



# Using Picture Books in the Classroom



<https://kortlink.dk/2mkmc>  
Link til præsentation

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# Hjemmeside sprog - <https://cfu.phabsalon.dk/fag/sprog>

Engelsk

Fransk

Tysk

Sprog med LEGO

Skal du føre til prøve i 9.-10. klasse  
engelsk, fransk eller tysk?

Kurser og konferencer



**Billedbøger du kan låne på CFU:**

1.-3.kl: <http://mitCFU.dk/lnty7ui>

3.-7.kl. <http://mitCFU.dk/lnkynyj>

7.-9.kl. <http://mitCFU.dk/lnkynyj>



# The aim of today's session

Picture books are closely connected to 'Faghæftet for engelsk'

Picture books can be used with all age groups

Picture books enhance cultural diversity

Picture books are a resource for writing

Picture books can initiate a wide variety of learning activities

Picture books can contribute to developing reading pleasure

Picture books are a tool for generating communication

Picture books are a goldmine for teaching and learning English!



In pairs, 2x2 minutes:

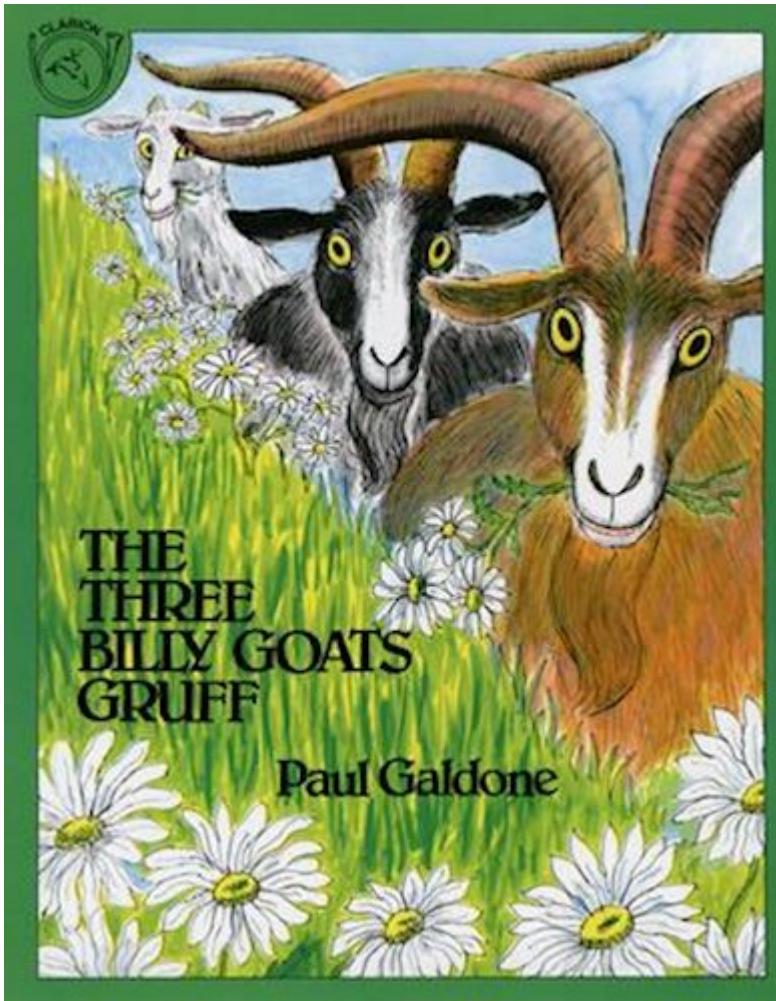
*Share memories you  
have about picture  
books.*



# Qualities of picture books

## Picture books:

- Give access to authentic language
- Tell stories of a manageable length
- Generate *talk*
- Offer learners a choice in their meaning-making
- Allow the readers to take part in a co-construction of the story
- Encourage individual interpretation and creative thinking
- Very often show the diverse world



# THE THREE BILLY GOATS GRUFF

Paul Galdone

Share experience, listen, concentrate  
New language in (well-known) context  
Foundation for speaking  
Repeated language  
Transparent language  
Great fun!



## Qualities of picture books

- Authentic English children's and young adult literature, not written for pedagogic purposes or for language learning ESL
- The books offer a **combination of two levels of communication:** visual and verbal

**Iconotext:** the interaction between text and image)

# What is reading?

- **Reading is a continuous process:**
- pictures -> words -> chunks -> sentences -> gradually longer and more complex texts



'Reading involves the reader, the text and the interaction between the reader and the text'  
(Rummelhart, 1977)

Meaningful texts (fx picture books) and good teaching evolves the joy of reading (læselyst).  
**Out of 65 countries Danish school kids score extremely low in 'læselyst'**  
(*Progress in International Reading Literacy Study*) 2021

## The verbal level

“There was a girl with golden hair  
who used her mobile phone to share  
her photos and her videos;  
no harm in that,  
you might suppose”

What is it about?

Talk to your neighbour



The main function of the **image** is to describe - the main function of the **verbal text** is to narrate

# The image/picture



The Image speaks to us without words (**a visual text**)

We respond to the image/picture with our emotions and thoughts

We create the story of the image/picture: The words are formed in us

What is it about?

Talk to your neighbour

The main function of the **image is to describe** - the main function of the **verbal text is to narrate**



Buck through the mud! Squelch! squelch! Squelch! squelch!



Buck through the river! Splash! splash! Splash! splash! Splash! splash!



Buck through the grass! Bunchy bunchy bunchy bunchy bunchy bunchy!



# Tag bussen - Billedbogsbussen!

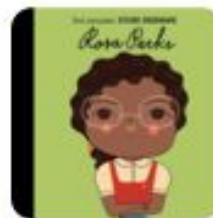




**Red in the City**



**The President  
of the Jungle**



**Rosa Parks**

## **Get Ready!**

Look at the book cover - what does it make the class think of?

Hand out A3 prints of the book and post-its to the groups. The children write vocabulary and small texts on post-its.

Compare some text/chunks in the book with the original text Little Red Riding Hood.

Make a prediction of the book

Get ready for an election in the jungle:  
Explain the words - make a small poster for each word and put it on the wall:

Ballot box, campaign, candidate, debate, democracy, demonstration, election, government, president, rally, VP (vice president), vote, voter.

This book about Rosa Parks is a biography. Start by everyone making their own bio poem about themselves. Put all poems on a wall.  
(If you don't know 'bio poem' google it ☺)

## **Read and enjoy!**

Cut out each sentence of the book, hand one sentence to each child. The kids cue up in the right order of the story, by showing slips of paper - read the story - every child reads his sentence. Did they get it right?

Read the book.

Notice the details while you read the book and compare to the original Little Red Riding Hood.

While you read: Collect words you want to remember.

Read the book showing pictures on the projector.

How many/ which animals appear in the book?  
Collect arguments for the election. Who is the favorite?

Read the book in small groups.

Show the book. The class makes predictions.  
Read the book aloud. Collect words and chunks.  
Talk about the contents in the pictures and in the text.

## **Speak up!**

Imagine the child is a wolf in the city.  
'Prepare a very short speech to tell why you (the wolf) frighten people or what you are afraid of. Mingle in groups and speak to 3-4 persons.'

The children choose to be an animal.  
They present themselves: name, age, family, hobby, favorite food, job, suggested changes in the jungle.

Hand out copies of pages from the book (without text). The class mingles, everybody telling what their picture shows and line up in the correct order.

## **Playful grammar**

Working with chunks, e.g:  
'The edge of the city'  
'Stay on the path'  
'All the better to dazzle you with'  
'All the better to worry you with'  
'All the better to sicken you with etc. (what do they mean)  
Prepare questions where one of the chunks could be the answer.

Lion, Monkey, Snake and Sloth have campaign posters and texts. Lion and snake is written in past tense, Monkey and Sloth in present tense. What is the difference? Could they swap? Rewrite some of the passages from past to present tense etc. What happens?

The class prepares 50-100 word cards. On each card is written a verb in present tense or past tense. Scatter them outside (in the corridor). Person 1 in a group runs outside, picks one card, runs back, and the group place it on past or present tense. Now person 2 runs, then 3 etc. Have they got it right?

## **Writing**

Download the app 'TextingStory'. Write an SMS thread between Granny and Red about getting home safe. Use some of the chunks above.

Use a campaign poster and text as a model text. In pairs create (write and draw) your own. Choose past tense or present tense. Define a 'Campaign wall', where you put them up. Make selfies and print.

Make a bio poem about Rosa Parks, in the same way as in the task 'Get Ready'

## **Final tasks**

Record 'City News' where you report Red missing. Include a 'Missing Poster'/Photo use chunks.

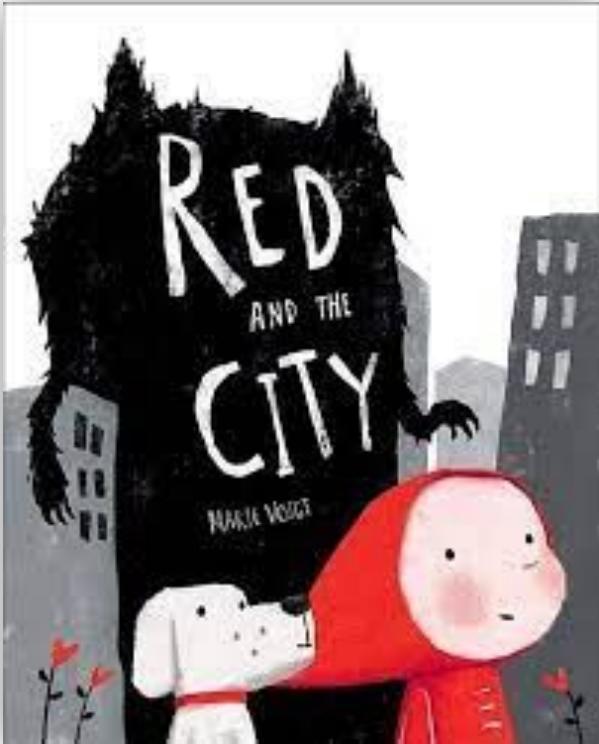
Prepare oral debates in groups:  
Use the poster from before to prepare a 3-minute speech.  
Prepare 3 questions for opponents. Have a debate.  
Make a ballot box and vote.

Record the bio poem about Rosa Parks and add pictures and music.  
Make a bio poem of another person that the child chooses.

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# Mellemtrin - Red and the City



## Get Ready - Forforståelse:

- Print book cover A3, write vocab and chunks on post-its
- Read the book, compare to the original text

What do you think this book is about?

<https://absalon.mitcfu.dk/CFUFH1499872579>

# Read and enjoy!



Once there was a girl named Red, who lived with her mum and her dog, Woody, on the edge of the city.

'Red', said her mum one day. 'Go visit Grandma and give her this cake.'

Take Woody with you and remember – follow the hearts of flowers...

Take care when crossing the roads...stay on the path ... and don't talk to anyone.'

After a while, Red started feeling hungry.

'I will only have a little bit of cake,' Red said.

But the cake was very tasty.

And before Red knew it, she'd eaten it all.

'Oh no, I've eaten my present for grandma, said Red. 'What shall I do now?'

'I know! I'll buy her some heart flowers. They're not far from the path.'

'I'll be back in a minute.' But Red quickly forgot about the flowers.

Ahhh... ohhhh....mmmm. Before – long – Red – was lost

'Oh, city what shiny toys you have!'

'All the better to dazzle you with'

'Oh, city what shocking news you have!'

'All the better to worry you with!'

'Oh, city what tempting food you have!'

'All the better to sicken you with!'

And then Red was swallowed up.

'Wake up! Wake up!' Barked Woody.

And when Red opened her eyes, she remembered all that truly mattered to her.

Her heart shone brightly and she was able to find her path.

And Red walked straight home to Grandma's without straying from the path once.

# Speak up!

Prepare a short speech  
about what **you** are afraid  
of, Mr. Wolf



# Playful grammar

Fill out the form.

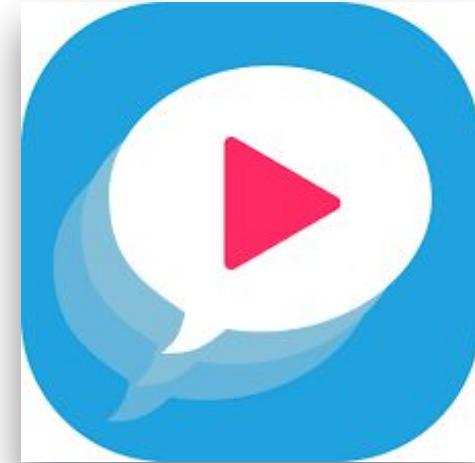
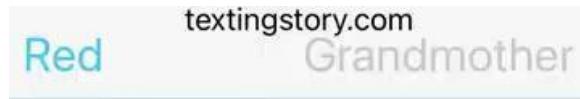
Prepare questions where one of the chunks could be the answer.

Mingle and ask your questions? Your classmates answer them with one of the chunks to the right.

Chunk (ordforbindelse)	Meaning	What you say in the original Little Red Ridinghood?
The edge of the city		
Stay on the path		
All the better to dazzle you with		
All the better to worry you with		
All the better to sicken you with		
All that truly mattered		

# Writing

## Free app TextingStory



Vejledning:  
<http://kortlink.dk/2ggea>

## Final task

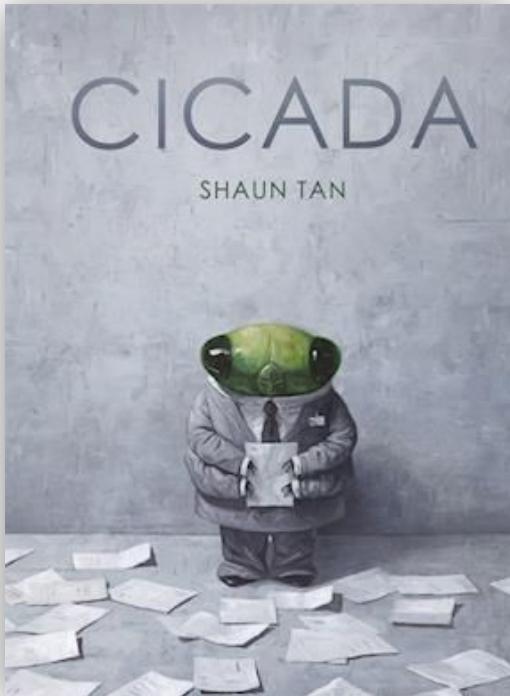
**Red is reported missing choose one of the following tasks:**

- Record ‘City News’
- Make a video where you report Red missing
- Make a ‘Missing poster’
- Red was kidnapped, write the kidnapper’s letter or sms to Gran



# Udskoling - Cicada

Padlet



A screenshot of a Padlet board titled 'Cicada' by Ulla Krogsgaard. The board features a collage of images and links related to the book. At the top, there's a link to a 'lapbook (foldebog)' and a 'Book Creator' page. Below that is a 'Foldebog' link to dropbox.com. The central part of the board is a collage of images including a cicada on a leaf, a person in a green suit, and a person holding a book. There are also links to YouTube videos and a Pinterest board. On the right side, there are more links to 'Cicada som lydbog' and 'Cicada' from The Guardian, along with an image of a cicada exoskeleton.

<https://kortlink.dk/2mh23>

<https://absalon.mitcfu.dk/CFUFH1499872588>

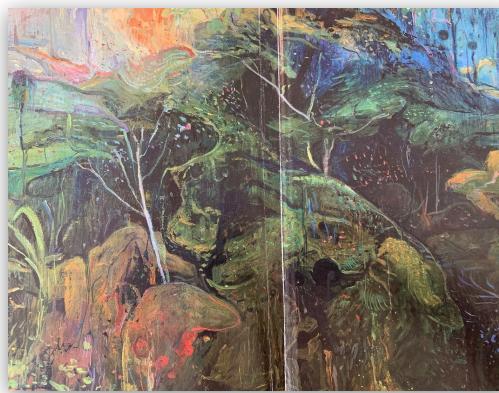
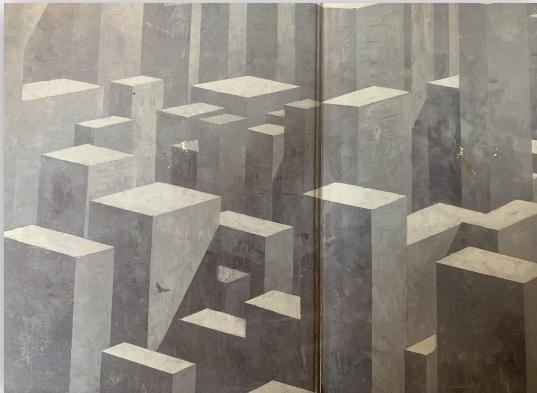
**AB  
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CENTER FOR  
UNDERVYKNINGSMIDLER  
AB SALON

# Get Ready! Prior knowledge

Make A3 prints of the very first and last page of the book.

- In pairs/groups write vocabulary and chunk on post-its and stick them on the prints. Sort the post its into categories of your choice.
- What do the pages make you think of? What is the difference of the two pages?
- Discuss what you know about cicadas



# Enjoy Reading!

- Listen to the book (padlet: [kortlink.dk/2mh23](https://kortlink.dk/2mh23) )
- Read in pairs/group
- Discuss: What does **Tok,tok, tok** mean on the different pages

Seventeen year. No promotion.  
Human resources say cicada not  
human.  
Need no resources.  
Tok tok tok!

No cicada allowed in office  
bathroom. Twelve blocks.  
Each time company dock pay.  
Tok tok tok!

Human never finish work.  
Cicada always stay late.  
Finish work.  
Nobody thank cicada.  
Tok tok tok!

# Speak up!



Find information about the cicada in the padlet.

Write 5 questions, mingle in groups to find answers.

Record a small presentation about the 17-year cicada.

# Grammar you will need

Rewrite the text of the picture book  
using correct English (*look especially at  
the verbs 3rd person* )

What do you think the correct English  
does to the book?

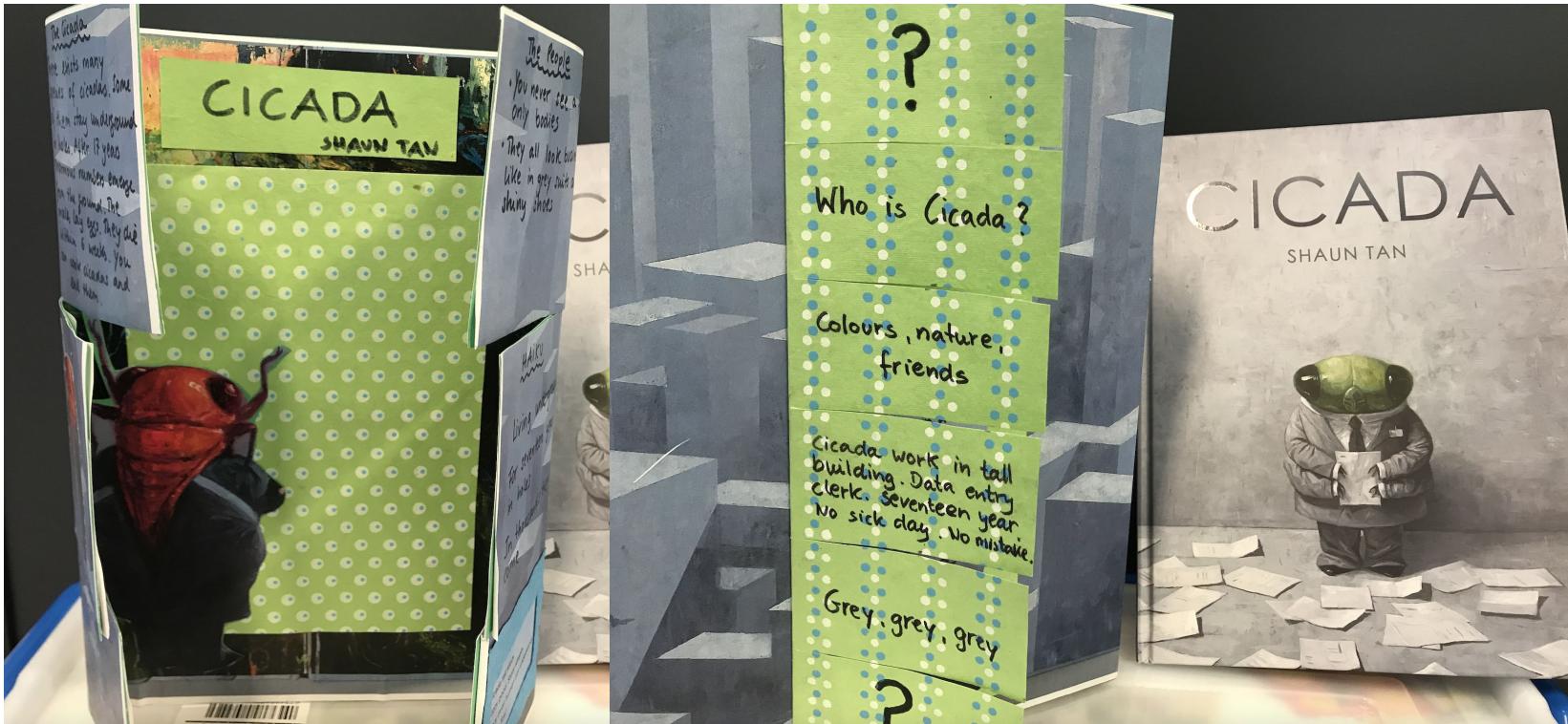


*Human co-worker no like  
cicada..  
Say things. Do things.  
Thinks cicada stupid.  
Tok tok tok!*

## Writing with a purpose

- Give examples of what the different meanings of **Tok tok tok!** might be.
- Write questions to Cicada or to the human company you would like to know the answer of

# Final task - lapbook



# Take the bus



Name of picture book

Get ready (pre-reading activities)

Read and enjoy:

Speak up (oral communication)

Playful grammar:

Writing:

Final task:

Working with intercultural competences can be done in all categories, i.e., empathy, cultural diversity, being different, similarities etc.

Ulta Krogsgaard CFU Absalon [ukr@ha.dk](mailto:ukr@ha.dk)

**Choose a picture book  
for a specific age group.**

**Use the bus and  
discuss and fill in  
activities you would  
make.**

# Følg os på SoMe – søger efter CFU Absalon



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## Kontakt:

pæd. konsulent for fremmedsprog  
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