
CLASSROOM ACTIVITY

Learning English Through a Wordless Picture Story

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Skills: Vocabulary, sentence construction, story-telling skills

Learning Objectives: To enable learners to
Use vocabulary in sentence
Tell a story
Use descriptive language

Material: You can either download or take a printout of the book. Here I have used the Book *Puppy's Find – An Illustrated Story* by Heather Payer-Smith http://www.payersmithbooks.com/uploads/7/5/8/9/7589634/____puppys_find.pdf. This book has 20-pages with a front cover as the first page, a blank page, a title on page 3, followed by a blank page and the story starts from page 5 and goes up to page 16. The remaining four pages consist of blank pages and the back cover.

Classes: 2 and 3

Duration: 45 minutes

Procedure

The story is displayed, or copies of the story are left on the table. Students are invited to go through it either individually or in pairs.

Connecting to Students' Experiences

Teacher (T): (Invites students to share their experience) What are the pets you have at home or seen in somebody's house? What are their names? How do they look? Have you thought about what they do, feel and think?

Reading the Story

T: Today, we will read a story on a puppy's life. (What is a puppy? What do you call a baby cow? A baby cat?)

Instructions: *I will divide you into groups (The teacher makes groups of five students each). I will ask some questions that you have to answer. I will write your answers on the board. Try to use the English word. If you do not know it, say the word or the sentence in any language that you are familiar with. I will help you say it in English.*

(As students' answer, the teacher writes the words on the board)

T: Points to Page 1: What do you see in this picture? What name can we give the dog? What else do you see in this picture? What is the dog holding in its mouth?

T: Page 5: What do you see in the picture? What is the dog doing? What do you think the dog is seeing? (Such questions are meant to build the imagination of the students)

T: Page 6: What do you see in this picture? What is the dog doing?

T: Page 7: What do you see in this picture? What is the dog doing? Where have you seen stairs? Have you climbed them? What do you call going up the stairs? What do you call coming down the stairs (The purpose of these two questions is to connect the story to the Maths term of ascending and descending order).

T: Page 8: What do you see in this picture? Does the tree have fruits or leaves? What other trees have you seen? What is the dog doing? How do you think the dog feels on seeing the bone? How do you feel when you see an eatable that you like?

T: Page 9: What is in the picture? What is the dog doing?

In this way, the process goes on till the story is completed. By the end of the story, the vocabulary occurring in the story is written on the board.

Instruction: *Now, each group has to tell a story in English using the words written on the board. If you do not know any word or sentence, I will help you. Before you start, give a name to your story and your group.*

Retelling the Story

Each group narrates the story. When students use languages other than English, the teacher gives them the English equivalent and asks the

group to repeat the sentence or words in English.

After the groups retell their stories:

T: Showing page 3—the title page: Who has written the story?

What is the name of this story?

Extension Activity

Students write the story in their book in English. The teacher ensures that students have written their own names as authors and given the story's title. The story is corrected for the sequence and descriptive language.

A few sites for free online wordless picture stories - These stories can be used to develop any language.

- A Cat's Day: http://www.payersmithbooks.com/uploads/7/5/8/9/7589634/a_cats_day_ebook.pdf
- Where's that cat?: http://freekidsbooks.org/wp-content/uploads/2021/06/wheres_that_cat_en_BookDash-FKB.pdf
- Treasure in the Trunk: <http://freekidsbooks.org/wp-content/uploads/2021/07/Treasure-in-the-Trunk-ARC-FKB.pdf>

Devaki Lakshminarayan serves as a consultant at Azim Premji Foundation. Her research interests are mother tongue and language education, multilingualism, and language and cognition.

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