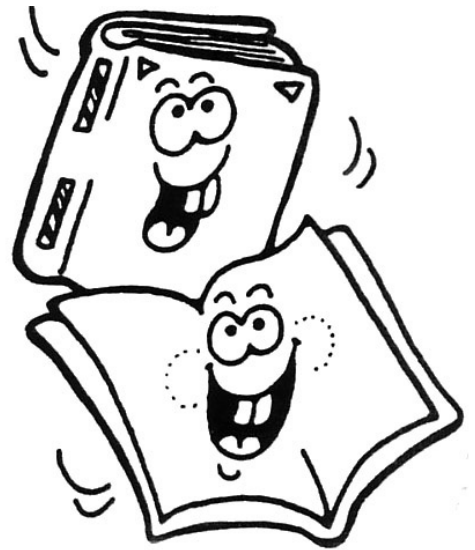




# Powerful Picture Books Inspire Learners to Think, Converse, Wonder & Write

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# The Power of Connecting Reading and Writing Instruction

## Hallmarks of Proficient Literacy Learners

<b>Proficient Readers/Listeners</b>	<b>Proficient Writers/Speakers</b>
Construct meaning while reading by integrating and applying comprehension strategies and while listening by asking clarifying questions.	Convey meaning through writing or speaking by integrating and applying writing strategies and asking themselves questions to ensure the clarity of the message.
Search for text- or illustration-based evidence to support their understanding of the message.	Provide text- or illustration-based evidence to support their communication of the message.
Adjust their reading or listening based on their purpose, the genre, and type of text.	Design their written work to match their audience, task, purpose, and content.
Activate their schema and build background knowledge for a wide variety of text.	Are active collectors of ideas and insights for writing and speaking through careful observation and wide reading.
Develop an understanding of how words work. (Foundational Skills)	Apply their growing knowledge of words as they stretch out words and spell them using the sounds they know.
Use decoding or fix-up strategies flexibly to figure out unknown words.	Apply strategies (word patterns, words endings, prefixes and suffixes and so on) and utilize resources (word walls, environmental print, personal word banks, and dictionary) to figure out how to spell words while writing.
Clarify the meaning of the vocabulary in the books they read or hear.	Choose precise, interesting words when they write and speak.
Use emerging knowledge of the conventions of standard English and grammar to help better understand the ideas of others.	Use emerging knowledge of the conventions of standard English and grammar when writing and speaking.
Read with fluency and expression.	Write and speak with fluency and expression. (Revised 7-31-13)

Adapted from *Literature Is Back!* (Fuhler & Walther, 2007) for *Transforming Literacy Teaching for the Common Core K-2* (Walther, In Press, Scholastic)

## Mentor Texts to Model the Reading-Writing Connection

Viorst, J. (2010). *Lulu and the brontosaurus*. (L. Smith, Illus.). New York: Atheneum.

Bratty Lulu wants a brontosaurus for a pet, so she runs away to the forest to find one. The tables turn when the brontosaurus decides he wants Lulu for his pet. Viorst interjects her author's voice throughout the book and offers readers three different ending options.

**Teaching Ideas:** Reading-Writing Connection, 2013 Monarch Award List

McKinlay, M. (2011). *No bears*. (L. Rudge, Illus.). Somerville, MA: Candlewick.

Ella wants to write the "prettiest, most exciting, scariest, and funniest book ever" and she believes that in order to accomplish this goal there must no bears. What Ella doesn't realize is that a helpful bear that appears in the illustrations saves the day so that they can all live happily ever after. Notice all of the other traditional tale characters in the illustrations!

**Teaching Ideas:** Reading-Writing Connection, Writing Genres—Stories, Traditional Tales

O'Byrne, N. (2013). *Open very carefully: A book with bite*. (Words by Nick Bromley). Somerville, MA: Candlewick.

The ugly duckling finds a crocodile in the book he's reading aloud and with the help of his fellow readers he rocks the crocodile to sleep—but not for long!

**Teaching Ideas:** Reading-Writing Connection; Reading Response—Where does the crocodile go next?

## Let's Write a Book Review

(CCSS Writing Standard 1)

- Introduce the book to your readers—Don't give away the ending!
- Talk about what you liked (or didn't like) about the book. Explain your reasons.
- Recommend this book (if you liked it) to your readers.

### Connecting Words and Phrases that Help Writers Explain More Than One Reason

For example,	For instance,	Also,	In addition,	Furthermore,
Similarly,	Likewise,	Lastly,	Finally,	

**Sources:**

*Month-by-Month Reading Instruction for the Differentiated Classroom* (Walther & Phillips, 2012)

*Transforming Literacy Teaching for the Common Core K-2* (Walther, In Press)

### Mentor Texts for Book Reviews

<http://www.spaghettibookclub.org>

Reading Rainbow Book Reviews

Guiberson, B. Z. (2013). *The greatest dinosaur ever*. (G. Spirin, Illus.). New York: Holt.

In first person voice, each dinosaur argues why it was the greatest dinosaur of all. The pronunciation of each dinosaur's name is located directly underneath (helpful for those of us who are not dinosaur experts!)

**Teaching Ideas:** Opinion Writing: Which was the greatest dinosaur and why?

## The Common Core Says . . . Read Aloud!

"By reading a story or nonfiction selection aloud, teachers allow children to experience written language without the burden of decoding, granting them access to the content that they may not be able to read and understand by themselves. Children are then free to focus their mental energy on the words and ideas presented in the text, and they will eventually be better prepared to tackle rich written content on their own" (CCSS, p. 27).

### A Few of My Favorite Read Alouds

Bishop, N. (2012). *Snakes*. New York: Scholastic.

Nic Bishop draws his readers into the world of snakes through stunning photographs and interesting, well-written information. I usually read his books a few pages at a time, like a chapter book, so we can enjoy the experience! Nic Bishop's informational texts have earned him many awards and include the following *Spiders, Frogs, Butterflies and Moths, Marsupials, and Lizards*.

**Teaching Ideas:** CCSS Grade 1 RL.5 Comparing Fiction/Nonfiction Pair with *My Snake Blake* by Randy Siegel

Hood, S. (2014). *Rooting for you: A moving up story*. (M. Cordell, Illus.). New York: Disney/Hyperion.

All of Bud's underground friends root for him to sprout and grow.

**Teaching Ideas:** Inferring Big Ideas

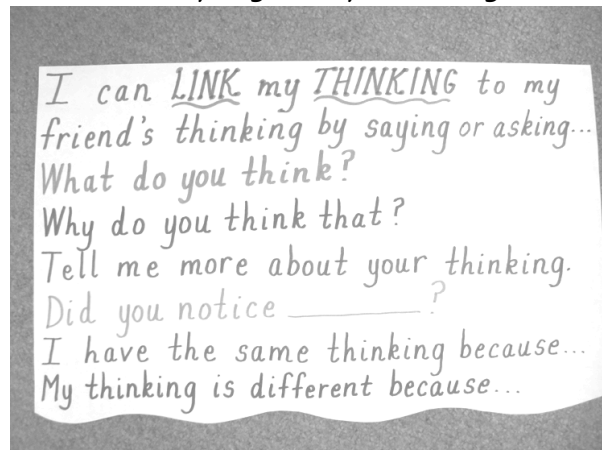
Rosenthal, A. (2011). *This plus that: Life's little equations*. (J. Corace, Illus.) New York: HarperCollins.

Rosenthal uses simple equations to describe moments, manners, friendship, and more! Use this clever book to introduce the concept of equations to your young mathematicians!

**Teaching Ideas:** Mentor Text for Ideas; Math—What is an equation?

## The Common Core Says . . . Think and Converse!

"Children in the early grades—particularly kindergarten through grade 3—benefit from participating in rich, structured conversations with an adult in response to written texts that are read aloud, orally and comparing and contrasting as well as analyzing and synthesizing" (CCSS, p. 27).



# READ, THINK, CONVERSE and WONDER

## BOOKS TO SPARK COMPREHENSION CONVERSATIONS

### Peek and Predict

Smith, L. (2010). *The inside tree*. (D. Parkins, Illus.). New York: HarperCollins.

Mr. Potter's house is warm and comfortable until he decides to invite a dog and a tree inside.

**Teaching Ideas:** Peek and Predict (See M-by-M Reading page 116)

### Inferring Big Ideas

Cecil, R. (2012). *Horsefly and honeybee*. New York: Holt.

A sweet story about a horsefly and honeybee that decide to nap in the same flower, have a fight, and each lose a wing. Later, when the bullfrog wants to eat them, they work together to fly away.

**Teaching Ideas:** Comprehension Conversations—Inferring Big Ideas (K), Social Studies—Friendship, Teamwork

Rosenthal, A. K. (2013). *Exclamation mark*. (T. Lichtenheld, Illus.). New York: Scholastic.

Feeling alone in a world of periods, the exclamation mark tries everything to fit in and is about to give up when he meets the question mark. Question mark helps exclamation mark discover his unique talent—exclaiming!

**Teaching Ideas:** Comprehension Conversations—Inferring Big Ideas; Social Studies—Accepting Differences

Woodson, J. (2012). *Each kindness*. (E. B. Lewis, Illus.). New York: Penguin.

Chloe learns a life lesson when her teacher points out the power of kindness. After this compelling lesson, Chloe wishes she would have shown kindness to the new girl, Maya, instead ignoring her because she was less fortunate and different. Unfortunately, Chloe never gets the chance to show kindness because Maya moves away.

**Teaching Ideas:** Comprehension Conversations—Inferring Big Ideas; Social Studies—Accepting Differences, Friendship

**Accepting Differences Text Set Ideas:** *Odd Velvet* by Mary E. Whitcomb, *The Rag Coat* by Lauren Mills.

### Asking and Answering Questions

Williams, L. E. (2010). *The can man*. (C. Orback, Illus.). New York: Lee and Low.

When Tim's parents can't afford to buy him a new skateboard for his birthday he is looking for ways to earn money. Along comes Mr. Peters, a homeless man dubbed "The Can Man" for collecting cans, giving Tim an idea. Soon, Tim discovers that he has taken away Mr. Peters' only source of income.

**Teaching Ideas:** Comprehension Conversations—Inferring Big Ideas; Social Studies—homelessness; Pair with *Fly Away Home* by Eve Bunting

# READ, THINK, CONVERSE and WONDER

## BUILDING AN UNDERSTANDING OF BIOGRAPHIES

**Sources:** *Month-by-Month Reading Instruction for the Differentiated Classroom* (Walther & Phillips, 2012) and *Transforming Literacy Teaching for the Common Core K-2* (Walther, In Press)

- RI.1.9** Identify basic similarities in and differences between two texts on the same topic.
- RI.1.3** Describe the connection between two individuals, events, ideas or pieces of information in the text.
- RI.2.3** Describe the connection between a series of historical events . . .
- RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

*George Washington's Birthday: A Mostly True Tale* (McNamara, 2012)  
*Henry's Freedom Box: A True Story From the Underground Railroad* (Levine, 2007)  
*Who Says Women Can't be Doctors? The Story of Elizabeth Blackwell* (Stone, 2013)  
*Unspoken: A Story from the Underground Railroad* (Cole, 2012) (Wordless)  
*Looking at Lincoln* (Kalman, 2012)  
*I am Abraham Lincoln* (Meltzer, 2014)  
*Finding Lincoln* (Malaspina, 2009)  
*Rosa's Bus: The Ride to Civil Rights* (Kittinger, 2010)  
*The Cart that Carried Martin* (Bunting, 2013)  
*Gandhi: A March to the Sea* (McGinty, 2013)

## READ, THINK, CONVERSE and WRITE

### BOOKS TO SPARK "READ LIKE A WRITER" CONVERSATIONS

What to look for . . .	What to say. . .
<ul style="list-style-type: none"> <li>• Various Text Structures</li> <li>• Sensory Language</li> <li>• Creative Conventions</li> <li>• Repetition</li> <li>• Word Play</li> <li>• Onomatopoeia</li> <li>• Interjections</li> <li>• Illustration Techniques</li> </ul>	<p><i>Source: Choice Words</i> by Peter H. Johnston (Stenhouse, 2004)</p> <p>"Oh, I love that line!"</p> <p>"Did anyone notice            *any interesting words?            *any new punctuation?            *any new ways of arranging                the words on the page?"</p> <p>"Are there any favorite words or phrases, or ones you wish you had written?"</p> <p>"Why would an author do something like that?"            "How else could the author have done that?"</p> <p>"Why did the author choose that word?"</p>

## ***Yes Day!* (Rosenthal, 2009)**

**My Very Own Yes Day!**—Invite students to write their own *Yes Day!* book for their families and display their polished books at Open House or Curriculum Night.

**Read Like a Writer**—Enjoy reading the endpapers that display a calendar of ways that parents say, “No!”

**Back Cover Blurbs**—After reading this book for enjoyment, point out the humorous back cover blurb. Search the backs of other books for blurbs. (See *Month-by-Month Trait-Based Writing Instruction*, Walther & Phillips, 2009 for a mini-lesson on blurbs.)

## **A Few of My Favorite Mentor Texts for Narrative Writing** (CCSS Writing Standard 3)

Daywalt, D. (2013). *The day the crayons quit*. (O. Jeffers, Illus.). New York: Philomel.

Duncan’s crayons write him letters to tell him why they are quitting. Illustrated with crayon (of course!), this clever book is perfect for launching a discussion on creating colorful illustrations.

LaRochelle, D. (2012). *It’s a tiger!* (J. Tankard, Illus.). San Francisco, CA: Chronicle.

Begin reading this boldly illustrated picture book on the front flap and continue to read, notice, and laugh at the young narrator’s adventures as he narrowly escapes a tiger again and again!

Fleming, C. (2012). *Oh, no!* (E. Rohmann, Illus.). New York: Schwartz & Wade.

When a frog, mouse, loris, sun bear, and monkey fall into a hole, the tiger is ready to pounce. Then, elephant comes and saves the animals and tiger falls into the hole. Will the animals help him out? “Oh no!”

Mack, J. (2013). *AH HA!* San Francisco, CA: Chronicle.

Frog is relaxing in the pond (AAHH!) when he finds a rock (AH HA!). Close behind there is a boy with a jar poised to catch him (AH HA!) and the chase begins. Using only four letters, Jeff Mack tells a rollicking tale.

Rocco, J. (2013). *Super hair-o and the barber of doom*. New York: Disney/Hyperion.

Rocco and his “superfriends” get their superpowers from their hair. Unfortunately, they all have to go to the barber. Will they get their powers back?

# Professional Books That Have Shaped My Thinking

- Atwell, N. (2007). *The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers*. Scholastic.
- Johnston, P. H. (2004). *Choice Words: How Our Language Affects Children's Learning*. Stenhouse.
- Johnston, P. H. (2012). *Opening Minds: Using Language to Change Lives*. Stenhouse.
- Keene, E. O. (2012). *Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension*. Heinemann.
- Miller, D. (2008). *Teaching With Intention: Defining Beliefs, Aligning Practice, Taking Action*. Stenhouse.
- Miller, D. (2013). *Reading With Meaning: Teaching Comprehension in the Primary Grades* (2<sup>nd</sup> ed.). Stenhouse.
- Routman, R. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Heinemann.
- Spandel, V. (2007). *Creating Young Writers* (2<sup>nd</sup> ed.). Allyn & Bacon.
- Taberski, S. (2011). *Comprehension From The Ground Up*. Heinemann.

