



## Reading Literature

### Words and Pictures: Grades K-2

#### Rationale

- ✚ The purpose of illustrations varies in fiction and nonfiction texts. Students can use images in text develop an awareness of how illustrations and words complement each other to construct an organized structure, convey meaning, and deepen understanding of the entire text.

#### Goal

- ✚ To interact with the text and illustrations in fiction and nonfiction books through oral, written, and/or illustrative activities

#### Standards

- ✚ **RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- ✚ **RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- ✚ **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- ✚ **RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- ✚ **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

#### Objectives

- ✚ Students will discuss, draw, or write about the relationship between textual and illustrative elements and how these elements work together to describe key ideas.
- ✚ Students will compare and contrast the textual and illustrative elements in fiction and nonfiction books that are on the same topic.

#### Materials

- ✚ Two (or more) grade-level fiction and nonfiction picture books (See Teacher Tips for suggestions)
- ✚ **Student Activity: Show and Tell**
- ✚ Crayons or markers (optional)
- ✚ Drawing paper, writing paper, picture pages, or butcher paper (optional)
- ✚ Pencils (optional)

## Procedures

- ✚ Before you begin the lesson, choose a pair of books on the same topic. This topic should be easy to identify and track through the text.
- ✚ Say, “**Today, we are going to see how authors and illustrators use words and pictures in fiction and nonfiction books.**” Ask students to tell you what they know about pictures in a book.
  - Ask why authors include pictures
  - Talk about some pictures they remember from recent books
  - Discuss how the pictures give different information from the text
- ✚ Choose one of the two selected texts for the activity that has been chosen. This one can be done as a read-aloud, and if so, select the more challenging text.
  - First, perform a picture walk. Do not yet fill in the chart. Make predictions about the book, based on the pictures.
  - Read the text aloud with students. Discuss the text as you normally would.
  - Reread about 5-7 pages of the text and track, on chart paper, your ideas about what the pictures tell you about the topic and what the words tell you about the topic. Sometimes these will be the same, and sometimes they will differ.
  - Complete the chart as you go. Discuss what you learn about how the author uses pictures in the text.
- ✚ Repeat with the second text. If students are able to read in small groups, have them work together to complete the chart in groups. If they are not ready, read the next text aloud as a group and then allow small groups to complete the charts together on large paper.
- ✚ **Closing:** As a whole group, discuss how words and pictures are used in the books you read.

## Teacher Tips

- ✚ Here are some fiction and nonfiction picture books that use illustrations and text in a variety of ways to convey information and tell stories:
  - Fiction**
    - *Kitten’s First Full Moon*, by Kevin Henkes
    - *A New Year’s Reunion*, by Yu Li Qiong, illustrated by Zhu Cheng Liang
    - *A Sick Day for Amos McGee*, by Philip C. Stead, illustrated by Erin E. Stead
    - *Here Comes the Garbage Barge*, by Jonah Winter, illustrated by Red Nose Studio
  - Nonfiction**
    - *Each Orange Had 8 Slices: A Counting Book*, by Paul Giganti, Jr., pictures by Donald Crews
    - *Me... Jane*, by Patrick McDonnell
    - *Swirl by Swirl: Spirals in Nature*, by Joyce Sidman, pictures by Beth Krommes
    - *Time to Say “Please!”* by Mo Willems
- ✚ For titles that have larger amounts of text or more complex illustrations, consider books such as:
  - Fiction**
    - *Cloudy With a Chance of Meatballs*, by Judi Barrett, illustrated by Ron Barrett
    - *Thanks a LOT, Emily Post!* by Jennifer LaRue Huget, illustrated by Alexandra Boiger
    - *The Incredible Book-Eating Boy*, by Oliver Jeffers

- *Big Red Lollipop*, by Rukhsana Khan, illustrated by Sophie Blackall
- *Zin! Zin! Zin! A Violin*, by Lloyd Moss, illustrated by Marjorie Priceman
- *Math Curse*, by Jon Scieszka, illustrated by Lane Smith

### **Nonfiction**

- *Recycle!: A Handbook for Kids*, by Gail Gibbons
  - *I Pledge Allegiance*, by Bill Martin, Jr. and Michael Sampson, illustrated by Chris Raschka
  - *Pop! The Invention of Bubble Gum*, by Megan McCarthy
  - *Sit-In: How Four Friends Stood Up By Sitting Down*, by Andrea Davis Pinkney, illustrated by Brian Pinkney
- ✚ Use academic language. For younger students, refer to the academic terms. For older students, replace lesson wording with the academic terms.
- Each picture is an **illustration**.
  - Each book that shows and tells a story is a **fiction** book.
  - Each book that shows and tells information is a **nonfiction** book.

### **Extension Activities**

- ✚ Use the Closing activity to create a Venn diagram of textual and illustrative elements in the books that were used in the activity.
- ✚ Compare and contrast the manner in which color, shape, and artistic media are used in the books. Identify the illustrator's choice of medium (e.g., charcoal, pen and ink, watercolor paint) and discuss why the illustrator might have made that choice. Then, have students create their own illustrations using that medium.
- ✚ Have the whole group come up with 3-4 questions that they would ask one of the authors or illustrators about how they used words or pictures in one of the books used in the activity. Use these questions to write a letter from the class to the author or illustrator. Then, e-mail or send the letter to the author or illustrator's publicity department, publisher, or website.
- ✚ Look at or read a wordless picture book that does not have text or a short story that has no illustrations (or illustrations that have been covered or not shown). Break students into groups and have them create the missing words for the pictures or the missing pictures for the words. Consider titles such as:

#### ***Short Story Collections***

- *The Stories Julian Tells and More Stories Julian Tells*, by Ann Cameron, illustrated by Ann Strugnell
- *Aunt Eater* series, by Doug Cushman
- *Birthday Surprises: Ten Great Stories to Unwrap*, edited by Johanna Hurwitz
- *Rats on the Roof and Other Stories*, by James Marshall

#### ***Wordless Picture Books***

- *Oops*, by Arthur Geisert
- *City By Numbers*, by Stephen T. Johnson
- *Sunday Love*, by Alison Paul
- *The Lion and the Mouse*, by Jerry Pinkney

## Student Activity: Show and Tell

**Title of book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

<b>What do the pictures in this book show me about _____?</b>	<b>What do the words in this book tell me about _____?</b>