



Pihi Ake, Tipu Ora

A teachers guide to wordless picture books: Set 2



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- Literacy strategy ideas
- Literacy activity ideas

Te Reo Matatini
Oral and visual literacy
Level 1-2

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Pihi Series of Wordless Picture Books: Set 2

Ehara tēnei i te Pouaka noa iho



This wordless picture book tells the story of two siblings who, on a rainy day cooped up inside, befriend a large cardboard box. Their imaginations and creativity take off, and the humble cardboard box is transformed from an aeroplane into a spaceship, from a robot into a castle and much more. Through their imaginative play we are drawn into their world, where the box is reinvented into a myriad of objects and situations that they explore.

He Oranga Pāmu



This wordless picture book captures the world of an 11-year-old farm boy, from raising sheep to caring for horses, tending to chickens, working with farm dogs and catching eels, the reader learns about the unique characteristics of each farm animal, the hard work invested in raising these animals and the fun times and challenging times of living on a family farm.

Section 1: Wordless Picture Books

Introduction

Wordless picture books are books that have no text, but present their message purely through images or illustrations.

These books cater for a wide range of abilities and allow students to explore ideas without the fear of failure. This is because rich narrative can be constructed and available to students who are not yet literate. Also, because there are multiple interpretations of the illustrations, there will be multiple stories created. This means there is no one 'right' reading of a wordless picture book and all interpretations should be valued.

Wordless picture books are also useful tools for developing:

- confidence
- creativity
- comprehension skills
- language skills
- knowledge of book conventions
- and visual, oral, cultural and written literacy.

This teacher's resource is designed to support teachers within Māori medium to use the *Pihi* series of wordless picture books to engage and educate students, and develop skills across all areas of literacy, while delivering *Te Marautanga o Aotearoa*. It will specifically focus on:

- Helping teachers understand how wordless picture books can be used to assess students' levels of literacy.
- Helping teachers understand how wordless picture books can be used to improve students' levels of visual and oral literacy.
- Supporting teachers to use wordless picture books to develop students' oral and visual literacy skills.

How to use wordless picture books to develop literacy

As well as being enjoyable to read, wordless picture books are a tool to help students improve skills in visual, oral and written literacy. These books can help students focus on understanding images and the action presented through the images.

Wordless picture books will support a number of different stages of reading/language levels within the class:

1. Introduction to books

Teaching students about the orientation, layout and concept of a book, i.e., the cover, spine, pages etc.



2. Beginning to read

Wordless picture books are able to be read independently, even by someone with no written literacy skills, because of the way they present the narrative visually. Students can then retell the narrative to others by using the familiar visual clues found in the images.



3. Reading on different levels

Students can be taught about any unfamiliar concepts that are being presented in the books (by diagnosing prior knowledge and then teaching students the relevant material).



4. Reading independently

Students are able to read a book by themselves and demonstrate abilities in visual, oral and written literacy.



Introduction to the learner during Years 1-3

During the first few years at school, students' literacy development is rapid and the characteristics of the learner at each of the specific stages are broken into specific skills (as described within *He Ara Ako i te Reo Matatini/Literacy Learning Progressions*, 2011).

Wordless picture books are useful tools in the classroom to be utilised with learners during each of these stages as they move from a basic **Concept of print** and **Book knowledge**, towards a sophisticated ability to infer and evaluate information. Students will move at different speeds according to the levels they are at, but some of the characteristics can be summarised below.


Characteristics of the learner specifically relevant to the wordless picture book as a literacy development tool

During the first six months at school, students will have 'reading-like' behaviours such as:	During the first year at school, students will:	During the second year at school, students will:	During the third year at school, students will:
<ul style="list-style-type: none"> scanning pages turning books page by page talking about the story <p>They rely heavily on:</p> <ul style="list-style-type: none"> topic knowledge pictures memorisation when 'reading' texts 	<ul style="list-style-type: none"> use memory of familiar, predictable texts read and comprehend texts with support use personal knowledge and illustrations to gain an understanding of texts 	<ul style="list-style-type: none"> use a small range of strategies to comprehend texts 	<ul style="list-style-type: none"> read appropriate texts independently respond to short imaginative and informative texts that contain familiar and unfamiliar ideas and information

Using wordless picture books with students at different curriculum levels

Wordless picture books can be used to help classroom teachers diagnose the literacy levels of students in their classes. This means that they can focus on areas of *He Ara Ako i te Reo Matatini/ Literacy Learning Progressions* (2011) that are not confined purely to written literacy.

Wordless picture books also allow teachers to support all of the areas of *Te Marautanga o Aotearoa*, (2008). The table below, showing the three key strands within the learning areas of the *Marautanga* demonstrates the importance of visual and oral literacy in all learning areas.

ORAL	WRITTEN	PHYSICAL
 listening	 reading	 viewing
 speaking	 writing	 presenting
	 viewing	
	 presenting	

In order to diagnose the literacy levels of students, teachers can use the literacy strategy questions (in [Section 2](#) of this book) and, depending on the depth of the answer given, assess the stage/level of the student's literacy ability.

Section 2: Literacy Strategies

Ideas for using literacy strategies with wordless picture books

Strategy: meaning making

Definition: Understand ideas in a text.

Some questions you could be using to support students to make meaning:

- *Who are the characters in this story?*
- *Where do you think the characters are?*
- *What is happening in this picture?*
- *What are the characters doing?*
- *How do you know?*

Strategy: predicting

Definition: To read a text closely and make logical inferences.

Some questions you could be using to support students to predict:

- *The title of this book is _____ . Who can describe the cover of this book for me?*
- *What do you think this book might be about? Why do you think that?*
- *Who do you think the characters in this story might be?*
- *What do you think they might do?*
- *Let's stop at this page and think about what has happened so far and what might happen next.*

Strategy: identifying main and supporting ideas

Definition: To be able to find the main point in a text and other supporting details.

Some questions you could be using to support students to identify main and supporting ideas:

- *What do you think is the main idea in this story?*
- *What are some of the things that happen that show us that?*
- *What are some of the things this story is teaching us?*

Strategy: scanning

Definition: To look through a text quickly to find particular details.

Some questions you could be using to support students to scan:

- *Can you find some (small details in the illustrations) ...*
- *Can you look through the book to find the part of the story where ...*

Strategy: skimming

Definition: To glance quickly through a text to gain information about a whole text.

You could use the following question to support students to skim read:

- *What do you think this text is about? (after glancing quickly through the illustrations).*

Strategy: summarising

Definition: To briefly state the main points of a text.

Some questions you could be using to support students to summarise:

- *What were the main events in this story?*
- *What happened at the beginning of this story? Then in the middle of the story? What happened at the end of the story?*
- *What do you think was the most important part of this story?*

Strategy: inferring

Definition: To combine our own experiences or prior knowledge with information in a text to make meaning.

Some questions you could be using to support students to infer:

- *What did this story make you think about?*
- *Have you ever done anything like this or been anywhere like this?*
- *Describe the characters' personalities in this story. How do you know what they are like?*
- *How do you think the characters are feeling? Why do you think this?*

Strategy: evaluating

Definition: To make judgements about the content of a text.

Some questions you could be using to support students to evaluate:

- *Do you think this story is real or made up? Why do you think that?*
- *What do you like about this story?*
- *What don't you like about this story?*

Section 3: Literacy Activities

Oral retelling and guided reading activities

A storyline

Group activity

Read the book to the group (making up a storyline to go with the illustrations). Use some of the diagnostic questions (from [Section 2: Literacy Strategies](#)) as you read. Then reread the book and ask students in the group to read pages, making up the storyline with you.

A dialogue

Group activity

Read the book to the group (making up a storyline to go with the illustrations). As you read ask students to come up with dialogue for the characters and write the dialogue on sticky notes that you can place on the pages as you read.

Tell me a story

One-on-one activity

Work with a student individually, asking them to tell you the story based on the illustrations. Use question prompts (from [Section 2: Literacy Strategies](#)) to help guide their responses if they are finding it difficult to articulate their responses.

Drama activities

Character study

In pairs or small groups students act out the story and create dialogue. First, students identify who the characters are and what the characters are like. Prompt students to think about how the characters are feeling and the way they might speak and act towards each other.

Pair/group activity

Character interview

Working in pairs or small groups students choose a character that they would like to interview and then make up a series of open-ended questions based on the plot of the text. For example, 'Why did you ...', 'Tell me about ...'

Pair/group activity

Frozen tableau

Each group takes a different part of the story and creates a 'frozen tableau' – a frozen scene which depicts a moment in the story. Prompt students to think about their facial expression, gestures and how they are holding their body to express the ideas. It is powerful if they can then talk about why they have created the tableau in the way that they have – what their bodies/gestures/faces represent.

Group activity

Writing activities

Vocabulary

Create a word list from the book that links to the curriculum levels of your students. It could be:

- Basic parts of speech (nouns)
- More abstract parts of speech (adjectives)
- Words linked to key events at key moments in the narrative.

Students can then use their word list to construct sentences. Or they could use a thesaurus to extend their word list further.

Creative writing 1

Students can use the wordless picture book as a scaffold and write the story that is told through the illustrations. They should focus on trying to capture as many of the visual elements as they can in their descriptive language.

Use a writing frame or sentence starters to guide students and the writing if they need it.

Creative writing 2

Students could use the wordless picture book as a prompt and write a story in the same style as the book. They should think about either writing a 'sequel'-style story with a character from the book, or they could make up their own characters in a scenario similar to the one being told.

Visual story analysis activities

Story map

Use a visual story map to summarise the events in the story. Students can draw a summary of the key facts in each section to show their understanding of the key information.

Who	Where
Three main events	

Inference mapping

Use an inference map diagram to develop inference skills. This is a useful template to use with a single illustration.

What can I see?	What background knowledge do I have about this?
What inferences can I make about this:	

Create your own wordless picture book


After reading and studying the *Pihi* wordless picture books, students will understand the concept and conventions of a wordless picture book. A rewarding activity for students to do now that they have this understanding is to create their own wordless picture book.

Students should start by coming up with a concept for their narrative and then planning their narrative using an initial three-part plan (beginning, middle, end). Once they have their initial plan and an idea of characters, setting and style, they can start storyboarding.


Students can draft a storyboard using the books in the *Pihi* series as an exemplar of how to tell a wordless story, using the same number of pages. In the storyboard students don't need to do a good copy of the illustrations – treat the storyboarding purely as a visual planning exercise so that students are thinking about using images as a way of breaking down the narrative.


Once students are confident about their story plan they can start creating their own book using one of the many online tools to help them publish their narrative.

Storyboard templates

 ***He Kura Tuhiuhi me He Manu Taketake: Te Pukapuka Aratohu mā te Kaiako*** (Ministry of Education, 2008). When you arrive at the website locate the *He Tuhinga Whakangahau* PDF and refer to the Mahere Ārahi i te Tuhiuhi section.

Beginning, middle and end template

 ***He Kura Tuhiuhi me He Manu Taketake: Te Pukapuka Aratohu mā te Kaiako*** (Ministry of Education, 2008). When you arrive at the website locate the *He Tuhinga Taki* PDF and refer to the Mahere Ārahi i te Tuhiuhi section.

 ***He Kura Tuhiuhi me He Manu Taketake: Te Pukapuka Aratohu mā te Kaiako*** (Ministry of Education, 2008). When you arrive at the website locate the *He Tuhinga Pūrākau Whakamārama* PDF and refer to the Mahere Ārahi i te Tuhiuhi section.

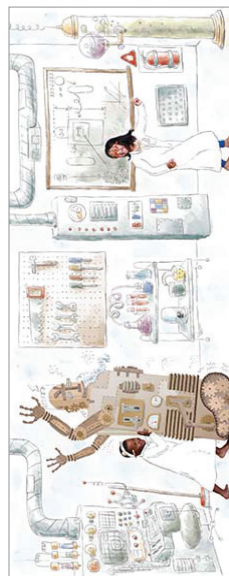
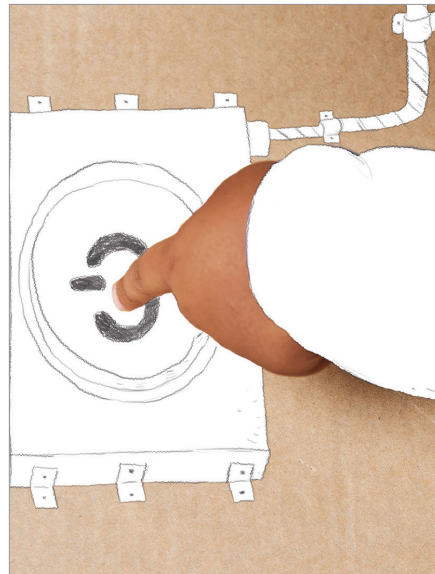
Sequence activity: *He Oranga Pāmu*

Sequence the following images from *He Oranga Pāmu*



Sequence activity: *Ehara tēnei i te Pouaka noa iho*

Sequence the following images from *Ehara Tēnei i te Pouaka Noa Iho*

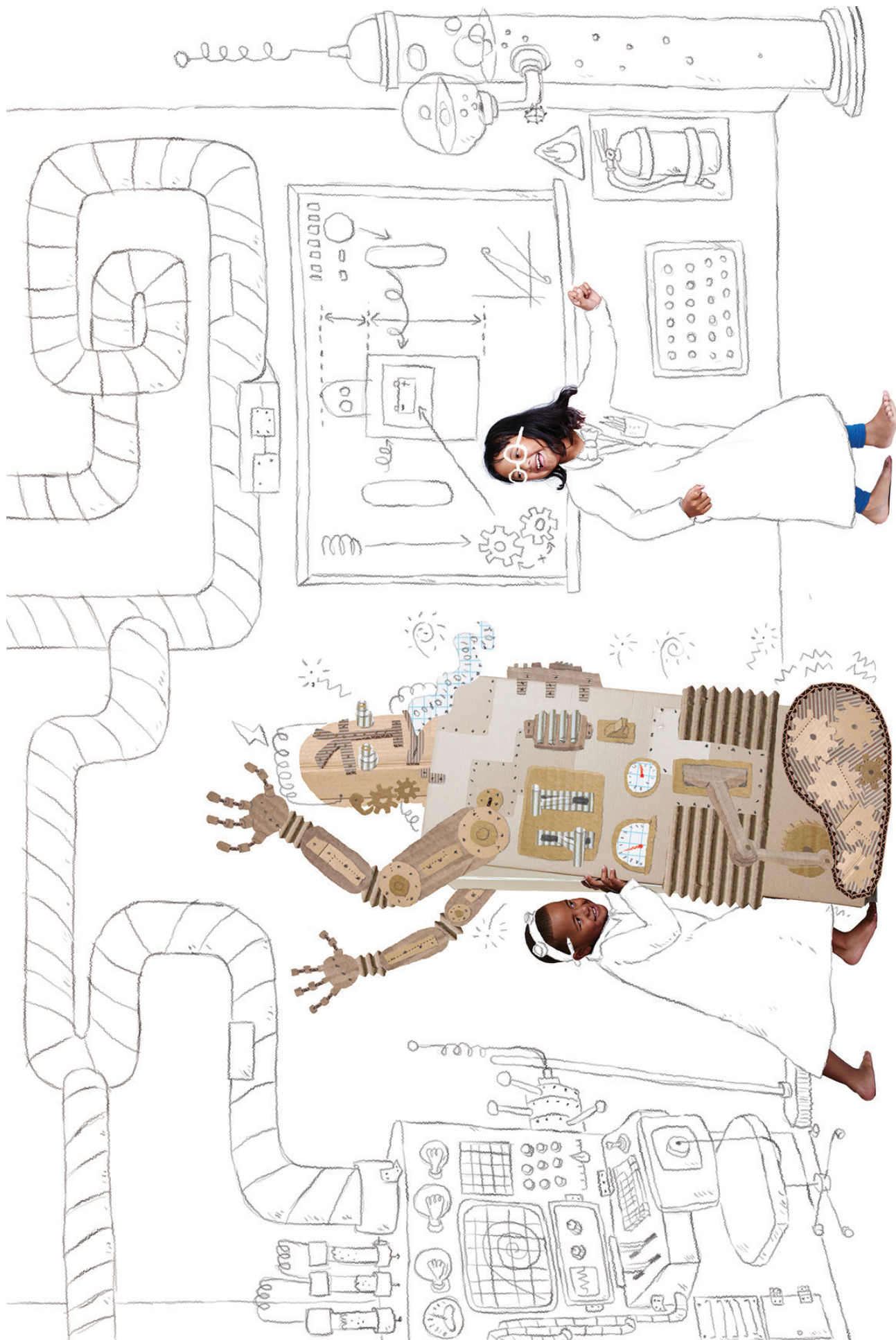


Section 4: Colouring in Pages



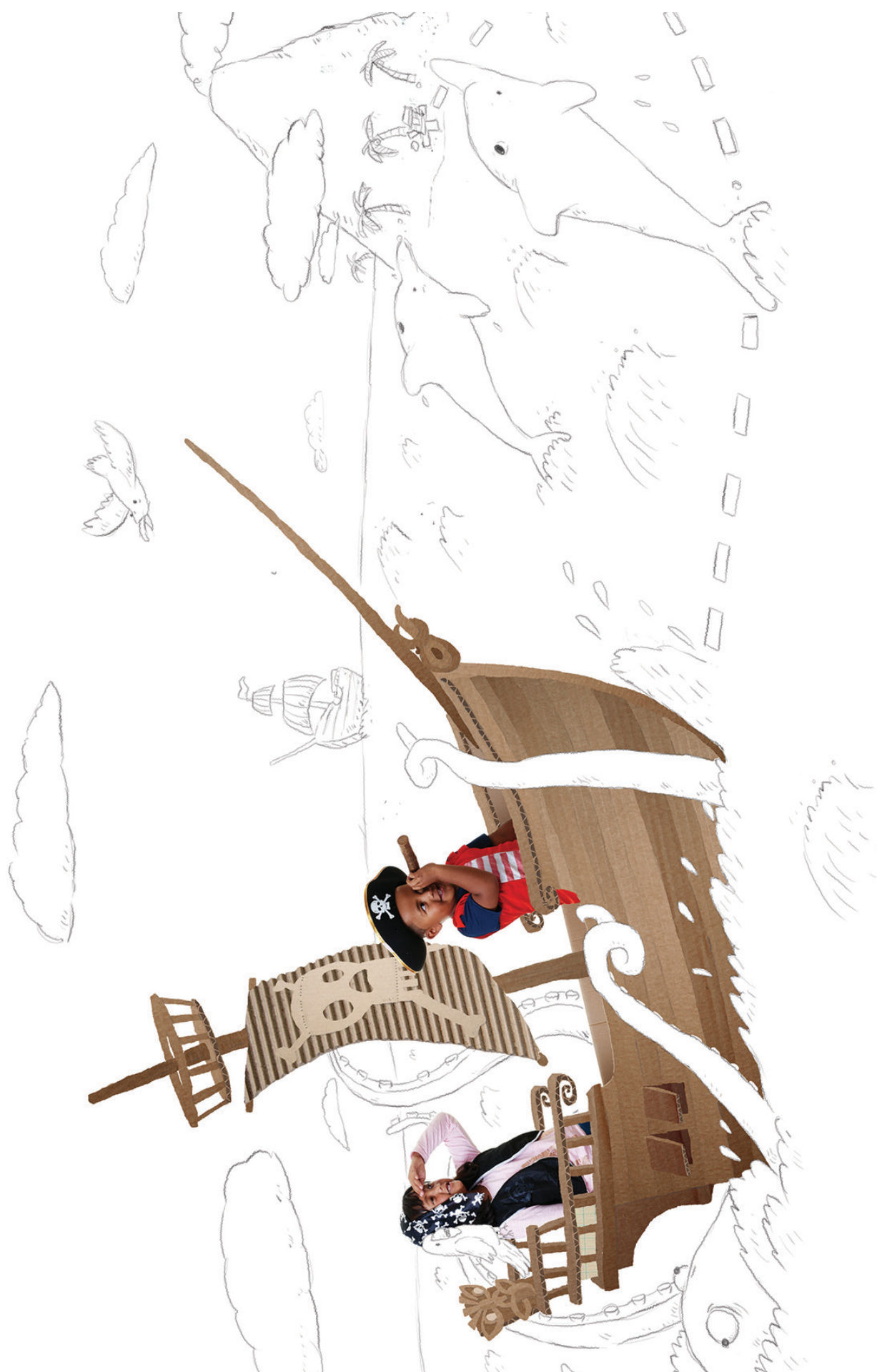
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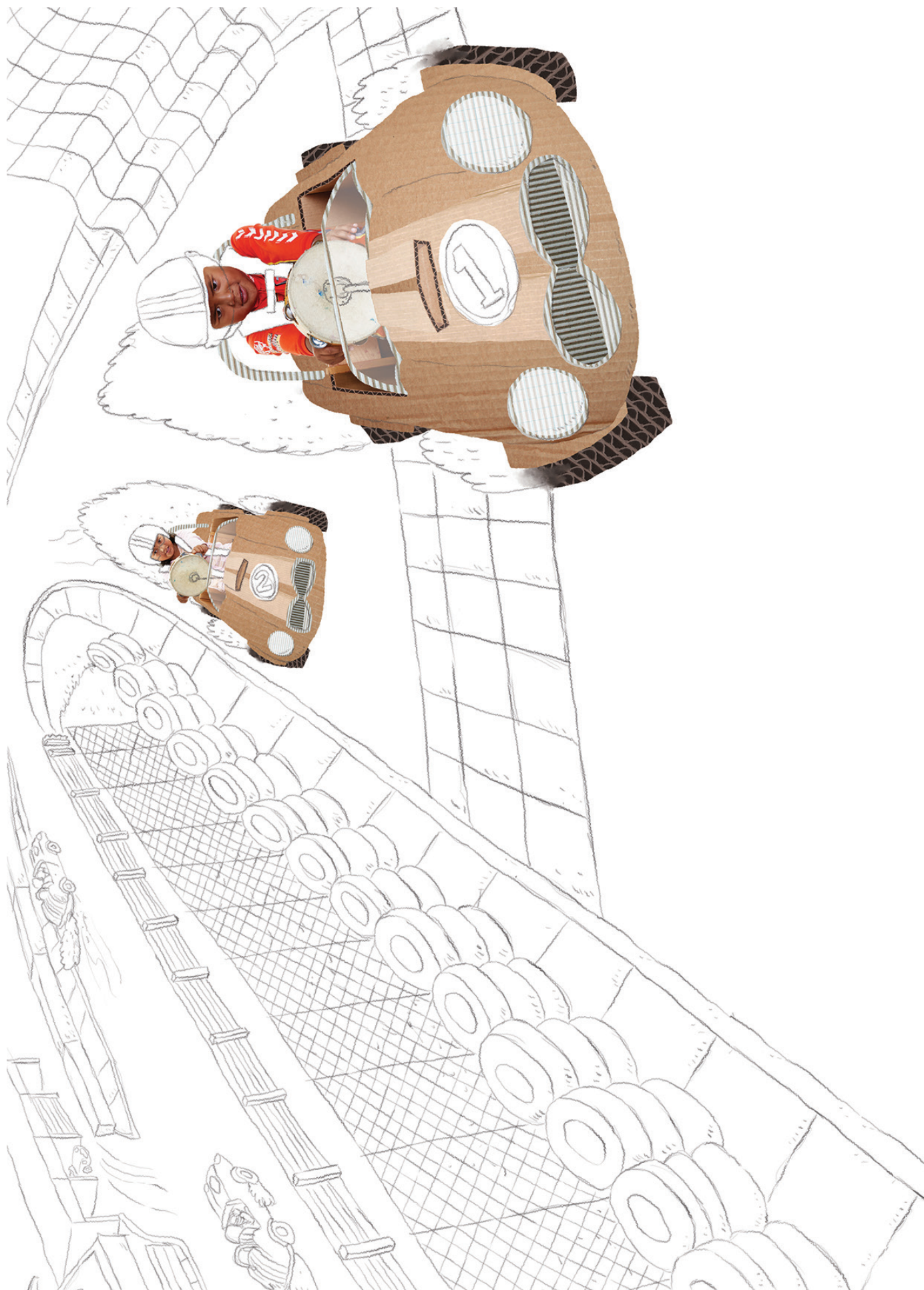




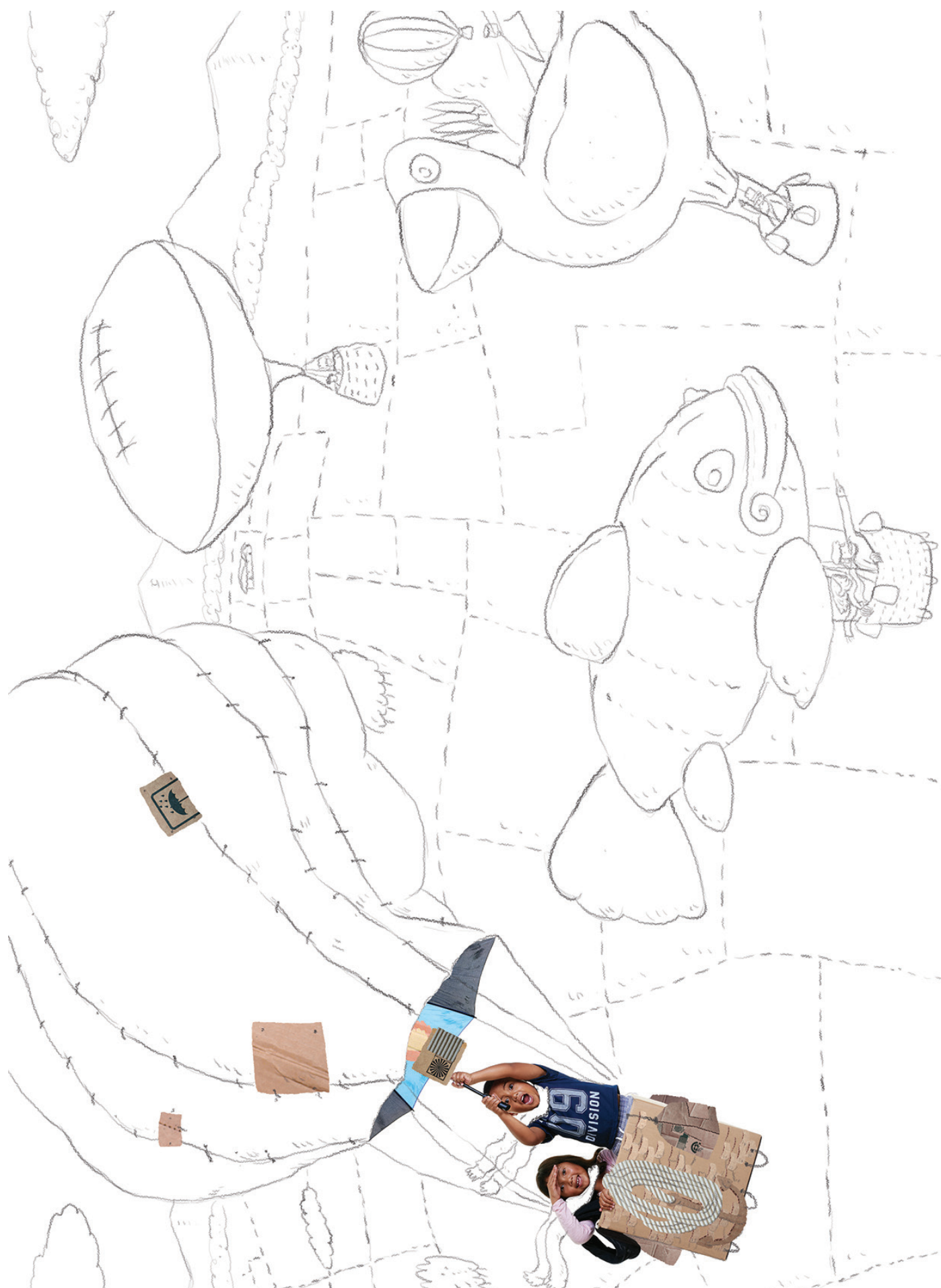
Section 4: Colouring In Pages







Section 4: Colouring In Pages



Ngā Tohutoro

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He Mihi

Nā Talia McNaughton i tuhi

E rere ana ngā mihi ki ngā kaiako o te whānau rumaki i te kura o Pukeatua, nā rātou ngā pukapuka o te kāhui *Pihi* i arotake.

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