

## Why textless picture books?

### Textless picture books:

- build the reader's confidence and enthusiasm
- develop oral language and build vocabulary
- create a greater understanding of sequencing, story structure and plots
- allow creative licence through cultural and prior experiences
- transition children into more formalised reading
- increase motivation, build confidence and alleviate anxiety in reluctant readers
- broaden children and parents understanding of reading
- build comprehension skills such as determining main ideas, noting cause and effect, making judgements and identifying details
- reinforce concepts of print and positive book-handling skills
- encourage storytelling
- assist in the development of labelling and naming skills
- challenge students with the ability to offer more complex story lines.
- Introduce books with a picture walk. Point out both familiar and unfamiliar characters, objects and important details.
- Ask questions about the illustrations: What do they think is happening in the book? What is the author trying to tell us? What do they think will happen next?
- Looking at facial expressions and body language; how are the characters feeling?
- Remember to reinforce good concepts of print and book-handling skills.
- Demonstrate how the story evolves through the pictures.
- Think aloud as you read the story, allowing for children to contribute their own storyline.
- Write down children's comments and sentences to create class stories which they can read over and over again. Stories can be modified to include more advanced story lines or sentence structures as oral language develops.
- Provide children with a CD player where they can record their own stories to play back.

**Imagination is the only limitation.**

## Animal friends

- Is the story fiction or nonfiction? Why?
- Discuss with children the title of the book *Animal friends*. What would this suggest the book is about?
- What expressions do the animals have on their faces? Why?
- Where is the story set?
- Would the animals feel the same if they were in a city, surrounded by buildings, or a desert?
- Discuss the different environments where we find animals.
- What are the lion and tiger saying to each other?
- How do they greet each other? Are they happy to see one another? Why?
- What styles of dance do you see in the book? pages 8–9 folk dance, pages 16–17 ballet and disco.
- Allow children to experiment with different dance styles and music.
- What music do you think is playing and why?
- Are the animals babies or adults? How can you tell?
- Do you think the story would change if the animals were a different age?
- How can you tell the animals are happy to see each other?
- What would change if they felt they were in danger when they were together?
- Why does the tiger look surprised when the aardvark meets the elephant?
- When the animals see the boy what do their facial expressions tell us?
- What are they thinking?
- What would the boy be thinking?
- What did the animals do and why?
- How do you think they would be feeling?
- Why do we only see tails on the last page?
- Why has the author changed the background on the last page?
- Discuss students' own experiences at the zoo or farm.
- Make up a story using different animals and how things may change.

## The button story

- Is the story fiction or nonfiction? Why?
- What is the boy doing?
- What happens to his jumper? Have you ever lost a button? What did you do with it?
- Do you think it's a hot or cold day? Why?
- What do you think the boy is going to do today?
- Does he look like he is going to the beach? What kind of clothes would you wear to the beach and why?
- Why does he put the button in the bag?
- How did the button get from the bag to the beach?
- The sandcastle was on the sand and then it was surrounded by water; what happened?
- Have you ever been at the beach when the water came up to you?
- How did you feel? Was it fun or were you scared?
- Do you like beaches with big waves or calm water and no waves?
- Have you ever built a sandcastle and the waves washed it away?
- Talk with the children about what they could build with sand and how they could decorate their sculptures.
- How did the button get into the deep water? Discuss tides.
- What kind of animals live in deep water?
- Discuss animals that live in the sea that we don't see.
- What is your favourite sea animal? Why?
- Have you ever been snorkelling? What did you see?
- What are all the little fish doing? Why is the whale happy for them to swim into his mouth?
- Discuss the ecosystem and how each species survives.
- What is the whale doing when he pushes the button out?
- Discuss the travels of the button through the various animals and the journey it took to different countries.
- What happened between pages 9–10? How did the button get from the pelican's mouth to the crab's claw?
- Talk about messages in bottles. What would you write?
- Discuss animals habitats e.g. polar bear, penguin, whale, pelican and crab.
- What does the map mean? Who would use a map and why?
- How can you tell the button has travelled for a long time or a long way e.g. change in weather.
- Discuss the types of animals in the story. Discuss the different seasons. How do we know it's a different season on some pages? Snow, fallen leaves etc.
- What game was the polar bear and penguin playing?
- Would you like to travel in a hot air balloon? What would you see?
- Where is the button centre?
- Discuss the full journey of the button and how it got back to the boy.
- Pretend you are the button and tell the story of your travels.
- How did you feel? Were you scared or was it an exciting adventure? What could have happened if the bag went to the forest instead of the beach?
- Discuss other stories like *The steadfast soldier*.
- Jointly construct a text about the journey of another object.