



The Booklist Project



Focus: Themed Wordless Picture Book List

Festivites/Celebrations

Developed by: Cristina Soares

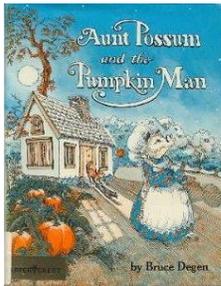
Spring, 2013

Cristina Soares
TESL 507 Spring 2013
Booklist Project: Wordless Picture Books

Theme: Festivities/ Celebrations
Grade Span: K-8

HALLOWEEN

1. Degen, B. (1977) **Aunt Possum and the Pumpkin Man**. New York: Harper & Row Publishers. [978-0060214128]



WIDA Level: Developing thru Bridging

Interest Level: 3 to 6 years old

Availability: Hardcover

Summary: This story takes place during the harvest season. The forest animals decide to dress up like the Pumpkin Man (a scarecrow with a pumpkin head) to scare Aunt Possum. At first, she is startled, but then she decides to fight back and starts hitting the Pumpkin man with a broom. As the dressed up animals fall over

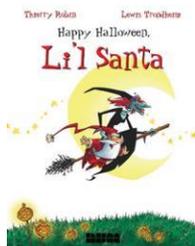
each other, she realizes it's a prank and decide to carve the pumpkin and bake pumpkin pie.

Use With ELLS: This story could be read to ELL students during the fall season. As the teacher discusses the theme of Halloween, he/she can bring up the fact that Halloween happens at the end of harvest season, where farmers use scarecrows to scare away birds, and that pumpkins are a popular vegetable during this season where one can make pumpkin pie with it.

Resource websites when using this book:

- <http://www.brighthouseeducation.com/preschool-crafts-activities/49699-halloween-books-and-activities/> - this website has a lesson plan where students learn about Halloween, its traditions and crafts. It also gives a list of other Halloween books that students can read.
- <http://www.scholastic.com/teachers/contributor/bruce-degen-0> -learn about the author.

2. Thierry, R. & Thronheim, L. (2003). **Happy Halloween, Lil Santa**. New York: Nantier, Beall, Minoustchine Publishing. [978-1561633616]



Wida Level: Developing

Interest Level: ages 8 and above

Availability: Hardcover and paperback

Summary: Presented in a comic book format, this story is about Lil Santa who lives in "Stanta Village" with nature critters. After he saves a Mummy and his Naztie (whale like animal that the Mummy rides) from drowning on the freezing lake, Naztie" sets Santa's workshop on fire by

accident. His new friends take Santa to where they live and is introduced to his new friends who are numerous Halloween- related creatures. When Santa realizes that all the trees in the Village are getting cut by loggers, Santa asks for help from his new friends. The Mummy, Naztie, the Abominable Snowman and many other Halloween creatures come and help stop the loggers from destroying the Christmas forest.

When it comes to “readability”, the reader needs to pay close attention to each comic box and read from left to right in order to understand the storyline.

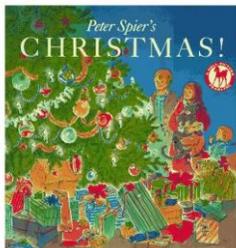
Use with ELLs: The book is somewhat odd with a cute and yet bizarre story line. Lil Santa is not represented with a traditional storyline. He is portrayed as a little mischievous person and as a hero. The characters in this story are based on Christmas and Halloween characters, both American- created holiday characters. This book wouldn't be used with beginner ELLs but with Developing ELLs. This story could be used either during Halloween or Christmas time as well as in Geography/ Social Studies theme related to the Environment (deforestation)

Resource websites when using this book:

- www.comicbookresources.com/?page=article&id=14572 - learn about the writer and about the book.

CHRISTMAS

3.Spier, Peter. (1983). **Peter Spier's Christmas**. New York: Random House Value Publishing. [978-0517628683]



Wida Level: Emerging thru Bridging

Interest level: ages 4 to 14

Availability: Hardcover and Paperback

Summary: This story tells how a traditional family spends a traditional American holiday: Christmas. The illustrations (3 or more per page) are rich and detailed, describing how three children and their parents along with the town prepare themselves for Christmas.

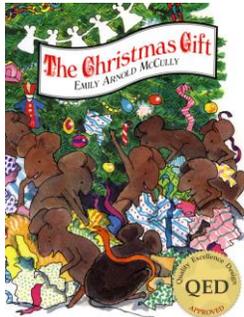
The author shows town decorations, mall shopping, and children surrounding Santa. Then the author focuses on the family and how they prepare for Christmas: sending and receiving Christmas cards, buying and decorating a real tree, putting up a nativity scene, going grocery shopping, donating gifts, going to church service, and singing and caroling. When it's Christmas morning, the children open the gifts and grandparents come for Christmas dinner, leaving a house a big mess. The book ends with scenes of the family cleaning up and getting ready for the following week

Use with ELLs: This book could be used with beginner to advanced ELL students. With beginner students, we could learn how Christmas (may be a new holiday to some, it may not) is celebrated in the US. We could learn to name items/ activities/events related to this special holiday. Students could even create their own Christmas book where they could draw item/activities that show how they celebrate Christmas in their culture (if students do celebrate Christmas). With intermediate to advanced students, we could make several comparisons: compare how people celebrate Christmas in the 1980s to today's Christmas; compare how different cultures celebrate the same holiday.

Resource websites when using this book:

- <http://expateducator.com/2012/12/03/teaching-before-christmas-lesson-plans/> this is a lesson plan on Christmas that spans throughout several core subjects such as reading, writing, social studies, and math.
- [http://www.gwinnett.k12.ga.us/LanguageartsES.nsf/93AFB924B79C64B685257A0D005510FB/\\$file/kindergarten_reading_unit2_stationsandworkshop.pdf](http://www.gwinnett.k12.ga.us/LanguageartsES.nsf/93AFB924B79C64B685257A0D005510FB/$file/kindergarten_reading_unit2_stationsandworkshop.pdf) - this lesson plan allows students to work on literature circles and using wordless picture books.

4. McCully, E. A. (1988). **The Christmas Gift**. New York: Harper and Row Publishers. [0-06-024212-4]



WIDA Level: Emerging and Developing

Interest Level: ages 4 thru 8

Availability: Hardcover

Summary: This story is about a mouse family getting ready for Christmas day- making cookies, trimming the tree, and singing Christmas carols before the little mice go to bed. When Christmas morning comes, the little mice open their presents excitedly. One little mouse gets a mechanical airplane. This airplane is so special that he takes it to his grandparents' house when the family goes visiting.

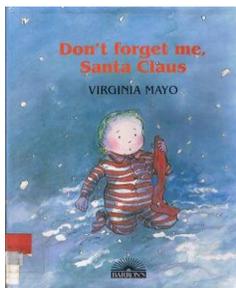
At the grandparents' house the little mice play with the airplane until an accident happens and the airplane is broken. The grandfather comes to the rescue by bringing back his train and railroad play set from the attic. The little mice are so happy again. The train set is such a hit with the little mice that they want to bring it back to their home and play with it some more.

Use with ELLs: This book can be used with younger ELL students during the holiday season- if the students' cultures celebrate Christmas. Students can learn about the traditions of Christmas in an American culture. Students can compare their Christmas traditions with the traditions of an American Christmas and demonstrate these similarities and differences in a T- chart or a Venn Diagram (with teacher's help)

Resource website when using this book:

- <http://www.emilyarnoldmccully.com/books.html> - website about the author.

5. Mayo, V. (1993) **Don't forget me, Santa Claus**. New York: Barron's Educational Series. [978-0812063912]



Wida Level: Emerging thru Bridging

Interest level: ages 3 to 5

Availability: Hardcover

Summary: This book is about an infant who, on Christmas night ends up chasing Santa because Santa had overlooked his stocking. He climbs out of the crib, goes up the chimney, and grabs onto Santa's sleigh. When Santa returns to the North Pole, Santa Claus and his helpers realize that the toddler is there as well. After realizing he did not leave him any gifts

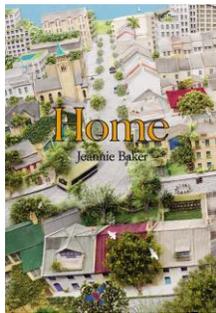
in his stocking, Santa takes the toddler on an elf factory tour where all toys are made. Then Santa stuffs his stocking up and takes the toddler home. The next day, the child joyfully awakens wearing Santa's red hat.

Use with ELLs: For ELLs who celebrate Christmas, the idea of receiving gifts on this special holiday is a common one. For some ELLs the idea of Santa Claus and the elves may be familiar. For the ELLs who are not familiar with Christmas in America, this would be a good book to introduce the idea of Santa Claus and gift giving. Students can learn about how, the day before Christmas day, children expect Santa Claus to ride a sleigh with his reindeers and come down a chimney with gifts to the children. Students can infer what would happen if (considering Santa is real) Santa had forgotten to leave gifts to an infant and, later on, how the North Pole and the toy factory looks like. Students could also predict what would happen to the infant in the story (if he gets a gift from Santa Claus and if he gets home before Christmas morning). Lastly, Students can develop their Christmas vocabulary (ex: sleight, reindeer, elves)

Resource websites when using this book: None available.

CELEBRATIONS IN THE COMMUNITY

6. Baker,J. (2004) **Home**. New York: Greenwillow Books. [978-0066239354]



Wida Level: Emerging thru Bridging

Interest Level: ages 6 and up

Availability: Hardcover and paperback

Summary: With rich and detailed pictures, this book explains how a neighborhood and the people who inhabit it change over time. This book also depicts how a community can change how the neighborhood looks like. Specifically, the story of this book follows baby Tracy and her family who move to a run down neighborhood. As she grows, the neighborhood changes. Her family and her get together with other neighbors and clean

up the neighborhood. They plant local plants on a lot and clean the graffiti on the walls.

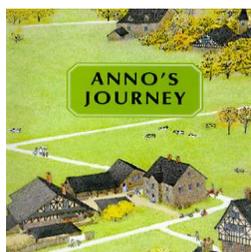
Everyone contributes to the clean up of the neighborhood. As time passes by, Tracy falls in love, goes to college, gets married, and settles in the same neighborhood as her parents. By the end of the story, the neighborhood is transformed and beautiful.

Use with ELLs: In addition to demonstrating celebrations that a community celebrates, this book could be used to study how a community can contribute to the betterment of the neighborhood they inhabit. This book doesn't focus on a specific ethnicity. The neighborhood is pictured as a suburban- almost urban neighborhood. For some ELL students, this may not look like a neighborhood they grew up in so it may be hard for them to relate to the pictures.

Resource websites when using this book:

- <http://www.socstrpr.org/files/Vol%203/Issue%202%20%20Summer,%202008/Natable%20Books/3.2.13.pdf> - students will explore the idea of what "home" means and how many changes a neighborhood can go thru. Students will get to relate to these ideas.
- <http://www.lessonplanet.com/teachers/lesson-plan-home-by-jeannie-baker> - This is another lesson plan where students explore the life and experiences the main character and compare it to their lives and experiences.
- <http://www.jeanniebaker.com/> - website about the author

7. Anno, M. (1977) **Anno's Journey**. Tokyo: Fukuinkan Shoten Publishers. [0-698-11433-7]



WIDA Level: Developing thru Bridging

Interest Level: ages 12 and up

Availability: Hardcover

Summary: This story is about a man arrives in a new land (England, assumedly), he gets a horse and he begins his journey. He travels through various towns and villages and sees all kinds of things such as people at work and at play. Also, he sees people engaged in life experiences: a family moving to another town transporting their

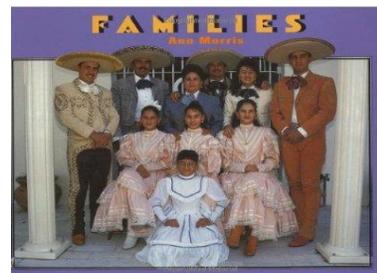
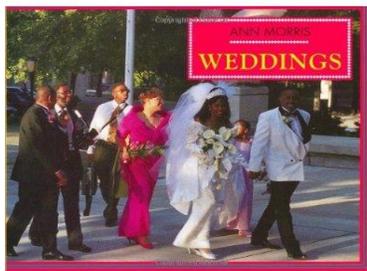
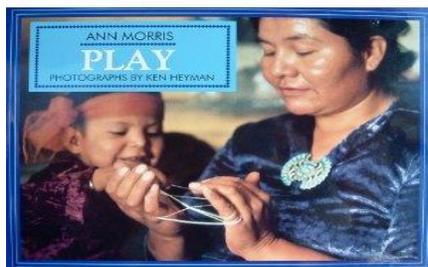
belongings on a oxen; a pair of men about to duel; a romantic couple declaring their love for one another. The man witnesses a wedding, he watches a race, he goes through a town that is hosting a fair, and his walks through a market. As we look at the double page spread art, we see scenes from famous paintings and literature. There is the Pied Piper of Hamelin, and over there the wolf is watching Little Red Riding Hood. Throughout the book the author fills the pages with meticulous details and clever little visual tricks, which one has to look very carefully to find.

Use with ELLs: This book can be used to discuss events/ festivities a community celebrates. However, these celebrations (such as weddings, harvesting) are not culturally diverse. They depict the European lifestyle that some students may not be familiar with. Students can create a list of events they celebrate in their culture. These events could be religious and non religious and students should explain the relevance of these events. Then students can compare/ contrast these community events with the ones they celebrate in their culture. In addition, this book can be used to discuss few other topics such as the reasoning why the author chose to include certain elements; author's point of view; and how villages and towns change over time.

Resource websites when using this book:

- http://www.educationworld.com/a_tsl/archives/04-1/lesson003.shtml - Students get to read this book, amongst other wordless picture books, and share out with other students what they story was all about. Then students get to create a list of vocabulary words that could go along with this book.
- <http://www.carolhurst.com/authors/manno.html> - website about the author.

9. Morris, A. (1998). **Play. Weddings. Families**. New York: Lothrop, Lee & Sheppard Books.



WIDA Level: Beginning and Emerging

Interest Level: ages 4 to 8

Availability: Hardcover

Summary: These 3 books are non-fiction books. They are almost wordless, with basic and simple sentences. They focus on games and fun, wedding celebrations, and how certain families interact throughout various cultures around the world. The photography is great and realistic. For example, the book Play looks at games played during a birthday celebration such as the piñata. The book Weddings looks at wedding celebrations throughout various cultures and the book Families looks at how families of different cultural background gather for celebrations.

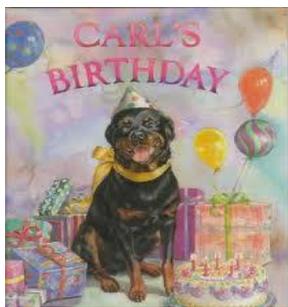
Use with ELLs: These books are more culturally diverse than any other wordless or almost wordless book I have come across. However, the pictures are outdated which makes me wonder if the ELL students could relate to the pictures. All of these books could be used to learn and discuss how people across cultures have celebrations in family circles, how children and adults play several games at certain occasions, and how weddings are celebrated. Students could explore pictures and label what they see; students could explore the pictures and make connections (past to present/ American vs. native) to what they see. Since the sentences in these books are very simple, students could work on turning them into complex sentences based on what the pictures convey.

Resource websites when using this book:

- <http://www.slideshare.net/daohoanu/lesson-plan-october-7-2009> - this is a lesson plan that focuses on defining family, family members, and how family structures change
- <http://www.annmorrisbooks.com/bio.htm> - website about the author.

BIRTHDAYS

10. Day, A. (1995). **Carl's Birthday**. New York: Farrar, Straus and Giroux. [978-0374311445]



WIDA Level: Emerging and Developing

Interest Level: 3-6 years old

Availability: hardcover and paperback

Summary: In this almost wordless book, the family celebrates Carl's birthday. Carl is the family's babysitter who behaves very much like a person and is great with baby Madeline. Madeline's mother sends Carl and Madeline for a nap at the neighbor's house while she gets things ready for Carl's surprise birthday party. During naptime, Carl and Madeline sneak into the house and explore the house, full of decorations, gifts, and food. They sample the punch and food and check out the birthday gifts. Then they return to the neighbor's house, right before mother goes to get them both for the party. At the party everyone shouts "Surprise": and they have a wonderful time. The pictures and the watercolors are well done, depicting birthday and party elements as everyone celebrates Carl's birthday.

Use with ELLs: Students can learn about elements of a birthday party and explore how birthdays are celebrated in American culture. Students can describe how birthdays are celebrated in their native homes and discuss how they would want to have their birthday parties (Would it be traditional according to their culture or a mix of traditional and American cultures?)

Resource Websites when using this book:

- <http://teachers.net/lessons/posts/4575.html> - this lesson plan that focus on this book as well as other Carl's books. Students focus on Plot, Characters, and Settings.
- <http://us.macmillan.com/author/alexandraday> - website about the writer.

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M.Ed. In TESL Program,



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