

Sample Wordless Picture Book Unit

Reading Workshop

Kindergarten - Fall

Lesson 1 – Everyone in Kindergarten is a “reader” because readers can enjoy books in many ways (i.e., looking at pictures, creating a story in your own words, retelling the author’s story from memory, or reading the author’s words).

Lesson 2 – Wordless picture books are special kinds of books that allow readers to create their own stories.

Lesson 3 – Wordless picture book readers should take a picture walk first before telling the story aloud.

Lesson 4 – Wordless picture book readers can give their characters names.

Lesson 5 – The illustrations in wordless picture books include clues to help the reader tell the story.

Lesson 6 – Readers can take turns telling a wordless picture book story with a reading partner (i.e., “I read a page, you read a page...”) or within a small group (i.e., pass the story around the circle).

Lesson 7 – Wordless picture book readers can become the characters in their story and act out the story with their body.

Lesson 8 – Wordless picture book readers can think about the characters thoughts and feelings (i.e., provide speech bubbles/thought bubbles, point to the character and ask, “I wonder what s/he’s thinking and feeling?”)

Lesson 9 – Wordless picture book readers can use connections from their own life to help them tell the story.

Lesson 10 – Reading Celebration: Readers share their favorite wordless picture books with a partner or buddy class.

Other potential strategy lessons:

- Readers should include a beginning, middle and end in their stories.
- The title of a wordless picture book provides clues to help the reader tell the story.
- Readers use interesting words to tell their stories (i.e., action words, description words).
- Stories include main ideas as well as supporting details. Readers can practice recognizing, including and prioritizing both.