

Picture Books Across the Curriculum

This document is meant to accompany, and can in no way be a substitute for, a workshop called **Picture Books Across the Curriculum**, presented by Keith Schoch.

Please take a minute to email me at kschoch@bedminsterschool.org to let me know you've downloaded this document (or that it has been passed on to you). This will allow me to notify you when the document has been updated or in any way modified.

Also, check out <http://teachwithpicturebooks.blogspot.com> for more great ideas!

Why Picture Books?

Picture books deserve a place in the upper elementary and middle school grades for a number of reasons, although even I, one of picture books' strongest advocates, would admit that not a single picture book could live up to every one of the fourteen criteria listed below. But that's fine, because if a picture book can advance even one educational objective, in a way that no other instructional tool can, then it has served its purpose well.

If you are a middle school teacher seeking research to support the use of picture books belong in your classroom, I would encourage you to read "[A Middle School Teacher's Guide for Selecting Picture Books](#)" from the Middle School Journal. The research sources cited support many of my personal findings from within the classroom experience. A second resource titled "[Children's Literature in the Middle and Secondary Classroom](#)" provides additional citations for your reference.

In no particular order, here are fifteen reasons why upper grade teachers should be incorporating picture books into their daily curriculum. I invite you to email me additional ideas at kschoch@bedminsterschool.org.

1. Picture Books are nonthreatening.

For some reluctant readers, the thought of slogging through a 200-page chapter book (with absolutely no pictures!) is daunting. Shorter, simpler picture books offer a pleasurable

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reading experience in more easily digestible portions. For that reason, content-rich picture books should be offered at all grade levels.

A student seeking background on the Sioux tribe, for example, could attempt to wade through a difficult nonfiction text, encyclopedia entry, or web site meant for more mature readers. Or, this same student could access similar information through three or four picture books whose illustrations would aid in deciphering and extending difficult terms and concepts.

The very fact that nonfiction picture books are written on multiple levels makes them a perfect tool for differentiating reading levels. Each student in the class will be able to gain access to background information at his/her individual level of readiness. And if it makes you or your students feel better, you can call Picture Books by other names: also called Wisdom Books, Mentor Texts, and Micro-Texts (Ralph Fletcher).

2. Picture Books are focused.

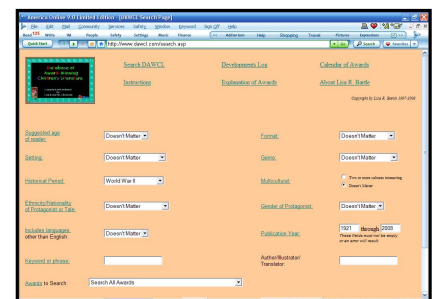
Some novice readers are put off by multiple plots, or lose the focus of a book if it is overly long. By its very design, a picture book must cut to the chase immediately. Picture books can also help you as the teacher to place a spotlight on a particular reading or thinking skill. While that same skill could be practiced in a novel, the shorter picture book provides a more controlled arena for examination and discussion.

Sites on Focused Picture Books:

[Database of Award Winning Children's Literature](http://www.dawcl.com/search.asp)

This database allows you to focus a search for both picture and chapter books as narrowly or as broadly as you choose by selecting such variables as genre, historical period, grade level, and genre of protagonist.

<http://www.dawcl.com/search.asp>



3. Picture Books set a purpose for learning.

From our Madeline Hunter days, we all know that our first step in the teaching process is to activate prior knowledge. Picture books allow you to activate not only prior knowledge but also attitudes, beliefs, and misconceptions. Picture books then create a bridge between the student's schema (internal organization of concepts) and the newly introduced learning.

After students settle down in their Social Studies class, for example, the teacher reads aloud the picture book *The Honest to Goodness Truth* by Patricia McKissack. After reading it, the teacher says, "I thought we all agreed yesterday in our discussion about elections that 'Honesty is the best policy.' This book seems to say almost the exact opposite! So who's right?"

4. Picture Books provide a common knowledge background.

Teaching a historical fiction novel is doubly difficult if students have no existing schema of the time period in which the novel is set. Teaching a scientific principle is exponentially difficult if students fail to understand the foundational knowledge and theories upon which a newly introduced principle is based. Picture books help to create a shared schema for the classroom community.

Before reading a novel set in the Depression, for example, the teacher might provide several picture books which deal with that topic. One might be illustrated with photographs and eyewitness reports, one with captioned period murals sponsored by the WPA, and one with illustrations and a narrative by a contemporary author/artist. Thus armed with texts of differing artistic styles, students would attempt to answer the same set of guiding questions. Differences in answers would, of course, result through the divergent source materials.

Another teacher wishing to introduce a fantasy genre might share a picture book which exemplifies six traits of that genre. Upon completion of the reading, the teacher asks

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her students to list the traits they noticed. How best to confirm or disqualify these traits? Have the students, in small groups, read additional fairy tales.

A third teacher attempting to explain the concept of **theme** will find that easier to do when two picture books with vastly differing plots, settings, and genres (but the same underlying theme) are shared aloud. Picture books provide an instant and complete shared experience which can then be referenced by all students with equal understanding.

5. Picture Books activate thinking on a visual level.

Since illustrations are so often tied into the meaning of a picture book, students are required to shift their comprehension from text to picture. The cleverest picture books will often provide illustrations that alter the meaning of the literal text.

6. Picture Books build reading comprehension.

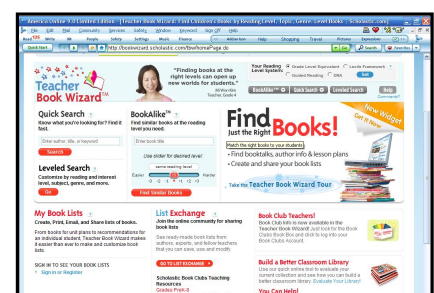
Since fiction picture books so successfully employ story elements (plot, character, setting, conflict), a steady diet of picture books will increase a child's reading comprehension, no matter what their present stage.

Nonfiction picture books, similarly, tie complex ideas and vocabulary to illustrations. Defining unknown words through context clues becomes much easier when a picture provides the reader with clues. And consider this: are the reading passages on standardized tests in chapter form, or are they shorter passages? (From an insider: many selections on standardized tests are actually picture books with the illustrations removed).

Sites on Picture Books and Reading Comprehension:

[Teacher Book Wizard](#)

At this site, Scholastic provides a really valuable tool called BookALike. This allows you to enter a book title, find the exact grade-equivalent level of that book, and then browse books of similar reading difficulty. What's even more



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useful is that you can use a “slider” to choose books of slightly greater or lesser difficulty.

<http://bookwizard.scholastic.com/tbw/homePage.do>

7. Picture Books provide exemplars of figurative language.

The table below, from a now extinct site, provides just a few examples of how picture books can model figurative language.

Literary Device	Definition	Picture Books To Help Teach
ALLITERATION	Repetition of initial consonant sounds.	<i>Chicken Little</i> Steven Kellog <i>If You Were A Writer</i> Joan Lowry Nixon <i>How the Grinch Stole Christmas</i> Dr. Seuss <i>Shrek</i> William Steig <i>Allison's Zinnia</i> Anita Lobel <i>The Voyage of Ludgate Hill</i> Nancy Willard
FLASHBACK	Interruption of the present action to insert an episode that took place in an earlier time for the purpose of giving the reader information to make the present situation understandable or to account for a character's current motivation	<i>Miss Rumphius</i> Barbara Cooney <i>Why the Chicken Crossed the Road</i> David Macaulay <i>House on Maple Street</i> Bonnie Pryor <i>One Small Bead</i> Byrd Baylor
FORESHADOWING	A device that provides clues to alert the reader about events that will occur later in the narrative. It serves to build suspense.	<i>The Incredible Painting of Felix Clousseau</i> John Agee <i>How Many Days to America?</i> Eve Bunting <i>An Early American Christmas</i> Tomie dePaola <i>Owl Moon</i> Jane Yolen <i>Grandfather's Journey</i> Allen Say <i>Encounter</i> Jane Yolen

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IRONY	A contrast between expectation and reality – between what is said and what is meant, between what appears to be true and what is really true, or between what is expected to happen and what actually happens.	<i>Grandfather's Journey</i> Allen Say* <i>The Frog Prince Continued</i> Jon Scieszka <i>The Three Little Wolves and the Big Bad Pig</i> Trivizas Oxenbury <i>Fish and Flamingo</i> Nancy White Carlstrom <i>The Fortune Tellers</i> Lloyd Alexander <i>The Mountain Garden</i> Peter Parnall <i>An Angel for Solomon Singer</i> Cynthia Rylant
METAPHOR	An implied comparison between two things that are essentially different.	<i>Through the Mickle Woods</i> Gregory Valiska <i>Goodbye Geese</i> Nancy White Carlston <i>The Stranger</i> Chris Van Allsberg <i>Up North at the Cabin</i> Marsha Wilson Chall <i>The Tale of the Mandrian Ducks</i> Katherine Patterson <i>Encounter</i> Jane Yolen
PARODY	A humorous, but recognizable imitation of literature, art, or music for the purpose of amusement or ridicule.	<i>Jim and the Beanstalk</i> Raymond Briggs <i>The Cowboy and the Black-eyed Pea</i> Tony Johnson <i>The True Story of the Three Little Pigs</i> Jon Scieszka <i>The House that Bob Built</i> Robert Stern <i>Somebody and the Three Bears</i> Marilyn Tolhurst <i>Princess Anne Wilsdorf</i> <i>Duffy and the Devil</i> Harve Zemach <i>Piggy Pie</i> Margie Palatini
PERSONIFICATION	A figure of speech that gives human qualities, actions, characteristics, or personality to an animal, object, natural force, or idea.	<i>The Little House</i> Virginia Lew Burton <i>Nora's Duck</i> Satomi Ichikawa <i>Sylvester and the Magic Pebble</i> William Steig
POETIC JUSTICE	An outcome in which vice is punished and virtue is rewarded,	<i>Why Mosquitoes Buzz in People's Ears</i> Verna Aardema <i>Strego Nona</i> Tomie de Paola

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	usually in a manner appropriate to the situation	<i>Duffy and the Devil</i> Harve Zemach <i>The Widow's Broom</i> Chris Van Allsburg
SATIRE	A kind of writing which ridicules human weaknesses, vice, or folly in order to bring about social reform.	<i>The Fortune Tellers</i> Lloyd Alexander <i>It's So Nice to Have a Wolf Around the House</i> Harry Allard <i>The Story of Ferdinand</i> Munro Leaf <i>The Mountain</i> Peter Parnell <i>Princess Anne</i> Welsorf <i>The Happy Hockey Family</i> Lane Smith
SYMBOL	A person, place, thing, or idea that stands for both itself and something beyond itself.	<i>Petunia</i> Robert Duvaizin <i>The Girl Who Loved Wild Horses</i> Paul Goble <i>Through the Mickle Woods</i> Valeska Gregory <i>Kinda Blue</i> Ann Grifalcone <i>Tar Beach</i> Faith Ringold <i>Elyah's Story</i> Michael J. Rosen <i>An Angel for Solomon Singer</i> Cynthia Rylant <i>Grandfather's Journey</i> Allen Say

8. Picture Books serve as writing models.

When we ask our students to "write a story," we rarely mean a story with chapters. Why, then, should we have students read only those types of books? Picture books provide succinct models for student writing. Nonfiction picture books also exemplify brevity versus exposition in presenting the facts that the reader needs.

Picture books waste little time and space, and even fewer words. Individual sentences and paragraphs can be pulled from context in order to examine the author's craft, without losing an overall sense of the text's content.

Ranging from the simple to complex, writing skills which can be examined through picture books include:

- writing cohesive sentences (using correct punctuation, capitalization, and mechanics);
- combining shorter sentences in order to eliminate redundancy and increase interest;

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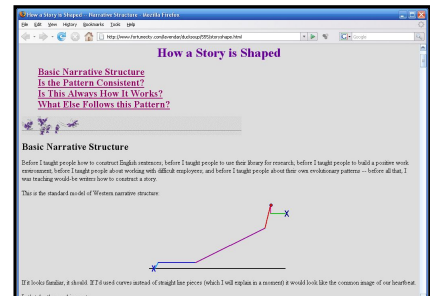
- parsing longer sentences in order to increase pattern, suspense, or interest;
- creating sentence variety through varied length and word order;
- using quotation marks to create dialogue;
- writing paragraphs containing a topic sentence, supporting details, and a closing sentence;
- using transition words and phrases;
- writing for a purpose;
- writing for an audience;
- writing according to a given genre;
- responding to literature through a personal response;
- responding to a prompt;
- describing using figurative language;
- creating pieces of work which are focused, organized, and elaborated;
- refining narrative writing skills;
- developing expository writing skills; and
- revising and editing pieces of writing.

Sites on Picture Books as Writing Models:

[How a Story is Shaped](http://www.fortunecity.com/lavendar/ducksoup/555/storyshape.html)

This site offers a detailed account of how narrative is shaped; it also reviews many literary terms which should become a part of every classroom's daily dialogue. Good background for the teacher!

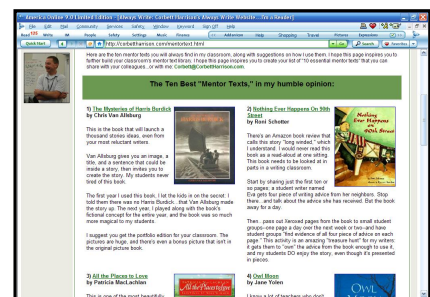
<http://www.fortunecity.com/lavendar/ducksoup/555/storyshape.html>



[Always Write Homepage](http://corbettharrison.com/mentortext.html)

Corbett Harrison is a master teacher of writing, and one of my new heroes. On the link below you will find what he calls his "Mentor Texts" for teaching good writing, and sure enough, most are picture books! Lots to see here; highly recommended!

<http://corbettharrison.com/mentortext.html>



[DenaHarrison.com](http://denaharrison.com/lessons.htm)

Dena is another master writing teacher who is willing to share her methods and magic. The link below is to some of her favorite writing lessons, some of which involve picture books.

<http://denaharrison.com/lessons.htm>



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Writing Fix

An amazing web site which will keep you occupied for hours, this grant-funded service from Nevada provides hundreds of writing lessons, with 59 picture books Mentor Texts sorted by the six writing traits. Entire lesson plans plus needed printable resources are all provided online, free of charge. If you're just starting out with using picture books to inspire writing, this web site practically maps out your whole first year for you! Can you tell I like it?

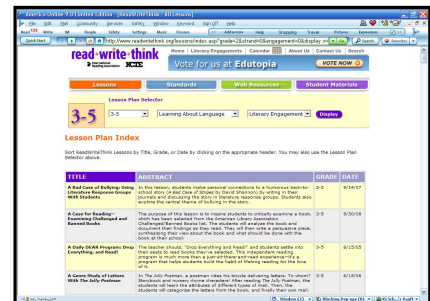
http://writingfix.com/picture_book_prompts.htm



Read Write Think

This site has some great online student tools, but of interest to us is the lesson plans provided there. Many of the plans use picture books, and integrate one of the student tools.

<http://www.readwritethink.org/lessons/index.asp>



Using Picture Books to Teach Narrative and Six Trait Writing

This site contains six separate tables of picture books, one for each writing trait. The link below (and page thumbnail to the right) is from the chart on Focus.

<http://www.geocities.com/oberry1790/focus.html>

A screenshot of the Geocities website. The page is titled "Support and Elaboration". It features a table with columns for "Author", "Title", "Summary", "Connections", and "Character". The table lists various picture books, including "The Boy Who Swam to England" and "The Boy Who Swam to England".

Author	Title	Summary	Connections	Character
John Galsworthy	The Boy Who Swam to England	The story of a boy who swam to England and was rescued by a fisherman.	Connections: The story is a classic example of a boy's adventure.	Character: The boy is a brave and resourceful character.
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9. Picture Books can breathe life into dry facts and figures.

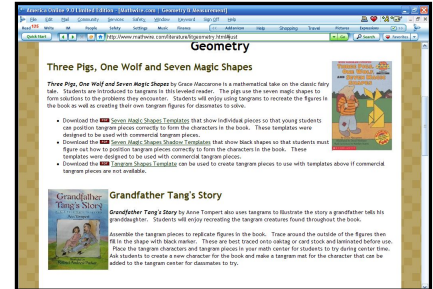
When children know the "story" behind that Math concept, or that date in History, or that random Science principle, they're more likely to retain it. Plus, with a clear objective set for learning, students are more likely to attend to the lesson throughout.

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Mathwire

Mathwire is an awesome alphabetically organized site of Math activities, and the link below gives a nice sampling of how Mathwire incorporates picture books into mathematics.

<http://www.mathwire.com/literature/litgeometry.html#just>



10. Picture Books can teach to literacy targets.

Literacy targets include concepts, skills, strategies, and dispositions. Just as some discrete mathematics practice is required before students can perform problem solving, so some focus on specific literacy targets may be required within an isolated, controlled context before students approach them in the more complex context of the novel.

Beware the urge, however, to “pound every nail.” Some authors employ so many literary devices, conventions, and motifs that you could find yourself bogged down in the author’s craft at the expense of the story itself. Similarly, excessive emphasis upon vocabulary or literal comprehension will strangle the life out of the plot! For this reason, teachers must be clear in their intention for any given picture book they choose to use.

Some reading skills and strategies you may wish to target:

- previewing
- predicting
- establishing a purpose for reading
- skimming
- scanning
- sequencing
- reading for details
- establishing and adjusting purposes for reading
- posing personally relevant questions about text before and during the process
- organizing thinking using a graphic organizer
- determining vocabulary meaning using context clues
- determining vocabulary meaning using prefixes and suffixes
- determining vocabulary meaning using Latin and Greek roots
- determining vocabulary meaning using reference sources

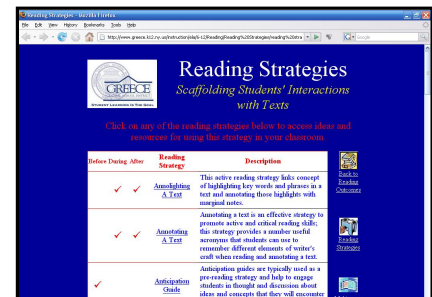
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- recognizing parts of speech
- identifying sentence types
- drawing conclusions
- comparing and contrasting
- making inferences
- adjusting reading rate according to purpose for reading
- summarizing
- choosing an appropriate organizer for a given reading task
- analyzing the author's voice
- distinguishing between fact and fantasy
- distinguishing between fact and opinion
- determining cause and effect
- determining character motive
- identifying, describing, and applying literary devices
- recognizing structure of different texts as an aid in comprehension
- identifying literary motifs
- identifying the critical attributes of a given genre in the novel being read
- demonstrating oral presentation skills
- demonstrating critical listening and viewing skills
- extending and reflecting upon reading.

Sites on Literacy Targets and Reading Process Skills:

Reading Strategies

Excellent list of reading strategies which encourage in-depth comprehension and overt learning.

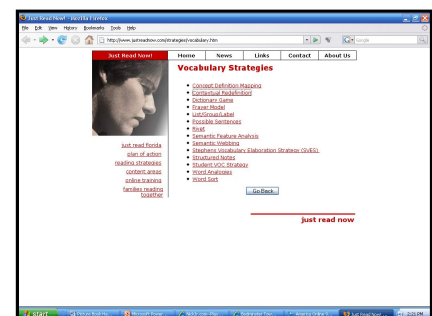


<http://web001.greece.k12.ny.us/academics.cfm?subpage=93>

Just Read Now!

Strategies for reading comprehension, with links to strategies for discussion, vocabulary, and organization.

<http://www.justreadnow.com/strategies/vocabulary.htm>

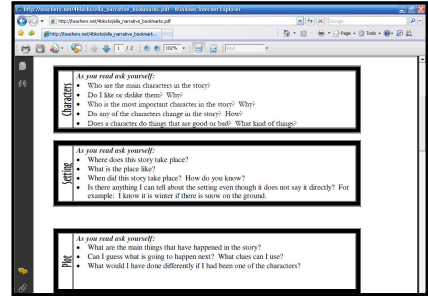


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Printable Bookmarks

Pdf file of literature components (setting, theme, characters, etc.) bookmarks.

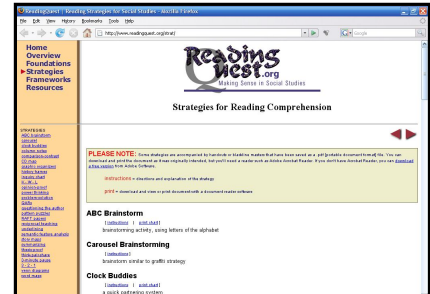
http://teachers.net/4blocks/ella_narrative_bookmarks.pdf



Reading Quest.org: Making Sense of Social Studies

Don't let the name fool you! This site features great descriptions and blackline forms of dozens of reading comprehension strategies and ideas, listed alphabetically.

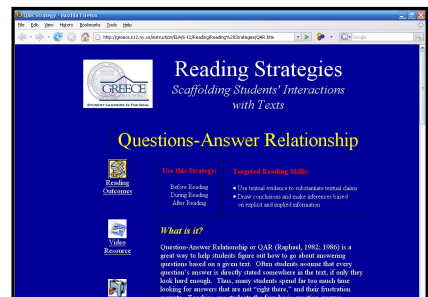
<http://www.readingquest.org/strat/>



Question-Answer Relationships

Understanding question-answer relationships will help students see that not every question asked about a text is a literal, "right there" question. Getting a handle on the main four types of questions will greatly reduce student frustration while increasing quality of responses. This link goes directly to a page on question-answer relationships, but you can then click on a link to the left for a list of other reading strategies.

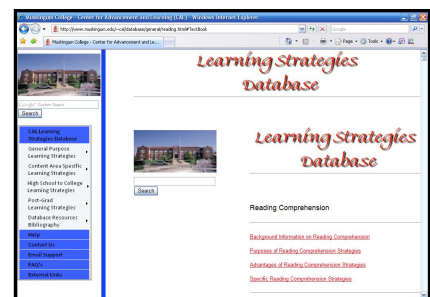
<http://web001.greece.k12.ny.us/academics.cfm?subpage=930>



Learning Strategies Database

Specific strategies for reading, vocabulary development, etc.

<http://www.muskingum.edu/~cal/database/general/readin g.html#TextBook>



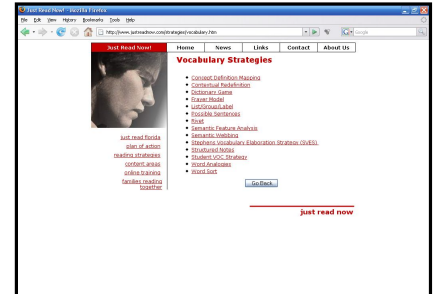
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Sites on Vocabulary:

Just Read Now!

Strategies for vocabulary development.

<http://www.justreadnow.com/strategies/vocabulary.htm>



11. Picture Books make abstract concepts concrete.

As teachers we are not limited to teaching academic content. It is also expected that we teach “fuzzier” character concepts such as cooperation, responsibility, and integrity.

Where are those in our textbooks?

Here is where picture books can play a large role. To dignify picture books when they serve in this capacity, I prefer that we call them “Wisdom Books.” Wisdom Books are picture books whose themes and narratives illustrate the life skills, character traits, and attitudes which we want our own children to embrace. Universal themes such as patience, empathy, teamwork, cooperation, forgiveness, fairness, and responsibility are often praised, but how often are they modeled for students? Certain picture books capture one or more of these (and other) ideal traits in just sixteen or twenty-four pages, creating a memorable model for children who still think and generalize in very concrete terms.

12. Picture Books teach critical thinking skills.

Paul, Binker, Jensen, and Kreklau (1990) have developed a list of 35 dimensions of critical thought:

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Affective Strategies	Cognitive Strategies: Macro-Abilities	Cognitive Strategies: Micro-Abilities
<ul style="list-style-type: none"> ▪ thinking independently ▪ developing insight into egocentricity or sociocentricity ▪ exercising fairmindedness ▪ exploring thoughts underlying feelings and feelings underlying thoughts ▪ developing intellectual humility and suspending judgment ▪ developing intellectual courage ▪ developing intellectual good faith or integrity ▪ developing intellectual perseverance ▪ developing confidence in reason 	<ul style="list-style-type: none"> ▪ refining generalizations and avoiding oversimplifications ▪ comparing analogous situations: transferring insights to new contexts ▪ developing one's perspective: creating or exploring beliefs, arguments, or theories ▪ clarifying issues, conclusions, or beliefs ▪ clarifying and analyzing the meanings of words or phrases ▪ developing criteria for evaluation: clarifying values and standards ▪ evaluating the credibility of sources of information ▪ questioning deeply: raising and pursuing root or significant questions ▪ analyzing or evaluating arguments, interpretations, beliefs, or theories ▪ generating or assessing solutions ▪ analyzing or evaluating actions or policies ▪ reading critically: clarifying or critiquing texts ▪ listening critically: the art of silent dialogue ▪ making interdisciplinary connections ▪ practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives ▪ reasoning dialogically: comparing perspectives, interpretations, or theories ▪ reasoning dialectically: evaluating perspectives, interpretations, or theories 	<ul style="list-style-type: none"> ▪ comparing and contrasting ideals with actual practice ▪ thinking precisely about thinking: using critical vocabulary ▪ noting significant similarities and differences ▪ examining or evaluating assumptions ▪ distinguishing relevant from irrelevant facts ▪ making plausible inferences, predictions, or interpretations ▪ evaluating evidence and alleged facts ▪ recognizing contradictions ▪ exploring implications and consequences

Paul, R., Binker, A. J. A., Jensen, K., & Kreklau, H. (1990). Critical thinking handbook. 4th-6th grades. Sonoma State University, Rohnert Park, CA: Foundation for Critical Thinking.

Wisdom books offer myriad opportunities for practicing and extending these thinking skills.

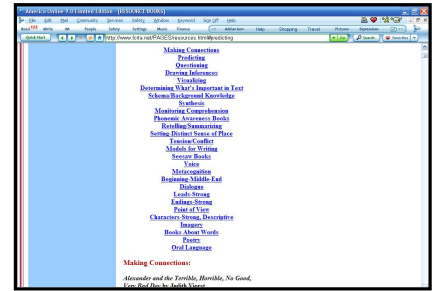
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Sites on Thinking Skills in Picture Books

[Fairfax County Reading Teachers](http://www.fcrrta.net/PAGES/resources.html#predicting)

A list of books on various thinking and reading skills.

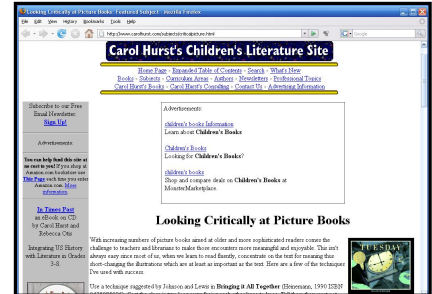
<http://www.fcrrta.net/PAGES/resources.html#predicting>



[Looking Critically at Picture Books](http://www.carolhurst.com/subjects/criticalpicture.html)

From Carol Hurst, how to really dive into picture books.

<http://www.carolhurst.com/subjects/criticalpicture.html>



13. Picture Books can develop themes for learning.

In order to make learning meaningful, teachers must find a way to help students connect it to their own lives. **Universal themes** and their accompanying **guiding questions** are one way of doing this. Regardless of the subject you teach and its innate merits, you must continually ask yourself, "What makes this learning accessible to everyone? Why should my students care about this? What's the bigger picture?"

Picture a teacher who is considering *Charlotte's Web* as a class novel. She might say to herself, "For the student who couldn't care less about spiders and pigs, what does this story convey about experiences which we all share in common?" That's getting to the **theme**, or the **universality**, of the learning.

Another consideration is how far a theme will extend into other curriculum areas. This is where **universal themes** (Balance, Change, Patterns) prove to be somewhat more authentic than "topics" (Spiders, Autumn, Tall Tales). Themes more naturally tie disciplines together.

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Universal Themes

This is just a sampling of themes which might be incorporated into the existing curriculum.

Abandonment	Denial	Influence	Possibilities
Acceptance	Determination	Ingenuity	Power
Accomplishment	Devotion	Initiation	Prejudice
Adventure	Differences	Innocence	Pride
Anxiety	Dignity	Innovation	Problem Solving
Appreciation	Discovery	Inspiration	Reciprocity
Appreciation of Nature	Empathy	Integrity	Reflection
Attitude	Enthusiasm	Interdependence	Relationships
Balance	Environment	Isolation	Relativity
Belonging	Escape	Justice	Resourcefulness
Brotherhood	Excellence	Kindness	Respect
Cause and Effect	Exploration	Leadership	Responsibility
Challenge	Facing Fear	Loneliness	Self Awareness
Change	Fairness	Loss	Self Discipline
Choices	Faith	Love	Self Esteem
Collaboration	Fame	Loyalty	Self Respect
Coming of Age	Family	Magnitude	Self Sacrifice
Commitment	Fear	Memory	Sensitivity
Communication	Forgiveness	Nature	Social Change
Community Culture	Freedom	New Experiences	Structure
Compassion	Friendship	Opportunity	Success
Compromise	Generations	Optimism	Survival
Concern	Goals	Order vs. Chaos	Sympathy
Conflict	Gratitude	Origins	Systems
Conflict Resolution	Heroism	Parallelism	Tolerance
Conformity	Honesty	Patience	Tradition
Connections	Honor	Patriotism	Tragedy
Consequences	Hope	Patterns	Transformation
Consideration	Humility	Peace	Uncertainty
Cooperation	Humor	Peer Pressure	Virtue
Courage	Identity	Perseverance	Wisdom
Cycles	Imagination	Perspectives	Work
	Individuality	Point of View	

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Sites on Theme

[Planning a Themed Literature Unit](http://fac-staff.seattleu.edu/kschlnoe/web/TLU/overview.html)

This recommended site provides the rationale for using themed units, as well as a number of “generalizations” which can be used as themes for many novels. You can also review themed units at several grade levels, as well as the books suggested for each.

<http://fac-staff.seattleu.edu/kschlnoe/web/TLU/overview.html>

[Theory to Practice: Thematic Learning Environments](http://eduscapes.com/ladders/themes/thematic.htm)

This site provides information on the “why” of themed units, and then provides several possible themes as well as a short list of links.

<http://eduscapes.com/ladders/themes/thematic.htm>

[Finding Common Themes in Literature](http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/Themes.htm)

One teacher’s site illustrates how themes can be utilized effectively in the classroom. This site also features many resources which can be downloaded and adapted.

<http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/Themes.htm>

[All Together Now Booklists](http://nancykeane.com/rl/#Values)

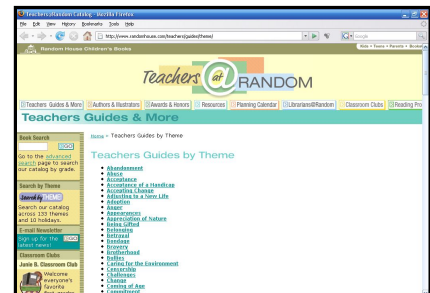
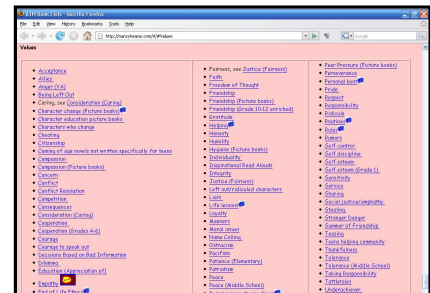
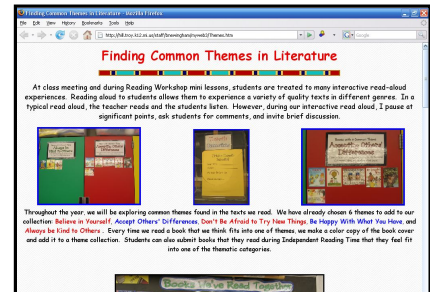
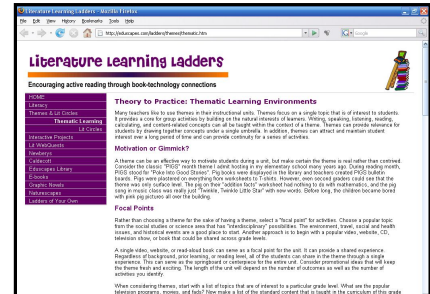
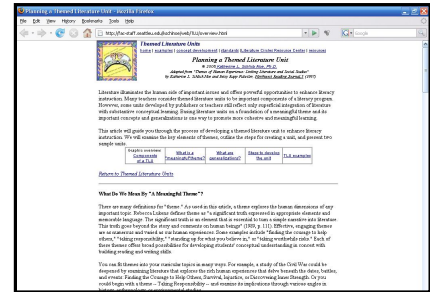
A really extensive clickable list of themes, values, and topics.

<http://nancykeane.com/rl/#Values>

[Random House Teachers](http://www.randomhouse.com/teachers/guides/theme/)

At first glance, simply a list of themes. Click on one, and it provides at least one book title. Click on that title, and you will then be provided with a summary of the book, as well as a teacher’s guide with questions and suggested activities.

<http://www.randomhouse.com/teachers/guides/theme/>

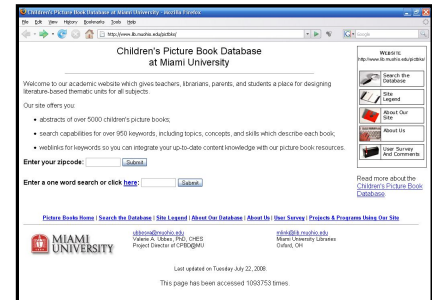


Picture Books Across the Curriculum

Picture Book Database

From an online university library, search picture book summaries by title or theme.

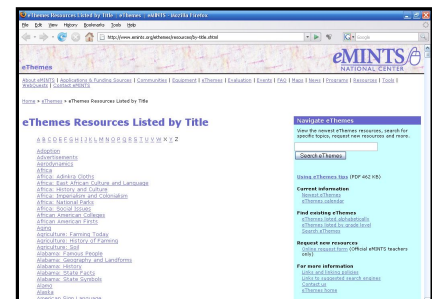
<http://www.lib.muohio.edu/pictbks/>



eThemes Resources

Topical and thematic resources listed alphabetically or by calendar.

<http://www.emints.org/ethemes/resources/by-title.shtml>



Reading Rockets Books by Theme

Click on the theme to get a list of (mostly picture) books with summaries. If the link seems problematic, try simply <http://www.readingrockets.org/books/> and then find the **themes** link on that page.

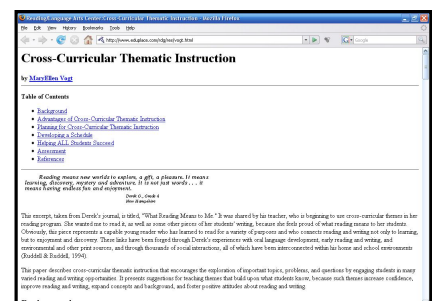
<http://www.readingrockets.org/books/booksbytheme>



Cross-Curricular Thematic Instruction

From the site: “This paper describes cross-curricular thematic instruction that encourages the exploration of important topics, problems, and questions by engaging students in many varied reading and writing opportunities. It presents suggestions for teaching themes that build upon what students know, because such themes increase confidence, improve reading and writing, expand concepts and background, and foster positive attitudes about reading and writing.”

<http://www.eduplace.com/rdg/res/vogt.html>



14. Picture Books tell their stories with amazing illustrations!

This is an important stepping stone to having students learn to visualize stories for themselves.

15. Picture Books are Fun!

Along with all that stuff above, which is absolutely, educationally sound, we should always remember the most important reason for choosing to use picture books: **they are fun!** Fun to read, fun to share!

Grab a book such as Daniel Kirk's [Dogs Rule!](#) and I dare you to share it with a class of second graders and not have a blast! Then share it with fifth graders and stand back as great debates erupt about "Which dog is best?" or "Which is better: cats or dogs?"

If you, or your students, forget Reason #13 at the expense of all the others, then I haven't done my job.

So grab some good picture books, open them up in your classroom tomorrow, and let's give our kids the "good stuff."

Where Can I Find Picture Books?

Do you picture yourself sitting cross-legged on the floor of the public library, amidst a horde of unsupervised, runny-nosed preschoolers, trying to pore over hundreds of picture books in order to find those that are "just right" for you? There is a better way.

Your Local and Extended Library

Picture Books Across the Curriculum

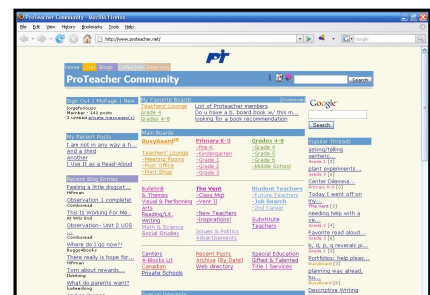
The picture book section of the children's department is a logical place to begin. Spending an hour just to browse will help you to appreciate the diversity of topics and styles. Depending upon your needs, however, the stacks may yield better results. This is especially true if you are seeking picture books to support nonfiction topics.

There are several Internet sites which offer themed lists (several are listed below). Then, from the comfort of your own home, you can investigate the titles online. But you may also want to speak with your reference desk librarian about the Advanced Search options of your library's electronic catalogue. If your library site is anything like mine, you'll find it simple to narrow searches to picture books. You'll also discover that there are many more books available through your library's county and state system than you could ever hope to find at your local branch.

I've also discovered that if I locate one book which is on topic, I can enter that title in my library's site and be given a number of related titles, or related search terms. Often I don't know the proper search phrase I'm seeking until I stumble upon it in this way. In the case of nonfiction titles, keep in mind that the Dewey Decimal System works the same way in the children's department as in the adult stacks. So if you find a Geometry reference in the adult nonfiction stacks at 516, then you can bet that there are just as many picture books about Geometry at 516 in the children's department (my library had fifty-six titles under Juvenile Geometry).

Your Online Colleagues

One terrific resource I've found for book titles and related lesson plans is www.proteacher.net, an online forum of teachers who share resources, ideas, and lots of gripes. The site is categorized into grade-level forums (Grade 4), subject-area forums (Math), interest forums (Tech), and a forum for teaching with picture books. Once you've registered (for free) you can read past



Picture Books Across the Curriculum

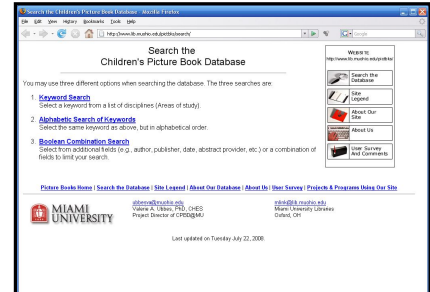
posts, search the archives, or send out a post asking for teaching suggestions about a certain book.

General Sites on Picture Books

[Children's Picture Book Database](http://www.lib.muohio.edu/pictbks/search/)

Search by topic or theme for specific books or lesson plans.

<http://www.lib.muohio.edu/pictbks/search/>



[Picturing Books: A Website About Picture Books](http://www.picturingbooks.com/)

Using picture books in the classroom. This site has just come back online, and is much improved.

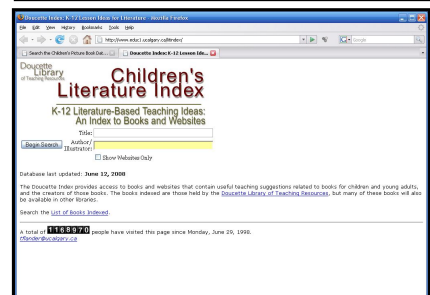
<http://www.picturingbooks.com/>



[Book Info Search via the Doucette Index](http://www.educ.ucalgary.ca/litindex/)

Type in book by title or author to bring up related websites and activities.

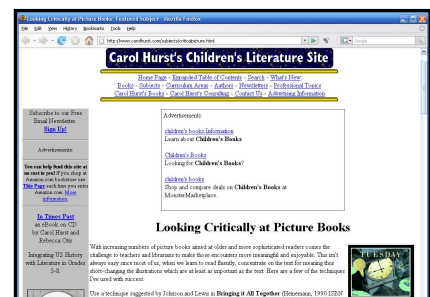
<http://www.educ.ucalgary.ca/litindex/>



[Looking Critically at Picture Books](http://www.carolhurst.com/subjects/criticalpicture.html)

From Carol Hurst, several methods for using picture books in the classroom.

<http://www.carolhurst.com/subjects/criticalpicture.html>



[All About Picture Books and a Picture Book Bibliography](http://www.suelebeau.com/picturebooks.htm)

Some more popular picture books sorted by topic (Math, Science, Social Studies).

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

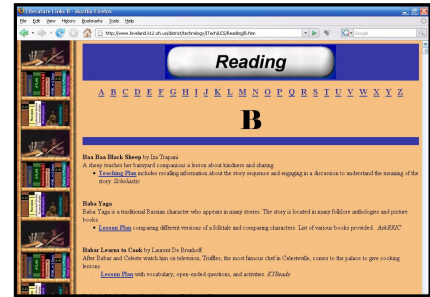


Picture Books Across the Curriculum

Picture Books Alphabetically

This site features hundreds of picture books listed alphabetically by title, accompanied by tests, lesson plans, and activities. The web address below is for picture books starting with B.

<http://www.loveland.k12.oh.us/district/technology/ITech/LES/Reading/B.htm>



Looky Books

View hundreds of picture books online! Great way to preview new books.

<http://www.lookybook.com/index.php>



Books Appearing in the Power Point Presentation

Branley, Franklyn, *The International Space Station*

Buehner, Caralyn, *Fanny's Dream*

Coville, Bruce, *My Grandfather's House*

Deedy, Carmen Agra, *The Yellow Star*

Demi, *One Grain of Rice*

Ellis, Julie, *What's Your Angle, Pythagoras?*

Fox, Mem, *Wilfrid Gordon McDonald Partridge*

Goldstone, Bruce, *Great Estimations*

Gorstein, Mordicai, *The Man Who Walked Between the Towers*

Greenwood, Elinor, *Rain Forest*

Hesse, Karen, *The Cats in Krasinski Square*

Hillman, Ben, *How Big Is It?*

Hoestlandt, Jo, *Star of Fear, Star of Hope*

Hutchins, Hazel, *A Second is a Hiccup*

Jeffers, Oliver, *How to Catch a Star*

Joubert, Beverly and Dereck, *Face to Face with Lions*

Picture Books Across the Curriculum

Katz, Alan, ***Take Me Out of the Bathtub***

Legg, Gerald, ***The X-Ray Picture Book of Amazing Animals***

London, Jonathan, ***Like Butter on Pancakes***

Longfellow, Henry Wadsworth, ***Paul Revere's Ride***, illustrated by Monica Vachula

Longfellow, Henry Wadsworth, ***The Midnight Ride of Paul Revere***, illustrated by Christopher Bing

McDonald, Megan, ***Insects Are My Life***

Miller, Margaret, ***Big and Little***

Mochizuki, Ken, ***Heroes***

Munsch, Robert, ***The Paper Bag Princess***

Munson, Derek, ***Enemy Pie***

Pirotta, Saviour, ***Aesop's Fables***

Polacco, Patricia, ***The Butterfly***

Rappaport, Doreen, ***Dirt on Their Skirts***

Rathman, Peggy, ***Ruby the Copycat***

Reynolds, Peter H., ***Ish***

Root, Phyllis, ***The Old Red Rocking Chair***

Sendak, Maurice, ***Where the Wild Things Are***

Steptoe, John, ***Mufaro's Beautiful Daughters***

Truss, Lynne, ***Eats, Shoots, and Leaves***

Wiesner, David, ***The Three Little Pigs***

Wood, A.J., ***Egg!***

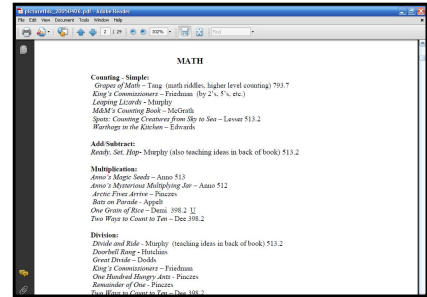
Picture Books Across the Curriculum

HOT Downloads!

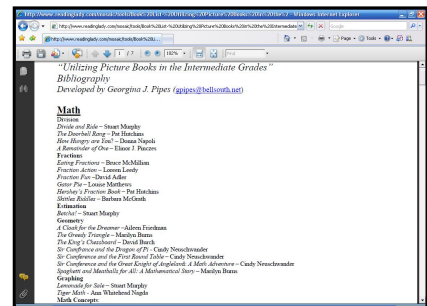
Below you will find some great resources that you can access directly online, and even save to your own computer.

If you're seeking a good general list of picture books sorted by topics and themes, check out the 39 page pdf document titled **PICTURE THIS! Using Picture Books To Introduce or Teach Skills** at

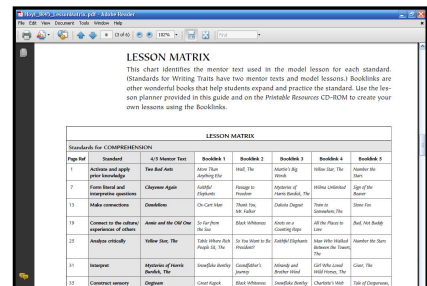
http://www.lebanon.k12.mo.us/main/profdev/profdev/pdc_assets/picturethis_20070418.pdf.



A shorter pdf list aimed at middle schoolers can be found at <http://www.readinglady.com/mosaic/tools/Book%20List-%20Utilizing%20Picture%20Books%20in%20the%20Intermediate.pdf>.



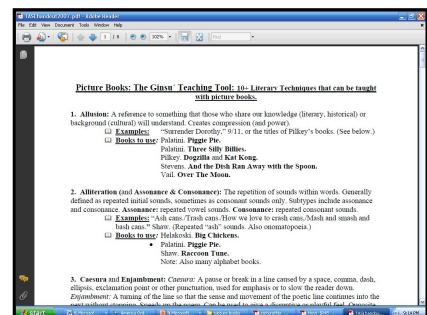
Another great list, nicely categorized, comes from Linda Hoyt, who publishes many materials with Heinemann publishing. Her free 4-5 list is directly located at http://books.heinemann.com/shared/onlineresources/E01056/Hoyt_IR45_LessonMatrix.pdf. Her resources for purchase can be viewed at <http://www.interactivereadalouds.com/samples.aspx>.



"Picture Books: The Ginsu' Teaching Tool: 10+ Literary Techniques that can be taught with picture books" is a fabulous article by Shutta Crum that defines several literary devices, and lists picture books which can be used with each:

<http://www.shuttacrum.com/documents/TASLhandout2007.pdf>.

Her blog (containing more resources) is at <http://articles.shuttacrum.com/>.



Picture Books Across the Curriculum

Keith Schoch

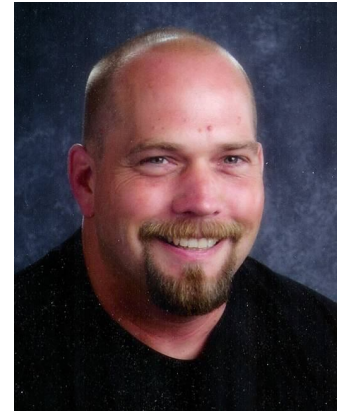
MA Instruction and Curriculum

NJ Professional Development Provider #346

KLSchoch@aol.com

(908) 281-5172

Keith Schoch is a 6th grade Reading/Language Arts teacher in Bedminster, New Jersey. During his 20+ years in teaching, he earned a Masters in Instruction and Curriculum, served on the New Jersey Department of Education ESPA Mathematics Item Review Committee, piloted tests for Educational Testing Service, assessed candidates for The National Board for Professional Teaching Standards, and was named a Governor's Teacher of the Year.



In addition to his teaching responsibilities, Keith specializes in professional development for organizations such as the New Jersey Education Association (NJEA), the New Jersey Association of Supervision and Curriculum Development (NJASCD), the New York State Reading Association (NYSRA), The New England League of Middle Schools (NELMS), and the American Camping Association (ACA).

He also shares his expertise with colleagues through two highly acclaimed blogs: [Teaching that Sticks](http://teachingthatsticks.blogspot.com) (<http://teachingthatsticks.blogspot.com>) and [Teach with Picture Books](http://teachwithpicturebooks.blogspot.com) (<http://teachwithpicturebooks.blogspot.com>).

How to Teach a Novel

Grades 3-8, 90 minutes

Through the use of novels, we seek to create student interaction with “real literature.” How can a teacher best approach the teaching of a novel? This workshop will break it down step by step, from the abstract notion of “What’s worth teaching in this novel?” to the concrete concerns of “How will students be held accountable for their understanding of this book? In what ways will I assess progress? How will students demonstrate their understandings of story theme, character development, plot, vocabulary, and other story elements?” This workshop includes sample materials, online resources, and a time for sharing ideas. Using ideas from this workshop, teachers will ensure that:

- Students will gain insights into story elements (vocabulary, character development, cause and effect, literary devices, etc.);
- Students will practice critical thinking skills;
- Students will be assessed more accurately and in a more timely fashion through formative and summative assessments.

Picture Books Across the Curriculum

Picture Books Across the Middle Grades

Grades 3-6, 90 minutes

In just sixteen to twenty-four pages, picture books provide a concise model for children who still think and generalize in very concrete terms. This workshop will cover the many ways that picture books can be used to introduce and extend themes and topics across the curriculum. The presenter will discuss recommended titles and their applications for all subject areas. Using ideas from this workshop, teachers will be able to:

- Select picture books which introduce, supplement, and extend any theme or topic;
- Access numerous online resources providing book lists and teaching ideas;
- Incorporate picture books into existing curriculum;
- Use picture books as models and prompts for student discussion and writing.

Teaching that Sticks!

Grades 2-12, 90 minutes

Based on the bestseller *Made to Stick*, this workshop addresses why some learning lasts while other is forgotten. Participants will identify how teachers can use “stickiness” to enhance retention by examining classroom-based examples of the six methods described in *Made to Stick*. As a result of attending this presentation, participants will be able to

- Access student schema in order to create “hooks” for hanging new learning;
- Increase student motivation by creating “learning gaps”;
- Reflect upon existing practices in order to improve instruction by using simplicity, unexpectedness, concreteness, credibility, emotions and stories;
- Locate resources for creating a repertoire of sticky strategies, structures, and stories.

Internet Sites for NJ ASK Preparation

Grades 3-4, 90 minutes (Internet Access Required)

The New Jersey Assessment of Skills and Knowledge in Language Arts Literacy and Mathematics is administered annually to all third- and fourth-grade students. Scores from these tests fall into three categories: Advanced Proficient, Proficient, and Partially Proficient. A single incorrect response can mean the difference between two of those achievement levels. With so much at stake, it is important that every student be well prepared! At this hands-on workshop, teachers and parents will have the opportunity to explore sites which offer:

- Interactive practice in math and reading skills;
- Released test items and scored responses from New Jersey as well as other states;
- Customized assessments, which allow you to construct authentic, standards-based tests customized to the needs of your students.

Picture Books Across the Curriculum

Divide and Conquer: Structures and Strategies for Behavior Management

Grades 2-6, 90 minutes

Research proves it: just 1-5% of your students create *at least* 50% of your problems. But equally true and compelling is that the majority of behavior problems can be avoided through **clear expectations**, **structured environments**, and **effective interventions**. How can an understanding of **goals** and **triggers** further reduce inappropriate behaviors? Using ideas from this workshop, teachers will be able to:

- Identify four external conditions which support and encourage appropriate behavior;
- Identify four internal conditions which increase self-esteem and reduce inappropriate behaviors;
- Identify the most common behavioral triggers;
- Implement positive interventions in their classrooms the very next day.

Multi-Media Muses: Using Interactive Writing Sites *(Internet Access Suggested)*

Grades 2-8, 90 minutes

Inspire even the most reluctant writers using online, interactive writing sites! Participants will learn how interactive writing tools can be used at every stage of the writing process: brainstorming, organizing information, drafting, revising and editing, and publishing. As a result of attending this presentation, participants will be able to

- Identify sites appropriate to the differing needs of students writers;
- Increase student motivation through meaningful and authentic tasks;
- Reflect upon existing practice in order to integrate the power of these technologies;
- Locate resources that will assist in moving toward multi-media expressions.

Teaching for a Whole New Mind: From a Digital to a Conceptual World

Grades 2-6, 90 minutes

Based on the bestseller *A Whole New Mind*, this workshop identifies six right-brain “senses” needed to compete as learning moves from the digital age to the conceptual age. Participants will learn to incorporate the “six senses” (design, story, symphony, empathy, play, and meaning) into everyday critical thinking and problem solving by examining classroom-based examples. Participants will be able to

- Describe ways to tap into each right brain area;
- Increase student motivation through meaningful and authentic tasks;
- Reflect upon current practice in order to improve instruction by using design, story, symphony, empathy, play, and meaning in context of their present curriculum;
- Locate resources for creating a repertoire of “six senses” strategies and structures.