



# The Philosophy Foundation

## THINKING CHANGES

### Thinking in Pictures – A Picture Book Library for TPF PhiE Sessions

Many of these books will work with the ‘**Hokey Kokey method**’ – see *Once Upon an If* pages 65-68 and this blog:

<https://bloomsburieducation.wordpress.com/2016/02/02/peter-worley-why-use-stories-for-doing-philosophy-with-children/> :

- 1) Is X F? (e.g. Is Frog a hero?)
- 2) What is F? (e.g. What is a hero?)
- 3) If F is p,r,q, then if X F? (e.g. If a hero is... then is Frog a hero?)

Also use ‘**The Concept Box**’ method (see *Once Upon an If* page 77)

Or use ‘**PaRDeS**’ (see *40 lessons to get children thinking*, pages 164 and then page 94)

See also ‘Appendix 4: **Talking Books** – thinking about dialoguing with books’ in *40 lessons to get children thinking*, page 169

Other related resources include:

*Big Ideas For Little Kids* by Thomas E. Wartenberg (Rowman and Littlefield Education) and his website:

[http://www.teachingchildrenphilosophy.org/wiki/Category:Book\\_Modules](http://www.teachingchildrenphilosophy.org/wiki/Category:Book_Modules)

*Plato Was Wrong!* By David Shapiro (Rowman and Littlefield Education), particularly ‘Chapter Eight: Eleven Recommended Readings for Exploring Philosophy With Children’

*Visual Thinking Strategies* by Philip Yenawine – although aimed at examining art, it has application with picture books as some of the strategies can be applied to images from picture books. I’ve seen this done with some images from Anthony Browne books. See in particular Chapter 2 ‘The Basics’.



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You could also use the standard P4C approach of gathering questions, deciding on one and then discussing it. (See *Philosophy For Children in The Secondary Curriculum* edited by Lewis and Chandley)

*Storywise* by Joanna Haynes and Karin Muriss

*Picturebooks, pedagogy and philosophy* by Joanna Haynes and Karin Muriss (Routledge)

### *The Picture Books*

- Frog is a Hero by Max Velthuijs (Qs: Is Frog a hero? - what is a hero? - if a hero is... then is frog a hero?)
- Knuffle Bunny by Mo Willems (Q: Does Trixie Talk? - what is talking? etc.)
- Shrek by William Steig (Q: Is the princess beautiful? etc.)
- Frog and Toad Together by Arnold Lobel 'Dragons and Giants' (Q: Were F and T brave? - what is bravery? etc.)
- Frog and Toad Together By Arnold Lobel 'Cookies' (Q: Was it will power to put the cookies out for the birds? What is will power? Etc.)
- The Important Book by Margaret Wise Brown (Q: Do you agree with the book?)
- Morris The Moose by Bernard Wise (Q: Is Morris[’s argument] right?)
- The Highwayman by Noyes and Keeping (The concept box/PaRDeS) – for older children (Y6 and up)
- The Saddest King by Chris Wormell (Q: Should you always be the way you feel? the boy says, 'You have to be the way you feel?' Also Q: Can you/should you control your emotions?)
- Let’s Do Nothing by Tony Fucile (Q: Can you do nothing? Asked at the outset of the story when the title is announced by one of the characters)
- The Three Robbers by Tomi Ungerer (Q: Are the robbers good or bad men?)
- Flotsam by David Wiesner (the concept box/PaRDeS)
- Tuesday by David Wiesner (the concept box/PaRDeS)
- Room on The Broom by Donaldson and Scheffler (Q: Whose fault is it that the broom broke?)
- Little Beauty by Anthony Browne (Q: Whose fault is it that the TV got smashed? and Q: Do the gorilla and the kitten love each other? What is love? etc)



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- Mr Good by Roger Hargreaves (Q: Should Mr Good be good or bad in Badland? and Q: Should Mr Good go back to Badland to teach the people of Badland how to be good?)
- UFO Diary by Satoshi Kitamura (Qs: Who is telling the story? and Where is the alien? and How many characters are there in this story?)
- The Rainbow Fish by Marcus Pfister (Q: Should the rainbow fish take the Octopus's advice? Stop the story at the point when the octopus gives its advice, ask the question there.)
- The Gruffalo by Donaldson and Scheffler (Q: Was the mouse lying?)
- Tadpole's Promise by Willis and Ross - usually stop when the caterpillar leaves the Tadpole and ask "Is Caterpillar right to be upset with Tadpole?" which usually leads onto "Did Tadpole break his promise?", "Should Tadpole have promised?", and "What is a promise?" I then make sure I leave time to finish the story and ask "Is this a good ending?" or "Did Caterpillar deserve to be eaten?"
- Oh, The Thinks you can Think by Dr. Seuss - I read the story and don't show the pictures. I say I'm going to read it a second time and ask them to pick something they've never heard of before and hold onto it in their head. Then ask them to draw it. I then get them to compare drawings with children who drew the same thing. Then ask the class "Which is an x?" X being a "Bloop" or the "Rink-rinker-fink" or whatever it may be (bringing in the drawing from the book if it's appropriate). This usually gets onto "Where/Is there a real x?" and "Can there be a wrong picture of x?" I run a very similar session with Lewis Carroll's 'The Jabberwocky' where they can either translate the poem or do pictures.
- The Very Hungry Caterpillar by Eric Carle (Q: Is it the same animal? I use a model on the floor that changes from caterpillar to butterfly, and a box for a cocoon.)
- The Big Ugly Monster by Chris Wormell (Q: Is it a monster? Is it ugly? What is a monster? What is ugliness?)
- Aliens in Underpants and Aliens in Underpants Save The World (two books) by Freedman and Gort (read both, then Q: Were the aliens good or bad?)
- This Moose Belongs to Me by Oliver Jeffers (Qs: Does it? Whose moose is it? What is ownership?)
- The Cow That Laid an Egg by Andy Cutbill (Q: Is it a cow, a chicken or something else?)



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- Oh no George! by Chris Haughton (Q: Is George good?)
- Laika The Astronaut by Owen Davey (Qs: Should they have sent Laika into space? If she dies/doesn't die is that animal cruelty? Is that a good way to end a story? Can you choose to believe what you want to believe? Would you rather have a happy ending that was made up or a sad ending that was true?)
- The Little Red Hen (Q: should the animals help? And: Should she share the food?)
- What Happens When by Delphine Chedru (Q: What will happen next? Reception-Y4 good for inference)
- It Might Be an Apple by Shinsuke Yoshitake (Q: What might the object be? What might it do? What might happen if you eat it? Y1-5 for modal verb use and giving of reasons)
- Red: A Crayon's Story by Michael Hall (Q: Is red red? Y1+)
- Harold and The Purple Crayon by Crockett Johnson (Qs: what is real in the story? Where do you think Harold is? Who is writing the story? What is real?)
- The Bear That Wasn't by Frank Tashlin (Qs: Why is the book called 'The Bear That Wasn't? How do we know what or who we are?)
- This Is Not My Hat by Jon Klassen
  1. Without showing the class the book, read it to them up to the line 'Nobody will ever find me' Q: Was it okay for the little fish to steal from the big fish?
  2. Now restart the book and show them the pages. Ask again, was it ok for the little fish to steal from the big fish? Y1+
- I Want My Hat Back by Jon Klassen (Qs to be asked at the appropriate times: Has X seen the bear's hat? If the bear's hat is red and pointy did the rabbit have the bear's hat? Did the rabbit steal the bear's hat? What happened to the rabbit? Was this fair/right/okay? Y1+)
- The Selfish Giant by Alexis Deacon (Read up until the line 'My own garden is my own garden...' Q: Is the giant being selfish? Y2+)
- Frederick by Leo Lionni (Q: Does Frederick do any work? What is work? Etc.)
- The Ant and The Grasshopper many editions (Q: What should the ant say or do to the grasshopper?)
- None The Number by Oliver Jeffers (Q: Is 'none' a number?)
- Why? By Lindsay Camp and Tony Ross (Qs Why do we ask why? Is why a good question? Can you always answer why?)