Advantages to using a wordless picture book include

- Leveling the playing field for all readers. Wordless books have no language barrier and can be used in grades K–12.
- Allowing for meaningful conversations about various interpretations.
- Developing comprehension skills, encouraging rich vocabulary usage, and enhancing storytelling talents.

Wordless Picture Book Activities

**Cause and Effect**

In storytelling, actions create consequences. Explain cause and effect to students with simple examples, such as “Cause: I did not eat any lunch. Effect: I am hungry.” As you go through a wordless picture book, identify some of the characters’ actions and the effects of their actions. In *Journey*, the adventurous girl came to the aid of the captured bird. Ask students: What was the effect of the brave girl’s actions?

**Narrative Writing**

Instruct students to write their own stories based on the illustrations. This may be done on chart paper as a teacher-directed class activity. Students may also write their narratives in small groups or independently. Note: Even though they are using the same visual images, students may develop very different interpretations. Encourage students to share their unique work with the class.

**Sequencing**

After the students have studied the illustrations in a wordless book and discussed its content, ask them to summarize the story. Explain that all stories have a beginning, middle, and end. Ask the students to sequence the story in three sentences. The first sentence should open with, “At the beginning of the story...” The second sentence should begin with, “In the middle of the story...” The third sentence should start with, “At the end of the story...”

**Story Chart**

After reading a wordless picture book with students, review the content by completing a story chart. Who are the characters? What is the setting? What is the main problem of the story? What events occur because of this problem? What is the solution to the problem?
A WORDLESS BOOK STORY CHART

Title:________________________
Author/Illustrator:___________
Setting:
  Where:_____________________
  When:______________________
Characters (with short description):
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

BEGINNING (Story problem)

EVENT #1

EVENT #2

EVENT #3

END (Story solution)
Lesson I: Colorful Library Lessons

Introduction: In Harold and the Purple Crayon by Crockett Johnson, Harold is a problem solver. Using simple lines to create the images needed, he discovers ways to have fun, find friends, and stay safe.

Grade Level: K–3

Time Allocation: 15–20 minutes

Objectives:
- The student will answer questions to demonstrate an understanding of the plot, characters, and setting of a fictional text.
- The student will identify two-dimensional shapes by their sides and angles.

Materials:
- Harold and the Purple Crayon by Crockett Johnson
- Visual: Colorful Library Lessons Decoding Grid
- Activity Sheet: Colorful Library Lessons Decoding Grid
- Writing tools

Procedure:
1. Introduce the lesson by showing the students the cover of Harold and the Purple Crayon. Tell them that the title and cover reveal a lot about the story. They tell who the main character is and what the story is about. Ask the students who they think the main character is. Ask them what they think the story might be about.

2. Read the book to the students. This takes about four minutes. A good video clip of a teacher reading the book can be found on YouTube (http://tinyurl.com/kshb9lx).

3. After finishing the story, ask the students what they liked about Harold and his adventures.

4. Tell the students that this book was written over fifty years ago. Ask them if the plot, characters, and setting seem “old fashioned” or “modern.” Ask the students to give examples to support their opinion.

5. Display the Colorful Library Lessons Decoding Grid visual. Explain that this is an activity that Harold would have liked because it involves colors and problem solving.

6. Explain the grid to the students, pointing out that each letter is framed by a unique set of lines and angles. Complete the visual as a class activity.

7. Distribute the activity sheets and writing tools. Note: It’s fun to use crayons in this activity.

8. Read the directions to the students and have them complete the activity. Check for understanding.

9. Conclude the lesson by asking the students which of the decoded colors is their favorite one.

Lesson Extension: Encourage students to use the grid on the activity sheet to create new word codes of their own. They may exchange papers with other students and then decode each other’s words. Suggested new words: now, row, owl, down, one, done, doe, loon, end, only, and wrong.
Harold may have used his purple crayon to draw the lines on this grid. Each letter in this grid is framed by a unique set of lines. Use this grid to decode the three colors below.

Example: R | E | D

1. JORL
2. JULLC
3. JUJUL
Lesson I: Colorful Library Lessons: Decoding Grid

Harold may have used his purple crayon to draw the lines on this grid. Each letter in this grid is framed by a unique set of lines. Use this grid to decode the three colors below.

Example: RED

1. BLUE
2. GREEN
3. PURPLE
Lesson I: Colorful Library Lessons: Decoding Grid

Harold may have used his purple crayon to draw the lines on this grid. Each letter in this grid is framed by a unique set of lines. Use this grid to decode the words below.

Example: GOOD

1. ROCOCO
2. LCCO
3. LWWWO
4. LNL
5. LUR
**LESSON I:**
**COLORFUL LIBRARY LESSONS: DECODING GRID**

Harold may have used his purple crayon to draw the lines on this grid. Each letter in this grid is framed by a unique set of lines. Use this grid to decode the words below.

Example: GOOD

<table>
<thead>
<tr>
<th>D</th>
<th>E</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>O</td>
<td>N</td>
</tr>
<tr>
<td>R</td>
<td>W</td>
<td>Y</td>
</tr>
</tbody>
</table>

1. YELLOW
2. GOLD
3. GREEN
4. RED
5. GREY
LESSON II: 
EXTENSION ACTIVITIES

Poetry: Invite the students to write a haiku that expresses the uniqueness of a specific color. A haiku is a Japanese nature poem composed of three unrhymed lines of five, seven, and five syllables.

Example:
Warm wholesome orange
Splashed on trees and pumpkins
Announcing autumn

Reading: Students who enjoy color and creativity may find these imaginative books entertaining.


Creative Problem Solving: In The Day the Crayons Quit by Drew Daywalt, the different-colored crayons are very outspoken about their feelings. Each one thinks it is the most important color in the crayon box. Are some colors more important than others? Divide the students into small groups and give each eight crayons. Ask them to rank the crayons from most important to least important. Invite them to defend their choices. Other rankings could include from the prettiest to the ugliest, from the most useful to the least useful, and from the oldest to the newest.

Compare/Contrast: Journey by Aaron Becker is a book without words, yet it is full of symbolism and social commentary. Becker’s detailed artwork can be compared to the meticulous illustrations in David Macaulay’s books, such as Castle (HMH Books for Young Readers, 1977).
The action in Becker’s tale is driven by a child with an imagination and a crayon, similar to Crockett Johnson’s Harold and the Purple Crayon (HarperCollins, 1955). And the main character’s frustration with her technology-obsessed family can be compared to that of the young boy in John Rocco’s Blackout (Disney-Hyperion, 2011).
Select one of these titles to pair with Journey. After the students become familiar with both books, have them create a class list to record the ways the books are alike and the ways they different.
Lesson III: Creating Colorful Words

Story Synopsis: In *The Day the Crayons Quit*, written by Drew Daywalt and illustrated by Oliver Jeffers, Duncan’s crayon box contains some colorful characters. Many of the colors feel that Duncan is being unfair with their usage. Through a series of notes and letters, the different crayons share their views on either being taken advantage of or being ignored. (To be fair, yellow and orange aren’t upset with Duncan—they just don’t like each other.) These outspoken crayons are officially on strike, and it’s up to Duncan to make things right.

Introduction: Duncan’s crayons are articulate and expressive. They possess excellent vocabularies and have no trouble communicating their views in the written form. Encourage your students to emulate these “prominent pigment producers” as they create and use some unique vocabulary of their own.

Grade Level: 3–6

Time Allocation: 25–35 minutes

Objectives:
- The student will identify root words, prefixes, and suffixes.
- The student will use the guide words in a dictionary to find a word and its definition.
- The student will use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Materials:
- *The Day the Crayons Quit* by Drew Daywalt (for display and reference)
- Visual: Colorful Word Creation
- Activity sheet: Colorful Word Creation
- Writing tools
- Selection devices, such as dice or spinners
- Dictionaries

Procedure:
1. Introduce the lesson by showing the students the cover of *The Day the Crayons Quit* by Drew Daywalt. Explain that in this book the crayons belong to a student named Duncan and they all have complaints. They share these concerns by writing notes to Duncan.
2. Read the notes from the red crayon on the first page and those from the blue crayon about halfway in. Ask the students what is similar about these crayons’ complaints. Ask them if these crayons could say that they were being “overcolorized”? Explain that overcolorize is not a real word. However, if it were, the prefix over, meaning “too much,” and the suffix ize, meaning “to make or become,” would make this new word mean “to make too much of one color.”
3. Tell the students that in this lesson they will be creating colorful new words of their own.
4. Display the visual and review the contents with the students.
5. Define guide words as the words located on the top of the dictionary page that list the first and last entry on that page. Words that fall alphabetically between the two guide words will appear on that page. Use a dictionary to show an example of guide words to the students.
6. Distribute the activity sheets, writing tools, dictionaries, and selection devices. Students may work individually or in small groups.
7. Encourage students to share their new words with the class.
Lesson III: Colorful Word Creation

Using a selection device, select one word part from each column; circle your selections. Combine these parts to make a new word. Pretend this new word is now a colorful new term. Write a definition and use it in a sentence. Be prepared to share it with the class.

<table>
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<th>SUFFIX</th>
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<td>esque (in the style of)</td>
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<tr>
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<td>non (not)</td>
<td>chrom (color)</td>
<td>ish (resemble)</td>
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<tr>
<td>3</td>
<td>multi (many)</td>
<td>irid (rainbow)</td>
<td>iridization (make into)</td>
</tr>
<tr>
<td>4</td>
<td>neo (new)</td>
<td>rubra (red)</td>
<td>less (without)</td>
</tr>
<tr>
<td>5</td>
<td>prim (first)</td>
<td>verde (green)</td>
<td>typic (pattern)</td>
</tr>
<tr>
<td>6</td>
<td>veri (true)</td>
<td>xanth (yellow)</td>
<td>static (still)</td>
</tr>
</tbody>
</table>

**New Colorful Word:** primchromization

**Definition:** Making something into color for the first time.

**Sentence:** After primchromization, most television programs and movies were no longer filmed in black and white.

Pretend this new word was in the dictionary.

On what page would you find this entry? Page 359

What are the guide words on this page? preventive – principle

What is the name of the dictionary? Webster's New World Dictionary
LESSON III: COLORFUL WORD CREATION

**Directions:** Using a selection device, select one word part from each column; circle your selection. Combine these parts to make a new word. Pretend this new word is now a colorful new term. Write a definition and use it in a sentence. Be prepared to share it with the class.

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New Colorful Word: ____________________________
Definition: ____________________________
Sentence: ____________________________

Pretend this new word was in the dictionary.
On what page would you find this entry? __________________
What are the guide words on this page? __________________
What is the name of the dictionary? __________________