This study attempts to introduce the concept of visual text reading in Korean children's picture book reading. It contemplates ways to implement analytic 'picture reading' in English classrooms with the purpose of Korean children's literary and literacy development and incidental English learning. For the purpose the study first reviews research on the role of pictures in picture book narratives, and discusses principles and codes involved in analytic interpretation of the pictures. And to see the possibility of analytic picture reading in primary classrooms, the study reviews classroom studies experimenting on child readers' ability to conduct pictorial analysis in literary groups. Then, to present a model picture reading classwork, picture analyses are done with two sample picture books, The Tiger Who Came to Tea (Kerr) and Clarice Bean, That's Me (Child). Based on the analyses, sample discussion points for picture reading activities with the two books are created for Korean children's English classrooms where such picture books can be read. Finally, possible issues for the implementation in Korean settings are discussed.
This impressive collection of concept books, wordless books, picture books, and read-aloud stories was artfully compiled by longtime children's book editor and publisher Janet Schulman. Stories are coded red, blue, and green to designate age groupings from baby/toddler books such as Whose Mouse Are You?, through preschool books such as Where the Wild Things Are, to longer stories for ages 5 and older such as Alexander and the Terrible, Horrible, No Good, Very Bad Day. Preschool-Grade 4-Forty-four selections fill this shiny, heavy compendium, gathered to encourage parents to develop the reading-aloud habit. Most are well-known picture books, but there is a short story by Joan Aiken, a chapter from Winnie the Pooh, and