Lesson Summary:
This lesson focuses on helping children understand and use illustrations and pictures in informational text as sources of information. During the lesson, children share prior knowledge about a topic and indicate additional interest by asking questions to gain more information. Using an informational text on the topic, children preview the book by viewing pictures and discussing their ideas about meaning. Children then listen, interact with the text and discuss what they have learned. The lesson utilizes a strategy known as KWL (What I Know, What I Want to Know, What I Learned).

Estimated Duration: Short sessions extended over several days. Sessions depend on interest levels and time needed for children to discuss and illustrate their understanding of information from text.

Commentary:
“This lesson is a great one to use for involving students in their own learning as well as for guiding instruction—especially using the KWL chart.”

“The use of wordless picture books extends students and stretches their learning; it offers a high level of success to all; whereas, text in a storybook may invite a level of stress for non-readers at this age.”

“Supports inquiry because children must develop questions…supports critical thinking because students must think about what they see and hear to develop meaning.”

Pre-Assessment:
• In a small group, display a large photograph or picture about a topic of interest. Picture selected should be based on its appeal and high interest to children (e.g., picture from oversize informational text on road construction for children interested in construction or enlarged photograph of trees and plants following a recent class trip to nearby woods).
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- Ask the children to point to and talk about details in the picture or photograph, using prompts such as:
  - What do you see in the picture?
  - What does this picture tell us about _________?
  - How do you know that?
  - What is happening in this picture?

**Scoring Guidelines:**
Take anecdotal notes documenting children’s abilities to gain information from visual text.

**Post-Assessment:**
- Following interactive read aloud of informational text, revisit the KWL chart with a small group of children.
- Conduct discussion with children, prompting them to answer questions generated earlier (Answer the questions in the W column of the KWL chart.)
  - Tell what you know now about _________.
  - Did we learn new information about ______________ from this book? What questions on the chart can we answer?
  - Note children’s names next to their responses.

**Scoring Guidelines:**
Use notes taken on the KWL chart to assess each child’s ability to identify topic of the text, to retell information from text and to gain information from pictures or illustrations.

**Instructional Procedures:**

**Part One**
1. Preselect an oversize informational text on a topic of high interest to children (e.g., woodland animals following an adventure walk through nearby park or wooded area). Book chosen should be rich with illustrations, but should contain minimal age-appropriate text.
2. Gather small group of children to a comfortable area around a table or on the floor.
3. Share with children that a book, its pictures (photos and illustrations) and words (text) found on the cover and inside; provide information about the topic.
4. Introduce the selected informational text with its cover masked by heavy paper.
5. Focus children’s attention on the masked cover. Ask children to predict what the book is about. Guide children to realize that they need more information from the cover to make predictions about what is inside the book.
6. Reveal the cover of the book, beginning the conversation with an open-ended prompt such as, “When you look at the picture on the cover, what do you think this book will be about?” Pause for children’s responses.
7. Record their predictions on chart paper, writing children’s names beside their individual responses.
8. Lead children in a “picture walk” of the first two or three pages of the book. Point to and focus children’s attention on each picture. Ask children to find details and discuss their findings. Use prompts such as the following to facilitate discussion about prior experiences and information gained from pictures:
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- What do you notice in this picture? Can you find and point to it?
- Can you describe what you see?
- Have you ever seen this before? Where did you see it?
- What does the picture tell us about __________? How do you know?

9. Support children’s attention to detail of illustrations in a conversational manner. (For instance, a child might find and say, “That’s a squirrel like the one we saw in the park.” Reply by saying, “How do you know that is a squirrel? Does the picture show you what a squirrel looks like? How is the squirrel in the picture like the one we saw? What do you notice about the color, its tail, where the squirrel is sitting?”)

10. Stop the picture walk to discuss what information children know or have learned from the text up to this point. Use the following chart to record children’s current knowledge about the topic of interest (e.g., woodland animals). Record children’s responses in the K column of the chart. Return to previously discussed text pictures or illustrations to support/confirm their responses. Display the chart in the learning setting for future reference and use during the lesson.

<table>
<thead>
<tr>
<th>Woodland Animals</th>
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<tbody>
<tr>
<td>(K) What We Know</td>
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11. Tell children that the book, its words and illustrations, will continue to give even more information about the topic. Ask children what other questions they have or what they want to learn from the book about the topic. Record responses in the W column of the chart.

**Instructional Tip:**
Accept and value all responses as important. Record those pertaining to topic on the chart, while recording others as ideas to investigate at another time—perhaps individually or in small groups. Record the questions to be investigated later on separate chart paper.

**Part Two**
12. Review the children’s responses in the W column of the KWL chart.
13. Re-introduce the oversize informational text to the children. Inform them that as they review and continue to read the text together, they must listen and look for answers to their questions within the book’s pictures and words.

**Instructional Tip:**
Some informational texts will have rich, detailed illustrations, but too much narration for young children. Review the text prior to sharing with children to pull out key information and paraphrase the narrative so children can gain meaning appropriate for their levels.
14. Conduct an interactive read aloud, holding the book so all children can view and talk about the text and large pictures. While reading the running text, revisit the pictures on the cover.
and the first pages that were discussed during the picture walk. Discuss with children how the information gained from the words matches the pictures. Use prompts such as the following:

- What did the words on this page tell us?
- Do the pictures also tell us this? How? Can you find this in the picture?

**Instructional Tip:**
To help children gain meaning from words in the text, periodically cover the picture with heavy paper during text reading. Use discussion prompts before revealing the picture. Continue to discuss information gained through words and pictures with the children.

15. Continue the interactive read aloud, providing opportunities for children to comment on information gained from the text and pictures. Invite the children to look carefully at each page illustration. Discuss how the pictures often extend the information provided in the words. Pause at appropriate places to call attention to and discuss new information learned about the topic. Use prompts like the following:

- The words on the page told about ____________. How do the pictures tell us more? Can you find this in the picture?
- What is something new that you learned? Does this page—its pictures or words—help answer any of our questions on the chart?

16. Following the reading of text, return children’s attention to the KWL chart. Focus attention on the questions posed about the topic and restate each question. Ask children to offer answers to questions that pictures and/or words in the shared text provided. Facilitate a discussion, checking the text (words and pictures) to confirm children’s responses. Use prompts like the following:

- Let’s read this question. Did our book help us to answer this question? Do you remember what the words said or what the pictures showed? (Note: If the original question was not addressed in the text or pictures, let children know that other resources will be needed to answer the questions.)
- Let’s check our answer by finding it in our book. Can we find the page?

17. Record children’s responses to questions and information they learned in the L column of the chart. Review new information learned with children.

18. As a culminating activity, ask children to create illustrations (drawings, paintings, magazine pictures) about information gained from the text about the topic. Add illustrations to the L column of chart. Ask children to compare the list of prior knowledge (K responses) and learned information (L responses) in the chart. Celebrate the increase of new informational knowledge with children.

**Differentiated Instructional Support:**
Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Use wordless picture books to encourage children to verbalize information learned from the pictures, rather than text.
- Feature informational texts on cassettes or CDs in the reading center or CD-ROMs in the technology center; ask children to illustrate a fact that they learned from the reading.
For children with cognitive challenges and hearing impairments, support discussions with many concrete objects and visuals.

For children with significant communication delays, use a symbol board and appropriate communication devices to support and provide language for group discussions and comments during lesson.

Modify fine-motor and art materials with elongated, enlarged, modified grips, knobs, handles and scissors. Provide hand-over-hand assistance, when appropriate.

**Extensions:**

- Children make their own picture books on the chosen topic, using either magazine clippings or family pictures brought from home.
- Create a class picture book with dictated stories and illustrations about the topic of study. Display the book in setting so children can revisit and read with peers and adults.
- Provide additional informational texts, charts, posters and/or models on the topic of interest in book center. Invite individual children or groups of children to explore the topic further, based on continuing interest.
- Consider following up on questions from KWL chart not answered in this experience (e.g., conduct further research using other resources).
- Take a field trip with the class to learn more about the chosen topic. Plan with children what to take, what questions they have and what information they can predict they may find out because of the visit.

**Home Connections:**

- Children make their own simple informational books, using magazine clippings or family pictures brought from home. The children can orally share the information as they share the picture books with the class or their families.
- Invite families to send photographs, pictures, story books and informational texts about the topic with children to share with others.

**Interdisciplinary Connections:**

**Content Area: Science**

**Standard:** Life Science Standard

**Benchmark C:** Describe similarities and differences that exist among individuals of the same kind of plants and animals.

**Indicator:**

5. Recognize physical differences among the same class of people, plants or animals (e.g., dogs come in many sizes and colors).

**Standard:** Scientific Inquiry Standard

**Benchmark A:** Ask a testable question.

**Indicator:**

1. Ask questions about objects, organisms and events in their environment during shared stories, conversations and play (e.g., ask about how worms eat).

**Benchmark C:** Gather and communicate information from careful observations and simple investigation through a variety of methods.
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Indicator:
8. Record or represent and communicate observations and finding through a variety of methods (e.g., pictures, words, graphs, dramatizations) with assistance.

Materials and Resources:
The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site’s main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher: selection of informational books, real-life pictures, chart paper, markers

For the students: informational books, posters, charts, variety of art materials

Vocabulary:
Vocabulary will depend on informational text shared and children’s responses. Key words to explore and use might include the following:
- author
- cover of book
- descriptive words of size, shape, color and other physical features and movements of objects, animals and phenomena (e.g., tail, fur, large, small, crawl, swim)
- idea
- illustrations
- know
- names of objects, animals, or phenomena depicted in text photographs, pictures or illustration (e.g., squirrels, beavers, chipmunks, skunks)
- photographs
- picture
- predict
- text
- title

Technology Connections:
Students use books on cassettes, CDs or CD-ROMs.

Research Connections:
A read-aloud session is a method framework often used by teachers to develop independent readers. It involves
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1. Choosing a book with both your students and yourself in mind;
2. Practice reading of the book;
3. Creating a comfortable atmosphere for reading aloud;
4. Reading the selection with feeling and expression;
5. Discussing the meanings of unfamiliar words and
6. Supporting children’s responses to what has been read.


Active Listening – Strategies such as watching the speaker, focusing to block distractions, visualizing and taking notes are all useful to children as they work to improve their listening abilities


Teachers use KWL charts during content-area units. The letters K, W and L stand for What We Know, What We Want to Learn (What We Wonder), and What We Learned. Teachers introduce a KWL chart at the beginning of a content-area unit and use the chart to activate children’s background knowledge and identify interesting questions. The questions often stimulate students’ interest in the topic. At the end of the unit, students complete the last section of the chart, listing what they have learned. This instructional procedure helps students combine new information with prior knowledge.

**Attachments:** None