

Discussion questions

Discuss the similarities and differences between the three books.

The Umbrella

Discuss the adventures that the puppy has with the red umbrella. Do you think he will use the umbrella again? Why or why not? Do you think the cat will use the umbrella next? If so, will the cat have the same adventures as the puppy?

The Yellow Balloon

Discuss the art, history, and cultures that are shown throughout the book. Do any of the examples remind you of anything?

Explain.

The Tree House

The brown bear and the polar bear explore the tree house, eat lunch, read books, watch clouds, and make friends with other animals. If you had the chance to visit the tree house, what would you choose to do?

About the Books

The Tree House by Ronald and Marije Tolman. ISBN 9781590788066, \$16.95 Hardcover.

The Umbrella by Ingrid and Dieter Schubert. ISBN 9781935954002, \$16.95, Hardcover.

The Yellow Balloon by Charlotte Dematons. ISBN 9781932425017, \$15.95 Hardcover.

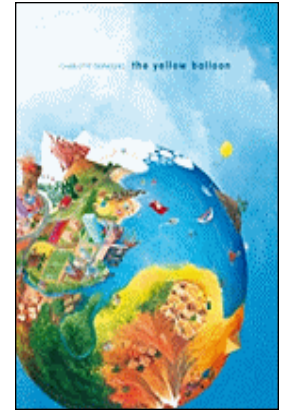
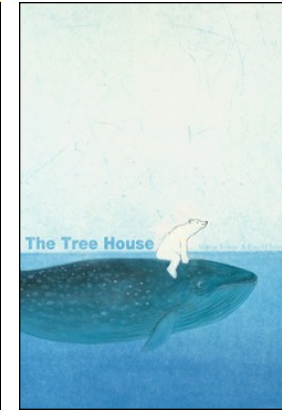
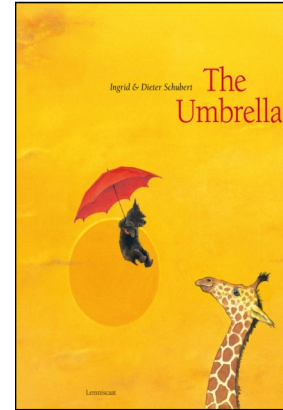
COMING THIS FALL: *The Umbrella Doodle Book*. ISBN 9781935954033

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Using Wordless Picture Books in the Classroom

An Educator's Guide



Readers use their imaginations and experiences to interpret wordless picture books. Their stories are often intricately told through a series of pictures. As readers follow the pictures, they make inferences and verbalize the events in their own words. This helps to develop important vocabulary and comprehension skills. Children may interpret the stories in their own way, and in the process, learn the elements of a story. Wordless picture books can also be used as a springboard into writing activities.

This wordless picture book guide focuses on the use of wordless picture books with elementary-aged children. The following texts have been selected for this guide:

The Tree House by Marije Tolman & Ronald Tolman

The Yellow Balloon by Charlotte Dematons

The Umbrella by Ingrid & Dieter Schubert

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Activities

The Umbrella

After reviewing the book, discuss the biomes that are shown in the story. Provide visual media to show students the different types of biomes that can be found around the Earth. Students can work in teams to create their own books that explain the different types of biomes that are being studied. They can create a character that travels around the Earth telling facts about biomes. Pattern this after the wordless picture books, but have the students add text to their pictures.

Activities using all books:

- **Playtime.** Create a short skit based on the pictures of the book. Perform the skit or create a puppet show for an audience.
- **Figures of speech.** Introduce/discuss different types of figurative language and how the use of figurative language can enhance writing. Give examples of each type of figurative language (similes, personification, idioms, onomatopoeia, etc) that can be used to describe pictures or the complete wordless picture book. Model this to the class so students have some example to use as a guide. Make lists of figurative language that can be used to describe the illustrations in the book.
- **Poetry in motion.** Students will work individually or with partners to create a poetic response to the selected text. After viewing the wordless picture books, students may choose one to write a poem about. Discuss different types of poetry such as Haiku, Cinquain, Limerick, Free verse, etc.

Visit the following website to help generate the poems: http://teacher.scholastic.com/writewit/poetry/poetry_engine.htm#.

- **Magnificent poetry.** Students can use magnetic poetry to publish their poems or visit this site to publish: <http://kids.magpogames.com>.

- **Story elements.** After sharing the story with the class, re-view story elements from the book (main characters, settings,



conflict, climax, resolution, theme, etc.). Make sure that students have a decent understanding of these story elements. Split the class into groups to write a skit and perform a Reader's Theatre based on this story. Assign each group of students a different part of the story. Review the importance of speaking clearly when presenting to an audience. Performances could be videotaped or recorded for Podcasts for viewing and/or listening to at a later date.

After viewing the book, make a chart of the elements of a wordless picture book for future reference. If Internet access is available, the following website provides an interactive story map where students can organize story elements such as character, conflict, resolution, and setting: <http://www.readwritethink.org/files/resources/interactives/storymap/index.html>. Compare and contrast the versions using a Venn Diagram.

- **Create your own!** Using drawings, photos, magazine pictures, etc. Students will develop a storyline or theme for the book they want to create. The media should be organized so that it tells the story. Create a digital version. Share student books with another class. Discuss the different interpretations of each student-made wordless picture book.

Visit <http://edu.glogster.com> to create an interactive poster based on any of the wordless picture books.