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Using Picture Books K-12

Sample Pages



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Course Overview

Using Picture Books K-12 is a content-based graduate level course, exploring the use and application of the picture book in the classroom and across the curriculum, K-12 to meet the Common Core State Standards for English Language Arts, and Literacy in History/Social Studies, Science and Technical Subjects.

Picture books, classically thought of as a genre for younger children, range from books for very young children to dealing with sophisticated topics better suited for older audiences. Picture books are an untapped literary resource for using short text for teaching subject matter in any curriculum, K-12, and for modeling reading and writing strategies. Good picture books are well crafted; the writing is rich in metaphoric language, and the art is exemplary often introducing cutting edge art technique. The combination of visual and written text enhances the literary and aesthetic experience for both the reluctant reader as well as the more gifted one. There are picture books on almost any topic, for every subject, fiction, and non-fiction, from social issues to academic topics, from simple to sophisticated.

Using Picture Books is a content-based course, focused on the power and sophistication of the literature of picture books. Choose and read 100 picture books to compliment your literacy and content curriculum. Create an annotated reading log to record your reading that is practical and useful to you. Explore ways of using picture books in your classroom that help you to implement the Common Core State Standards for English Language Arts and Literacy in content areas. Use picture books to introduce difficult or sophisticated concepts, or genres of writing, or use picture books as mentor texts for writing. Use picture books as exemplary stories, succinct informational text and outstanding examples of art. Literary and informational picture books provide a rich resource of short texts, highly crafted language, a variety of text structure and literary elements and exemplary art to use as mentor texts. Use picture books to introduce content, build background, establish a foundation of knowledge, create a rich resource of vocabulary, analyze text structure, word choice, and meaning, and offer a variety of curriculum opportunities The application of picture books captures the attention of both the reluctant reader and the one who excels.

Use the text, outside reading and writing activities to complete the course work. A syllabus is available on www.collegecoursesonline.com

Text:

Use **“Instructor’s Comments” to guide your work.** Complete the exercises in the text, *Using Picture Books, K-12*. Exercises in the text will help you define picture books, explore resources to find picture books develop a variety of ways to use picture books and guide you in preparing for the work of the outside reading and writing assignments. How you choose to do each component and in what order is up to you. The main work in this class is choosing, reading and recording 100 picture books in an annotated reading log. In the texts there are lists and links for finding high quality picture books, Caldecott Award and Honor books, informational picture books, and a bibliography. As you read

picture books, think about how you can use them to implement and meet literacy standards. Collect your notes and research for a synthesis paper, justifying using picture books to support your literacy and content curriculum and instruction. The last exercise is a reflective essay, evaluating what you learned from this course that you can use in your classroom or teaching. The reflection paper is in lieu of a final “exam”.

Some of the exercises refer to classroom activity. If you are currently not in a classroom, please feel free to make modifications. Use your own children, children in the neighborhood or other adults.

Exercises: At the end of each unit please complete the exercise. Some units offer a choice in activity. Some units have several exercises. Each unit explores different aspects of using picture books in the classroom. You will be introduced to many picture books just doing the exercises in each unit. You will become familiar with some of the resources for choosing picture books that will help you structure how to use picture books in your curriculum. But the most important part of this course is having fun reading. It is important that teachers are familiar with primary source literature to make recommendations and discuss books with students, especially those that are read in common. Students model the behavior they see in adults. I encourage you to read in front of your students; read what they read. It is in this way that reading becomes meaningful, purposeful and a life skill. We encourage our students to read on a daily basis, and so should we. So, your homework is, READ, READ, and READ.

Here is the list of Units you will cover in this course:

1. Picture Books: Who are they for and how do I find them?
 2. Common Core State Standards for English Language Arts and your State Standards.
 3. Inventory
 4. What is a Picture Book?
 5. Determining Readability and Sophistication of Picture Books
 6. Other Picture Books
 7. Choosing Good Picture Books
 8. Using Picture Books Across the Curriculum
 9. Choosing Picture Books to Teach Content, Reading and Writing
 10. Author and Illustrator Studies
 11. Reading Picture Books Just for Fun
 12. Read Alouds
 13. Literature Circles Picture Book Style
 14. Story Telling
 15. Authentic Record Keeping
 16. What’s Next? Picture Books “To Read”
 17. Lesson Plan Ideas
- Reflective Essay
Caldecott Award books and Honor Books
Bibliography

Outside Reading and Writing Activities:

Annotated Reading Log.

Read and create an annotated reading log of 100 picture books. I encourage you to choose high quality picture books that appeal to you and will fit your curriculum and instruction and help you meet the expectations for the Common Core State Standards for English Language Arts (CCSS for ELA).

Savor each picture book you read. Each one is an experience. In *The Art of Slow Reading*, Tom Newkirk writes about the efficacy and power of slow reading. In this fast paced, hurry up, got-too- much-to-do, finding ways to relax and fill the soul are critical to our well being. Reading picture books slowly, reading the pictures as much as the text will not only enhance the message, but slow you down. From many fields of science there is evidence that slowing down helps you build joy, resilience, awareness and strength. With the many demands of standards and assessments, learning how to focus on what is important is a process of not adding more to your plate, but learning how to choose carefully to take off those activities that are not working. Here is a chance to practice the skill of discernment. So read picture books and enjoy them. You will find that you will feel more energized and creative if you choose picture books that resonate with you. Create a reading log that is practical and useful to YOU. The best reading logs are ones you want to use and keep using when this class is over!

Synthesis Paper: The intent of this synthesis paper is to articulate your connections between literacy standards and implementation. Explain your reasoning for using picture books as an effective tool for teaching literacy and meeting standards. Writing is a tool to hone your thinking, to develop mastery and expertise of your subject. Use this opportunity to write about what's important about using picture books in your literacy instruction. Speak from your passion; your deep understanding of learning, teaching and knowledge of your students. Use reflection, critical thinking and creative application to synthesize your thoughts on using picture books in the classroom, supporting your claims with 3 outside resources. Make this writing experience a meaningful process for you. Think about how you would convince other colleagues of the efficacy of using picture books in the classroom to teach literacy or content knowledge. There are several exercises in the text that will help you toward this end.

Reflection Essay: Finally, to complete your work you will write a reflection essay in lieu of an exam, summing up what you have learned personally and professionally as a result of taking this course, *Using Picture Books, K-12*.

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Introduction

Reading high quality picture books is like eating the richest, finest chocolates. This literary genre combines the magic of art with the playfulness of language to create literary experiences that entertain and inform, often leaving lasting impressions. Many adults can recall fond memories of being read a picture book as a child, experiences of picture books in school and later as a parent sharing those same treasures with their children. If you are an elementary school teacher, you are probably well versed in picture books. If you are a middle school or high school teacher, you may not know the wealth of knowledge and literary possibilities hiding in these delightful short texts. In this course you will choose and read 100 picture books. If “100” sounds daunting, don’t worry. Eating 100 chocolates would be too much all at once, too. So my encouragement to you is to read the picture books one at a time and savor them as you read, just as you would savor each bite of those chocolates.

Picture books come in all kinds of flavors...there are light hearted picture books, like *Knuffle Bunny: A Cautionary Tale* by Mo Willems, that will make you laugh and picture books that will touch your heart like the memoirs of her mother in *My Mama had a Dancing Heart* by Libba Moore Gray. There are picture books that will encourage conversations like *Tracking Trash: Flotsam, Jetsam and the Science of Ocean Motion* by Loree Griffin Burns and there are picture books that will stretch your understanding of World War II as described and illustrated in *Faithful Elephants* by Yukio Tsuchiya. There are wordless picture books that will make you cry, like *A Day A Dog* by Gabrielle Vincent and picture books that deal with calming fears Patricia Polacco writes about thunder storms in her autobiographical memoir, *Thunder Cake* (with recipe included).

There are picture books and informational picture books on almost any topic, any subject. Jon Scieszka’s *Math Curse* is a playful way to introduce the Fibonacci series. History is brought to life in Jim Murphy’s *Truce* giving the reader insight to the war of 1914. *Weather*, one of 200 science informational picture books by acclaimed author, Seymour Simon engages readers with high quality photographs and well-written text.

You will be guided through exercises in the workbook to find picture books, but the best finds will be your own. Browse the Internet. Use the “Look Inside” feature to get a gist of the content and art. Take the time to read your own collection or classroom collection or check out the school library picture book collection. Go to the library or bookstore. Choose picture books that draw your eye. Hold them. Read them. Look at the pictures. Breathe, slow down and enjoy the experience. Have a cup of coffee, hot chocolate, ice tea. Enjoy the experience!

Choose high quality picture books that appeal to you, personally and professionally. Explore picture books through the variety of exercises described in the workbook designed to get you actively involved with choosing, reading and interacting with picture books. Create a meaningful and practical annotated reading log that you can continue to use after the course work is over. Own what you learn about picture books and literacy

through writing activities and above all, have fun. Reading picture books is an adventure; like *Jumanji* by Chris Van Allsburg. Make it an experience you won't forget.

END OF SAMPLE PAGES.

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