

Wordless and Singable Books for ELL's Early Literacy Skills

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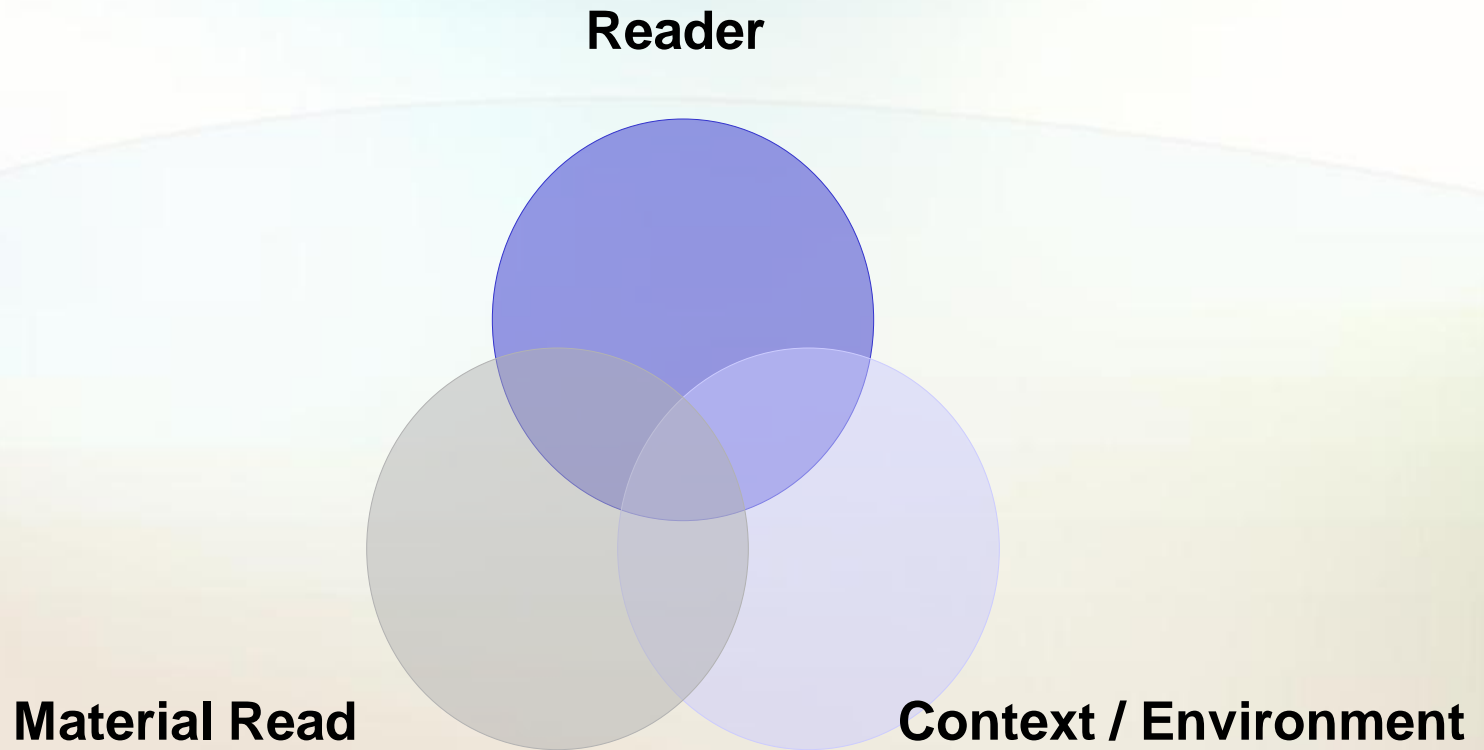
NJTESOL Annual Conference

May 24, 2011

Goals of Presentation

- ***Introduction to teaching with singable books and wordless books:*** Heighten awareness of both types of books and their potential as catalysts for literacy instruction in inclusive early education settings
- **Activities:** Provide examples on how to use singable books and wordless books with young ELLs.
- **Q & A:** Discuss implications & applications for teaching and learning in inclusive elementary classrooms

Components of the Reading Process



Early Literacy Skills

1. Vocabulary- Knowing the names of things
2. Phonological awareness- Being able to hear and play with the smaller sounds in words
3. Print motivation- Being interested in and enjoying books
4. Print awareness- Noticing print, how to handle a book, how to follow words on a page
5. Letter knowledge- Knowing letters are different from each other, knowing their names and sounds
6. Narrative skills / Story grammar- Being able to describe things and events and tell stories using literary elements (plot, setting, character)

Defining Wordless Picture Books

A book in which the story, concept or information is depicted through pictures; printed text is limited to brief and infrequent dialog bubbles, sound effects, or captions (Richey and Puckett, 1992). Also known as stories without words, textless books and wordless picture books.

These do NOT include: comics or graphic novels.

NARRATIVE wordless books depict a story.

CONCEPT wordless books depict an idea or theme.

Why Wordless Books?

- See story before decode words
- Universality of “story” through pictures
- Avoid “can’t see the story for the words” problems
- Self-paced, multi-levels
- Appropriate for whole class, small group & independent reading/writing activities

Finding Wordless Books

The screenshot shows a web browser window displaying the Ocean County Library System search results. The search query is "stories without words". The results page shows two books:

- 1. The marvelous misadventures of Fun-Boy** by Cosentino, Ralph. 2006. ... In twelve short **stories without words**, Fun-Boy looks for adventure, but it is misadventure that he ...
Publisher, Date: New York : Viking, 2006.
Description: 1 v. (unpaged) : col. ill. ; 29 x 17 cm.
Local Availability 9 (of 10) System Availability 9 (of 10)
Call Number: E Cose
Availability | Full Display | Place Request
- 2. Hogwash** by Geisert, Arthur.

The left sidebar contains navigation options: Language (English, Español), Narrow your search (Type of Material: Book, Subjects: Stories without words, Dogs--Fiction, Frogs--Fiction, Friendship--Fiction, Cats--Fiction, More>>), and Authors.

Using Wordless Books

1. Lead students in a shared reading
(*Truck* by Donald Crews)
2. Fill the room with many titles for group, partner, and individual reading
3. Work on appropriate literacy skills in 1-1 and flexible groups (sample activities showcased around the room)

Defining Singable Books

Singable books are either “Big Books” or smaller picture books that use a song as the text. They are usually interactive and appealing to ELL children.

Use of Songs with ELLs

- For many years it has been common practice for teachers to use choral songs and singing to help students expose to the sound of the target language, rules, pronunciation, word meaning, and new concept.
- Using singable books, ELLs are exposed to sentence structures and combinations of words and sounds that may not occur in their native language.

Why Singable Books?

- Learners acquire language through repetition and songs repeat the rhythm of the words. The strong sense of rhythm leads them to a better ability to understand and produce language.
- Children naturally love to sing, there is no formal, inauthentic “teaching” - just singing.
- Children learn oral language before written language, and a memorable tune helps ELLs develop oral language. The more experience they have with oral language, the better prepared they will be for interpreting written words.

Why Singable Books? (cont.)

- Repeating the same songs in story time gives ELLs security and memories that can be called on to comfort for a lifetime.
- Songs are the beginning to the road of understanding the target language in the most memorable way: 甜蜜蜜

Why Singable Books? (cont.)

- Using singable books can stimulate creativity and direct energy toward movement or stillness.

Characteristics of “Good” Singable Books

- Key words or phrases are repetitive or in a predictable cycle
- High quality illustrations offer a close match with text
- Story (song) is culturally and developmentally appropriate
 - Select a few modern stories, but for the most part choose engaging, traditional, well-loved stories/tunes that children love to visit again and again

Using Singable Books

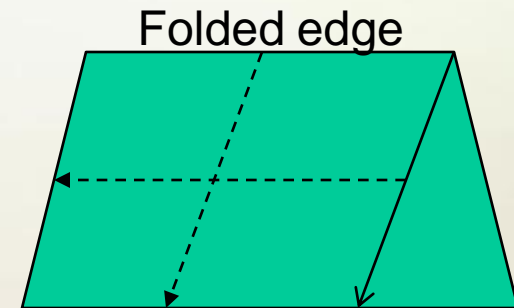
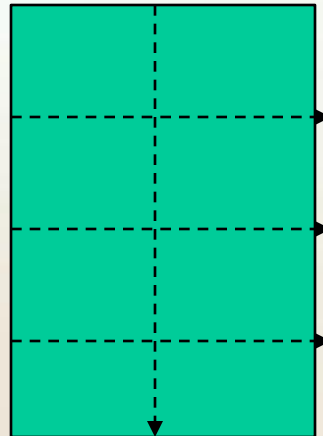
- Choose one book for the class to focus on for the duration of a week
- Start your story time with a theme song to provide students with this musical comfort
- Fit in with other literacy components
- As we sing and do finger plays, we are brought into the child's world, where everything is newly discovered.
- *Phonemic awareness and Vocabulary:*
<http://www.youtube.com/watch?v=FafLnokzeNo>

Let's sing along together!

- It is just so much fun to sing a book by sharing the joy of music and reading with ELLs.

Make a mini-book

- From *Invitations*, 1994, by Regie Routman
- 8 ½ x 11” paper
- Fold sharp corners and crisp creases



The Star

A poem by Jane Taylor, written in 1806

- Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky!
- When the glorious sun is set,
When the grass with dew is
wet,
Then you show your little light,
Twinkle, twinkle, all the night.
- Then the traveler in the dark,
Thanks you for your tiny spark,
He could not see which way to
go,
If you did not twinkle so.

In the dark blue sky you keep,
And often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky.

As your bright and tiny spark,
Lights the traveller in the dark,
Though I know not what you are,
Twinkle, twinkle, little star.

<http://www.youtube.com/watch?v=s3qDnPzHFuo&feature=related>

www.mamalisa.com/mp3/twinkle.mp3

小星星 (hsiao shing shing)

Chinese version

一闪, 一闪, 亮晶晶

(ee-shan, ee-shan, liang-jing-jin)

满天都是小星星

(man-tian dough-sh hsiao-shing-shing)

挂在天空放光明

(kua-tsai tian-kong fang-kuang-ming)

好像许多小眼睛

(hao-shiang shu-do hsiao-yen-jing)

一闪, 一闪, 亮晶晶

(ee-shan, ee-shan, liang-jing-jing)

满天都是小星星

(man-tian dough-sh hsiao-shing-shing)

<http://video.sina.com.cn/v/b/17421465-1243303667.html>

Direct translation:

Little Stars

Twinkle, twinkle, shiny

There are little stars all over the sky

Hanging in the sky and giving out the light

Just like many small eyes

Twinkle, twinkle, shiny

There are little stars all over the sky

ABCDEFGH, Now I Know My ABCs

This tune is more commonly recognizable as “Twinkle, Twinkle, Little Star”.

- *A B C D E F G H I J K L M
N O P Q R S T U V W X Y
and Z*
- *Now I know my ABC's,
next time won't you sing
with me!*
- <http://www.youtube.com/watch?v=5XEN4vtH4lc&feature=fvuw>
- http://www.youtube.com/watch?v=7XYQd_sJVzk&feature=related

The kids can draw pictures to go with each letter.

It is important to let ELLs' work stand out.

Singing a Wordless Book

Combining the best of
both approaches ...

Read the Room

Poster vocabulary activity example

Turn a picture book into a wordless book

Turn a wordless book into a singable book

Retelling sample

One teacher's plan for combining singable books and wordless books in teaching ELLs

Meet the books

- Peruse as many books as possible over the next several minutes ...
 - Re-read old favorites and become acquainted with new titles and authors
 - Be social or work on your own
 - What are your noticings and wonderings?
 - What patterns and songs come to mind?

So.....

- Thoughts?
- Surprises?
- Questions?

Summary

- Singable and wordless books can be effective catalysts for literacy instruction with ELLs.
- These books are readily available through local libraries, school media centers, and publishers... AND can be constructed in class.
- Numerous instructional strategies exist to meet the needs of teachers and learners in a variety of settings.

Wordless Book References

- +Baker, J. (1993). *Window*. New York: Penguin.
- Bang, M. (1986). *The grey lady and the strawberry snatcher*. New York: Aladdin Paperbacks.
- Crews, D. (1980). *Truck*. New York: Scholastic.
- +Cristini, E. & Puricelli, L. (1981). *In my garden*. New York: Scholastic.
- Hoban, T. (1990). *Exactly the opposite*. New York: Scholastic.
- +Mayer, M. (1967). *A boy, a dog and a frog*. New York: Penguin.
- Ormerod, J. (1987). New York: Penguin.
- J. Richey, V.H. & Puckett, K.E. Englewood, CO: Libraries Unlimited.
(1992). *Wordless/almost wordless picture books*.
(1993). *Using wordless picture books: Authors and activities*.
- Routman, R. (1994). *Invitations*. Portsmouth, NH: Heineman.
- Wiesner, D. (1991). *Tuesday*. New York: Clarion Books.
- +Weitzman, J. P. & Glasser, R.P. (1998). *You can't take a balloon into the Metropolitan Museum*. New York: Puffin Books.
- + Part of a series of popular titles by same author(s).

Singable Book References

(Grade level: preK-3; ESL level: Beginning.)

1. M. Hoberman; illustrated by N. Westcott (1998). *Miss Mary Mack*. Little, Brown and Co.
2. Cabrera, J. (2005). *If you're happy and you know it*. New York: Holiday House.
3. Hort, L. (2003). *Seals on the bus*. NY: Holt.
4. Miller, J. P. & Greens, S. M. (2005). *We all sing with the same voice*. NY: Harper Collins.
5. Peek, M. (1999). *Roll over! A counting song*. NY: Clarion Books.
6. Shulman, L. (2004). *Old MacDonald had a woodshop*. NY: G. P. Putnam.
7. Weiss, G. D. & Thiele, B. (1995). *What a wonderful world*. NY: Atheneum.
8. The Hampton-Brown Avenues series.

(Grade level: 4-6; ESL level: Intermediate.)

1. Y. Barnwell; illustrated by S. Saint James (1998). *No mirrors in my nana's house*. Harcourt Brace.
2. Garriel, B. S. (2004). *I know an old fellow who swallowed a cello*. NY: Scholastic.
3. Gershwin, G., Gershwin, I., Heyward, D., & Heyward, D. (2002). *Summertime*. NY: Aladdin.
4. Jackson, A. (2002). *I know an old lady who swallowed a pie*. NY: Puffin Books.
5. Marsh, T., J. & Ward, W. (2002). *Way out in the desert*. Flagstaff, AZ: Rising Moon Books.

(Grade level: 7-12; ESL level: Advanced.)

1. Bates; illustrated by W. Minor (2003). *America the beautiful*. G. P. Putnam's Sons.
2. Spier, P. (1990). *The star-spangled banner*. NY: Doubleday.
3. Stow, J. (1992). *The house that jack built*. NY: Penguin.

For more information ...

Thoughts and questions always welcome:

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Thank you,

Kathy & Lili