The link lists other books about trucks.

<http://plymouthlibrary.org/index.php/youth/youth-booklists/371-preschool-books-about-trucks>

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**Citation:** Crews, D. (1986). Flying. New York: Greenwillow Books. [ISBN-10: 0688043186]

**Interest level:** Ages 4-8

**Proficiency Level For Book Discussion:** Entering

### **Summary**

The story is about what people experience when they travel on an airplane. The story starts off showing people boarding a plane, the plane on the runway, taking off and flying over different areas. The story displays images such as highways, rivers, cities, country, mountains and clouds. The story will take its reader on a plane's journey from day to night. The sentences are simple and the images reflect the words in the sentence.

### **Use with ELLs**

This book is good for ELLs because it is a simple text that can introduce learners to airplanes. The pictures are colorful and depict the words portrayed on the page. This is important because the teacher and explain to students what things such as a runway or highway are. At the beginning of the book there is a picture of people boarding the plane. The people are different colors which can help learners make a connection. The font is large, bold and there are 1-4 words on every other page.

### **Available formats**

Paperback, Hardcover,

### **Resources for book**

Activities to help students understand what happens on an airplane (food, flight attendants, pilot, etc). Activities include making snacks, dramatic play, songs, etc.

<http://books.google.com/books?id=rBNXxJZmuOUC&pg=PA213&lpg=PA213&dq=flying+dona ld+crews+activities&source=bl&ots=hNotnGvv3y&sig=wvz9iiqe5V6j2knJR8AVA40wweU&hl=en&sa=X&ei=iQ9UdO3EcmkqgGBhICwCg&ved=0CC0Q6AEwAA#v=onepage&q=flying%20dona ld%20crews%20activities&f=false>

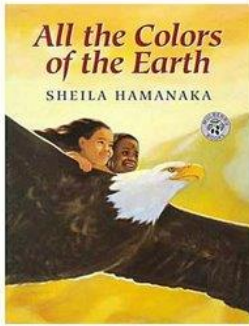
<http://www.angelfire.com/dc2/childsplaythemes/transport.html>

Printouts and activities for at home practice/reinforcement.

<http://www.teachersandfamilies.com/open/ps-open.cfm?var=transport>



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**Citation:** Hamanaka, S. (1994). All the Colors of the Earth. New York: Morrow Junior Books. [ISBN-10: 0688111319]

**Interest level:** Ages 4-10

**Proficiency Level For Book Discussion:** Developing

### Summary

This story celebrates the diversity among the world's children. The book compares the skin color and hair of diverse children to the colors and animals on earth. The book helps children understand and accept diversity. The images are colorful and realistic. The images also depict a variety of children and families such as African American, Asian, Caucasian, Latino, Indian and European.

### Use with ELLs

ELLs would enjoy this book because they would be able to identify with one of the children in the book. Besides recognizing someone that looks like them, learners will love the beautiful pictures in the book. This is a great book to use when teaching diversity, acceptance, families and colors. The sentences are lengthier than the previous books and include descriptive words, therefore the book is better for students who are at the developing stage.

### Available formats

Paperback, Hardcover, You Tube (links below)

### Resources for book

Video recordings of the book. The first link shows a person reading and flipping through the book while the second link shows artwork from children while a person narrates the book in the background.

[http://www.youtube.com/watch?v=M8LfyVZ9\\_6E](http://www.youtube.com/watch?v=M8LfyVZ9_6E)

<http://www.youtube.com/watch?v=zaSpS70UFss>

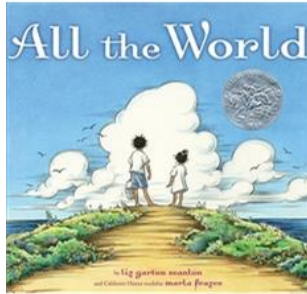
Scholastic activities to use before, during and after reading.

[http://teacher.scholastic.com/products/westonwoods/study\\_guides/all\\_the\\_colors\\_of\\_the\\_earth.pdf](http://teacher.scholastic.com/products/westonwoods/study_guides/all_the_colors_of_the_earth.pdf)

Example activities, crafts and songs that teachers and parents can use with this book.

<http://www.klandskills.ca/famlit/resources/rappmulti/All%20the%20Colors%20of%20the%20Earth%20complete2.pdf>

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Spring 2013



**Citation:** Scanlon, L. (2009). All the World. New York: Beach Lane Books. [ISBN-10: 9781416985808]

**Interest level:** Ages 4-8

**Proficiency Level For Book Discussion:** Developing

## Summary

This story explores the many ways that people are connected. The story follows diverse families from day to night in different environments. Through the book, the reader travels with the characters to the beach, a farm, farmers market, the countryside, a restaurant, and home. At the end of the story, all of the characters gather together and the reader realizes that they are all related. The story not only demonstrates this connection but also depicts how the world is connected by displaying an overhead image of the town and all of the places that the characters visited during the day. The story ends by reminding the reader that “all the world is all of us.”

## Use with ELLs

ELLs would enjoy this book for various reasons. First, the pictures are beautiful, detailed and colorful which will attract the reader. Second, the characters in the book reflect different cultures therefore ELLs may relate to the characters. Third, the story includes rhyming and repetition which is good for ELLs. This can assist ELLs in reading and remembering the story. This book would be best for an ELL at the developing level because more words are included in the story and the vocabulary may be challenging to an ELL at the entering or emerging level.

## Available formats

Paperback, Hardcover,

## Resources for book

Includes a curriculum guide, book trailer, book review, information about the author and other books that she has written.

<http://www.lizgartonscanlon.com/All-the-World.html>

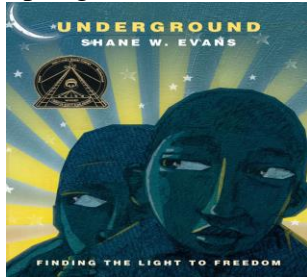
An interview with the author and illustrator about how they created the book.

<http://www.youtube.com/watch?v=XmE9fcRnLvE>

The words of the book are turned into a song. Each page is displayed as the words are sung.

<http://www.schooltube.com/video/715cc7fba0d128be954f/>

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Spring 2013



**Citation:** Evans, S. (2011). Underground: Finding the Light to Freedom. New York: Roaring Book Press. [ISBN-13: 978-1-59643-538-4]

**Interest level:** Ages 4-10

**Proficiency Level For Book Discussion:** Emerging and up

### Summary

The story is about a family trying to escape slavery. The story follows the family as they escape during the night and hide to keep from being caught. It mentions how some who escaped got caught along the way while others were helped. The story ends with the family reaching freedom. Half of the book is in dark blues and greens to resemble the darkness, and the other half has a bright yellow on each page to symbolize daylight. The images and colors used, add emotion to the story.

### Use with ELLs

ELLs would enjoy this book for the imagery, minimal words and anticipation. The images focus on the main characters but include images around them that relate to the text and story. For example, one page says, "The fear," and shows the family hiding behind a bush while people are searching for them. Only a few colors are used throughout the whole book which will keep the reader from getting distracted by the images. The words and pictures on each page of the book go well together and will help an ELL understand the connection. Many action words/verbs are used and depicted in pictures, such as crawl, run, rest, and tired. ELLs will like how the words on each page are brief, with most pages having only two words. The reader will also be interested in the book because they will want to know if the family gets caught and where or what they are trying to get. This book will be a good introduction to the Underground Railroad.

### Available formats

Paperback, Hardcover,

### Resources for book

Interview with the author

[http://www.schoollibraryjournal.com/slj/articlereview/889036-451/shane\\_w.\\_evans\\_the\\_journey.csp](http://www.schoollibraryjournal.com/slj/articlereview/889036-451/shane_w._evans_the_journey.csp)

The following link discusses ways that the book can be used with different age groups and also provides additional resources and books about the topic.

<http://classroombookshelf.blogspot.com/2011/03/underground-finding-light-to-freedom.html>

The link includes additional resources on the Underground Railroad

<http://www.teachingwithstories.com/teachers/resources.htm>

The links below are blogs from two different teachers and include activities that can be completed before, during or after reading.

<http://mrsbishopsblog.wordpress.com/2012/10/24/underground-finding-the-light-to-freedom/>

<http://jilllaneedu625.blogspot.com/2012/10/underground.html>

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REACH. INSPIRE. CONNECT.



## The Booklist Project

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



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