"This book envisions the language and learning possibilities of young children's active engagement in literature discussion, which is not often found in books about early read-alouds. This book promotes read-aloud experiences that keep children, their backgrounds, and their experiences front and center. This book shares our journey, as educators and researchers, with a goal to support the learning journey of other early childhood educators. This book includes vignettes from classroom literature discussions as well as conversations between educators"--For beginning ELLs, a picture really is worth a thousand words! Using classroom-friendly techniques, this practical guide shows how to design lessons, select appropriate books, and more. These classroom-ready lesson plans—complete with literature lists, directions, sample forms, assessments, and adaptations—connect literacy learning with students' lives and the community. Wonderfully Wordless: The 500 Most Recommended Graphic Novels and Picture Books is the first comprehensive best book guide to wordless picture books (and nearly wordless picture books). It is an indispensable resource for parents and teachers who love graphic storytelling or who recognize the value of these exceptional books in working with different types of students, particularly preschool, English as a Second Language (ESL), and special needs, and creative writers. Every age group will benefit from Wonderfully Wordless, from babies and toddlers encountering their first books, to elementary age children captivated by the popular fantasy and adventure themes, to teenagers attracted to graphic novels because of their more intense content and comic book format. Even adults who are not yet readers will benefit from this uniquely authoritative resource because it will provide a bridge to literacy and give them books that they can immediately share with their children. Wonderfully Wordless is the ultimate guide to wordless and almost wordless books. Its 500 exemplary titles are a composite of 140 sources including recommendations from reference books, award lists, book reviews, professional journals, literary blogs, and the collections of many of the most prominent libraries in the United States and the English-speaking world. The US libraries include the Boston Public Library, Carnegie Library of Pittsburgh, Denver Library, New York Public Library, and Seattle Public Library, as well as the academic libraries at Bank Street College, Miami University, Michigan State University, Penn State University, Stanford University, and University of Chicago. The international libraries include the University of Oxford, British Council Library India, British Library, Hong Kong Public Libraries, National Library of the Philippines, Toronto Public Library, Trinity College Library (Dublin), Vancouver Public Library, and the National Library of New Zealand. The 500 books included here are generated from a database with 7,300 booklist entries. In essence, the ranked list emerging from this compilation will constitute “votes” for the most popular titles, the ones most experts agree are the best. By pooling the expertise from the US and other English-speaking countries, Wonderfully Wordless is an unrivaled core list of classic and contemporary
titles. This authoritative reference book conveys not the opinion of one expert, but the combined opinions of a legion of experts. If a single picture is worth a thousand words, then a multitude of the picture-only texts is worth a compendium. Wonderfully Wordless is organized by theme and format and readers should have no problem zeroing in on their favorite topics. There are thirty-one chapters organized by topics such as Christmas Cheer, Character Values, Comedy Capers, Pet Mischief, Creative Journeys, Fascinating Fantasies, and Marvelous Mysteries. There is a full spectrum of wordless fiction and nonfiction, concept books, visual puzzles, board books, cloth books, woodcut novels, graphic novels, and more. This volume discusses the aesthetic and cognitive challenges of modern picturebooks from different countries, such as Denmark, France, Germany, Norway, Spain, Sweden, United Kingdom, and USA. The overarching issue concerns the mutual relationship between representation and narration by means of the picturebooks’ multimodal character. Moreover, this volume includes the main lines of debate and approaches to picturebooks by international leading researchers in the field. Topics covered are the impact of paratexts and interpictorial allusions, the relationship between artists’ books, crossover picturebooks, and picturebooks for adults, the narrative defiance of wordless picturebooks, the representation of emotions in images and text, and the depiction of hybrid characters in picturebooks. The enlargement of the picturebook corpus beyond an Anglo-American picturebook canon opens up new horizons and highlights the diverging styles and genre shifts in modern picturebooks. This tendency also demonstrates the influence of specific authors and illustrators on the appreciation of the picturebook genre, as in the case of Astrid Lindgren's picturebooks and the picturebooks created by renowned illustrators, such as Anthony Browne, Wolf Erlbruch, Stian Hole, and Bruno Munari. This book will be the definite contribution to contemporary picturebook research for many years to come. This book’s 50-plus lessons—each based on a different picture book or story—will help classroom teachers build a foundation for teaching math, science, and social studies concepts to their students. Each lesson uses children's literature to make challenging, abstract concepts relevant to children's lives, inviting them to learn these concepts while responding to a story’s illustrations, theme, characters, and plot. The lessons also demonstrate how teachers can use children's literature to meet national standards in math, science, and social studies. Chapters 1 through 5 set the stage for using picture books, discussing the effective, imaginative integration of literature into the classroom. Teachers will learn to create an environment that ensures that when children and books come together, the experience is enjoyable and thought provoking. Chapters 6 through 9 provide individual lessons, by grade level, with detailed activities based on specific books. Talking Beyond the Page shows how different kinds of picturebooks can be used with children of all ages and highlights the positive educational gains to be made from reading, sharing, talking, and writing about picturebooks. With contributions from some of the world’s leading experts, chapters in this book consider how: children think about and respond to visual images and other aspects of picturebooks. Children's responses can be qualitatively improved by encouraging them to think and talk about picturebooks before, during, and after reading them. The non-text features of picturebooks, when considered in their own right, can help readers to make more sense out of the book. Different kinds of picturebooks, such as wordless, postmodern, multimodal and graphic novels, are structured children can respond creatively to picturebooks as art forms. Picturebooks can help children deal with complex issues in their lives. Talking beyond the Page also includes an exclusive interview with Anthony Browne who shares thoughts about his work as an author illustrator. This inspiring and thought provoking book is essential reading for teachers, student teachers, literacy consultants, academics interested in picturebook research and those organising and teaching on teacher education courses in children’s literature and literacy. This newly updated, user friendly Primary English Encyclopedia addresses all aspects of the primary English curriculum and is an invaluable reference for all training and practising teachers. Now in its fifth edition, entries have been revised to take account of new research and thinking. The approach is supportive of the reflective practitioner in meeting National Curriculum requirements in England and developing sound subject knowledge and good classroom practice. While the book is scholarly, the author writes in a conversational style and includes reproductions of covers of recommended children’s books and examples of children’s writing and drawing to add interest. The encyclopedia
includes: over 600 entries, many expanded and entirely new for this edition, including entries on apps, blogging and computing; short definitions of key concepts; input on the initial teaching of reading including the teaching of phonics and the other cue-systems; extended entries on major topics such as speaking and listening, reading, writing, drama, poetry, non-fiction, bilingualism and children's literature; information on new literacies and new kinds of texts for children; discussion of current issues and input on the history of English teaching in the primary years; extended entries on gender and literacy; important references for each topic, advice on further reading and accounts of recent research findings; and a Who's Who of Primary English and lists of essential texts, updated for this new edition. This encyclopedia will be ideal for student teachers on BA and PGCE courses preparing for work in primary schools and primary school teachers. Anyone concerned with bringing about the informed and imaginative teaching of primary school English will find this book helpful and interesting. Parents and teachers know that reading aloud to children is important, and many parents of young children read aloud to them daily. However, when children start to read on their own, parents often stop reading aloud. But, the early elementary school years, when children are learning how to read on their own, is a perfect time to build vocabulary and comprehension skills through read aloud and Active Reading. Raising an Active Reader makes clear the process of learning to read, how Active Reading fits into raising strong readers, and the behaviors that adults can do to encourage strong language, comprehension, and vocabulary in children in grades K-3. This book extends on the ABCs of Active Reading (Ask Questions, Build Vocabulary, and make Connections) as they apply to older children and picture books, chapter books, and novels. Raising an Active Reader provides parents and teachers with the knowledge and skills to engage elementary school-aged children (grades K-3) in Active Reading with examples, clear explanations, and ideas for making one-on-one or small group read aloud sessions a powerful way to build children's early literacy and language skills, all while creating a lifelong love of reading. First Published in 1995. Routledge is an imprint of Taylor & Francis, an informa company. A unique 128-page, textless graphic novel, in black, white and sepia, The Arrival draws its inspiration from tales of migrants in past and recent times. The central character is a middle-aged man who arrives in a strange new place and tries to find a place to live, a job and a handle on a new language. He encounters many challenges, all described entirely through visual sequences. The absence of words emphasises the strangeness of the situation and the loneliness experienced by many migrants, but the ending is full of affirmation and hope, when the wife and son the migrant had to leave behind are finally able to join him in their new homeland. www.thearrival.com.au This companion guide to Wordless/Almost Wordless Picture Books offers hundreds of ideas for using wordless picture books in the classroom or library. A special author section focuses on ten major authors; another section focuses on recent titles, with annotations and bibliographies. Prentenboek zonder woorden waarin een ruiter te paard een reis maakt door verschillende Europese landen, waarvan de tijperende bijzonderheden op speelse wijze in de illustraties zijn verwerkt. Voor de leeftijd van ca. 6 jaar. In this book, the author challenges reductive views of emergent literacy prevalent in many of today's kindergarten and pre-K classrooms. As an alternative, Lysaker explains how reading wordless books with young children helps them to develop a range of comprehension abilities that are important for understanding narrative texts. Readers will find concrete methods to help them gauge, document, and respond to children as they make meaning of and respond to wordless books. Through description and analysis, the text reveals the undervalued richness of young children's emergent comprehension and the intricate, purposeful nature of their specific early thinking activities. Before Words encourages readers to think about young children's comprehension as complex meaning-making and suggests new ways of responding to the unique sense making tools young children use during wordless book reading. Book Features: demonstrates how young children develop reading comprehension abilities even before learning to read print; expands on reading as more than just a technical skill; engages the whole child and scaffolds their formation of relationships with other people, including peers, teachers, families, and communities; nurtures students' creativity, positive relationsips with storytelling, and social emotional growth. Presents projects for teaching literature appreciation to students in grades 3-8 and gives instructions on educating with literature circles. Een nieuwsgierig zwart hondje vindt
een rode paraplu. Als hij hem opsteekt, pakt de wind hem op. Dit is het begin van een avontuurlijke reis rond de wereld. Tekstloos prentenboek met paginagrote schilderingen in kleur. Vanaf ca. 4 jaar. This collection of short wordless picture books helps to support children with speech, language and communication needs as they develop their expressive sentence and narrative skills through storytelling. Each book is comprised of six colourful images that follow a simple everyday routine such as ‘Brushing Teeth’, ‘Having a Haircut’ and ‘Walking the Dog’. Unlike traditional picture books, they follow a film scroll effect, showing the progression of time and allowing the child to follow the story to its resolution. Because of their simplicity, the books can support children as they move from simple to intermediate sentence levels, as well as encouraging them to consider additional elements of language such as cause and effect, sequencing and inference. This resource includes: Ten beautifully illustrated picture books, each following a simple pattern of routine, disruption and resolution An accompanying guidebook including story scripts, cue questions and prompts for using the resource to support additional skills Although developed specifically to help children with speech, language and communication needs, this set is suitable for any child who requires support and practice in developing their speech. It is an invaluable resource for speech and language therapists, teaching staff and caregivers. Dyslexia Defused is a work of original strategies aimed at altering the negative prognosis associated with reading failure. The novel techniques expedite mastery (academic impact) which in term restores a sense of competence to a once struggling student (affective impact). Children Reading Pictures has made a huge impact on teachers, scholars and students all over the world. The original edition of this book described the fascinating range of children's responses to contemporary picturebooks, which proved that they are sophisticated readers of visual texts and are able to make sense of complex images on literal, visual and metaphorical levels. Through this research, the authors found that children are able to understand different viewpoints, analyse moods, messages and emotions, and articulate personal responses to picture books - even when they struggle with the written word. The study of picturebooks and children's responses to them has increased dramatically in the 12 years since the first edition was published. Fully revised with a review of the most recent theories and critical work related to picturebooks and meaning-making, this new edition demonstrates how vital visual literacy is to children's understanding and development. The second edition: Includes three new case studies that address social issues, special needs and metafiction Summarises key findings from research with culturally diverse children Draws upon new research on response to digital picturebooks Provides guidelines for those contemplating research on response to picturebooks This book is essential reading for undergraduate and postgraduate students of children's literature as well as providing important reading for Primary and Early Years teachers, literacy co-ordinators and all those interested in picturebooks. Shows parents how to help their child communicate and learn language during everyday activities. This book equips teachers of young children with research-based practical strategies, assessment tools, and motivating writing activities that are easily applicable to all learning environments. ABSTRACT: This qualitative research study investigated the observed and reported experiences of my kindergarten students when wordless picture books were used to facilitate oral language. Listening and speaking skills were observed and documented to measure vocabulary growth in greater detail. Fifteen kindergarteners participated in the study that involved creating their own wordless books, performances, group discussions, and retelling activities. The study focused on comprehension, literary elements, imagination, listening and speaking skills. Analysis of the data indicated that wordless picture books enhanced and developed student vocabulary and comprehension. The findings indicated using multiple readings, a variety of retelling and comprehension activities, performances, and vocabulary lists would help to increase oral language development, interest in reading, and comprehension levels. Results from the pre-surveys and post-surveys indicated that students felt confident using wordless picture books and showed an interest in using them in other areas. This series of wordless picture books aims to help children with speech, language and communication needs (SLCN) to develop their expressive sentence and narrative skills, through learning to tell each story. There are 10 stories that will be separated into two levels, geared towards advancing the child from simple to intermediate and complex sentences. The stories are written in the style of a film scroll and contain familiar events to
ensure the story is understandable. The general formula of each story will be a disruption (often humorous) in familiar routines followed by resolutions. The accompanying guide will have strategies on how to teach and progress the child through each level and stage, and will have an additional skills section. Although this resource is primarily for SLCN, they could also be used for early years and reception. Kulvinder Kaur, Team Lead in Applied Behavioural Analysis (Intervention for Children with a Diagnosis of Autism), Gordon Primary School, Eltham. This remarkable book shows teachers how to inspire students to learn to write and write to learn. Committed to the premise that all students can learn to write with appropriate teaching, modelling, and practice, it argues that reading and writing go hand in hand. Through reading, writing and the inevitable discussions that follow, students learn from the experiences of others, open their minds to many possibilities, gain a glimpse into new worlds, make connections to their lives, and reflect on their own choices and learning. This practical book shows you how to use freewriting and powerful mentor texts to create classrooms where students enjoy putting pencil to paper and taking the necessary risks to grow and flourish as writers. A HANDY PARENT’S GUIDE THAT TURNS PROFESSIONAL LANGUAGE DEVELOPMENT INTO CHILD’S PLAY Are you concerned that your child is not verbalizing? The solution may be as simple as a game. Talking with Your Toddler teaches you how to stimulate speech using everyday play. It makes learning to talk fun and engaging for your child. With proven therapies and easy-to-follow activities, Talking with Your Toddler makes an ideal home companion. - Tips to promote talking throughout the day - Hands-on games that teach new words - Tricks for turning drive time into talk time - Fun ways to promote further practice - Techniques for keeping kids engaged Written by experienced speech professionals, this book’s straightforward approach is equally useful for parents at home, teachers in the classroom or therapists in a clinic. What should children and students read? This volume explores challenging picturebooks as learning materials in early childhood education, primary and secondary school, and even universities. It addresses a wide range of thematic, cognitive, and aesthetic challenges and educational affordances of picturebooks in various languages and from different countries. Written by leading and emerging scholars in the field of picturebook studies and literacy research, the book discusses the impact of challenging picturebooks in a comprehensive manner and combines theoretical considerations, picturebook analyses, and empirical studies with children and students. It introduces stimulating picturebooks from all continents and how they are used or may be used in educational settings and contexts. The chapters touch on subjects like reading promotion, second-language acquisition, art education, interdisciplinary learning, empathy development, minority issues, and intercultural competence. Moreover, they consider relevant aspects of the educational environments, such as the inclusion of picturebooks in the curriculum, the significance of school libraries, and the impact of publishers. Exploring Challenging Picturebooks in Education sheds new light on the multiple dimensions relevant to investigating the impact of picturebooks on learning processes and the development of multimodal literacy competencies. It thus makes a significant contribution to the growing area of picturebook research and will be key reading for educators, researchers, and post-graduate students in the field of literacy studies, children’s literature, and education research. This book is aimed at class teachers of Reception to Year 3 seeking ideas to develop their pupils' speaking and listening skills. The author describes each activity in an easy-to-follow format with links to the relevant curriculum targets. The most valuable part of the book is the commentary from the author's own teaching experience. This provides some useful insights, such as the fact that the flow of children's ideas was improved while they had a discussion while engaged in drawing. The book is easy to read. It provides a practical guide to some tried and tested speaking and listening activities which may be useful for the beginning Foundation or Key Stage 1 teacher. - Special! Do the children in your class need help with language and listening skills? Lots of ideas and suggestions for activities using and encouraging talk in the classroom make this book a lively, practical guide to encouraging young children to develop their verbal reasoning skills and to communicate more effectively. There is advice on how to tie in these activities with the various curriculum subjects and the following are covered: - setting up a talk corner - using story bags and story boxes - using Circle Time and playing games to encourage talk In each activity there are directions for helping children with
Special Educational Needs, working with Teaching Assistants (TAs) and other adults in the classroom, planning and assessing work and finding suitable resources. A selection of photocopiable material is included and all the suggestions and ideas in the book have been tried and tested by the author in her own classroom. The focus of this book is on young children aged 5 to 8, but the activities can be adapted to suit those younger or older. This remarkable book suggests a process for using children's books to explore four key aspects of literacy — predictable structures, nonfiction, comprehension, and imagination and language play. Despite being a source of continuing interest to educational scholars, research into the literary understanding of elementary school students has emphasized written materials over multimodal mediums such as picturebooks. Focusing on students in Grades one and five, this book describes children's interpretations of and responses to a variety of contemporary picturebooks, specifically those books that employ Radical Change characteristics and metafictive devices. In dealing with picturebooks, Sylvia Pantaleo seeks to show the ways in which literature teaches artistic codes and conventions, critical thinking skills, visual literacy skills, and interpretative strategies. Aside from investigating specific picturebooks, Pantaleo discusses the broader implications of reading, viewing, and creating print and digital texts in schools. These exercises, she argues, reflect the changing nature of communication and representation in the world of elementary school students. Incorporating postmodernism, social constructivism, and other theoretical frameworks, Pantaleo contextualizes her research and examines ways in which literature highlights broader social and cultural characteristics. An extensively researched look at the pedagogical value of literature in the classroom, this book introduces new dimensions to discussions of contemporary picturebooks in elementary education and the social nature of intertextuality.

What's on the other side of the door? There's only one way to find out: You'll have to go through it. JiHyun Lee's debut book, Pool, was lauded as a wordless masterpiece. Here she takes readers on another journey into an unexpected world. Delicate drawings transform from grays to vivid color as a curious child goes through a mysterious door and discovers that open-mindedness is the key to adventure and friendship.

Meneer en mevrouw hond hebben taarten gebakken voor een picknick, maar onderweg komen ze vele obstakels tegen en blijken de taarten tenslotte verdwenen te zijn. Tekstloos prentenboek met gedetailleerde zoekplaten in kleur. Vanaf ca. 5 jaar.

In this book, the author challenges reductive views of emergent literacy prevalent in many of today's kindergarten and pre-K classrooms. As an alternative, Lysaker explains how reading wordless books with young children helps them to develop a range of comprehension abilities that are important for understanding narrative texts. Readers will find concrete methods to help them gauge, document, and respond to children as they make meaning of and respond to wordless books. Through description and analysis, the text reveals the undervalued richness of young children's emergent comprehension and the intricate, purposeful nature of their specific early thinking activities. Before Words encourages readers to think about young children's comprehension as complex meaning-making and suggests new ways of responding to the unique sense-making tools young children use during wordless book reading. Book Features: Demonstrates how young children develop reading comprehension abilities even before learning to read print. Expands on reading as more than just a technical skill. Engages the whole child and scaffolds their formation of relationships with other people, including peers, teachers, families, and communities. Nurtures students' creativity, positive relationships with storytelling, and social-emotional growth. Offers guidance for building a wordless book library, including a selected list of books. “A breakthrough work. Prepare to have your mind opened to completely new terrain in children's literate development.” —From the Foreword by Peter Johnston, The University at Albany–SUNY “Before Words is a kidwatcher's delight! Her sensitive descriptions of reading conversations provide concrete strategies that will be welcome additions to both novice and experienced teachers' toolkits!” —Deborah Wells Rowe, Vanderbilt University “Scholars of early childhood literacy development will find much of interest in this book.” —Nell K. Duke, University of Michigan Read With Me synthesizes decades of research into simple things that adults can do with young children to improve early literacy and language skills. After reading this book, adults use Active Reading to engage children in reading, prepare them to read on their own, and instill a lifelong love of reading. This is a highly practical, comprehensive resource designed to support Early Literacy Development.
Years practitioners in the provision of effective vocabulary development in preschool children of all abilities. It is based on the same theory as the existing 'Word Aware' resource (9780863889554) but is adapted for Early Years. This rigorously tried and tested approach is an outstanding resource that will be an essential addition to any early years' setting or preschool classroom. It is also an important addition to the materials used by speech and language therapists. The strategies you need to teach common standards to diverse learners. Realistic and thorough, this teacher-friendly book shows how to help every student, including English Learners, students with disabilities, speakers of nonstandard English, and other struggling learners, meet the Common Core Standards for English Language Arts (ELA). This resource: Familiarizes readers with each of the Common Core's 32 anchor standards for ELA. Outlines the specific skills students need to fulfill each standard. Presents a wealth of flexible teaching strategies and tools that build those skills. Includes guidance on professional collaboration and co-teaching.

Fijnzinnig prentenboek zonder woorden, waarin een ruiter te paard een reis maakt door verschillende landen in Zuid-Europa, waarvan typerende byzonderheden om grappige details in de illustraties zijn verwerkt.

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