



Determination of the Required Features of Children's Picture Books

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ABSTRACT

Children's picture books are known to play an important role in a child's cognitive, language, and personality development. Also, it is well known that a person's reading habits are most often obtained during childhood. Children's picture books can also aid in increasing their levels of imagination, vocabulary and language development, as well as, provide a dramatic experience for children. As a result, certain principles and rules in terms of content, form, language, and expression in the selection of children's picture books should be followed. A review of related literature established the current state of children's picture books, as well as, what criteria parents and teachers should pay attention too when choosing appropriate children's books. However, there were no studies identified which outlined the necessary qualities of children's picture books for the ages of one to seven. Therefore, the purpose of this study was to determine the recommended qualities of children's picture books based on related literature; in terms of content, format, expression, and language which are written specifically for children aged one to seven. The criteria generally accepted in the literature was determined and discussed by analyzing previous studies of children's picture books. Suggestions and recommendations are provided for audiences, such as; authors, illustrators, book designers, publishers, academics, teachers and parents who may have an interest in improving children's picture books.

Keywords: Children, picture books, characteristics, content, format, expression, language.

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Resimli Çocuk Kitaplarının Sahip Olması Gereken Özelliklerinin Belirlenmesi

ÖZ

Resimli çocuk kitaplarının, çocukların bilişsel, dil ve kişilik gelişimleri için önemi ve okuma alışkanlığının çocukluk döneminde edinildiği bilinmektedir. “Resimli kitap” adı her ne kadar basit olduğunu düşündürse de aslında basit bir kitap değildir. Ayrıca sadece resim içeren bir kitap da değildir. Resimli çocuk kitapları genellikle çocukların ilk ve büyük olasılıkla en önemli deneyimleridir. Resimli çocuk kitapları çocukların hayal gücünü, sözcük bilgisini ve dil gelişimlerini de olumlu yönde etkilemektedir. Dolayısıyla, çocuklar için bu kadar önemli olan ve dramatik bir deneyim sağlayan resimli çocuk kitaplarının seçiminde içerik, biçim, dil ve anlatım bakımından belirli ilke ve kurallarının bulunması gerekmektedir. Alanyazın taramasında, resimli çocuk kitaplarının mevcut durumu, ya da öğretmen veya ailelerin kitap seçiminde dikkat ettikleri ölçütlerin neler olduğu ile ilgili araştırmalara sıklıkla rastlanmıştır. Fakat 1-7 yaş grubu çocuklar için hazırlanan resimli çocuk kitaplarının sahip olması gereken niteliklerin saptandığı bir çalışmaya henüz rastlanamamıştır. Bu çalışmanın amacı; 1-7 yaş grubu çocuklar için hazırlanmış resimli çocuk kitaplarının sahip olması gereken nitelikleri, ilgil alanyazına da bağlı kalarak, içerik, biçim, mesaj, dil ve anlatım bakımından belirlemektir. Bu çalışmada resimli çocuk kitapları ile ilgili kitapların analizlerini yapılarak alanyazında kabul gören ölçütler belirlenmeye çalışılmıştır. Dolayısıyla, bu araştırmada resimli çocuk kitaplarıyla ilgili olan yazarlar, çizerler, tasarımcılar, yayıncılar, akademisyenler, öğretmenler ve aileler gibi okuyuculara tavsiyeler ve uyarılara da yer verilmiştir.

Anahtar Sözcükler: Resimli çocuk kitabı, özellikleri, içerik, biçim, dil ve anlatım.

INTRODUCTION

A "picture book" isn't actually a simple book as its name might imply. Also, it isn't just a book that contains pictures. Picture books are most often children's first and likely most important experience with literature. Bader (1976) defines the picture book as a holistic design of text and drawings, as well as, a social, cultural and historical document and more importantly something for a child to experience. During the early years of a child's literacy development, when they are exposed to picture books, the illustrations and texts can activate their thoughts and feelings. Additionally, picture books can provide a visual experience for the child by developing a story with a theme and concept coherence (American Library Association, 2008).

It is difficult to imagine a time when picture books were not available to children. However, the first picture book in published in Turkey, (i.e., *Kirpi Masalı* written and illustrated by Can Göknil), was only published in 1974. This indicates that for Turkey picture books are products of the late twentieth century (Güleç & Gönen, 1997).

It should be understood that use of picture books can accelerate children's language development. When designing picture books, attention should be given to providing content appropriate for children's development levels and understanding. The development of appropriate picture books is aided by specific publishing houses and the use of children's libraries. This is positive for picture books dissemination and use but there are some negative consequences. Some children's picture books lack the necessary elements that contribute to a child's imagination and also fail to provide the appropriate informational, aesthetic and entertaining factors (Gönen, 2013).

The importance of picture books for a child's cognitive, language and personality development, as well as, for developing their reading habits is well known. Selection of the picture books is important as they provide a dramatic experience for children. Thus, there should be certain principles and rules followed when choosing appropriate picture books in terms of content, form, language and expression. In order to determine these criteria three areas should be considered. First, what are the technological and social changes necessary to assess picture books according to the current and future requirements of children's literacy? Second, what are the common opinions of writers, illustrators, designers, publishers, scholars, teachers, and families relating to quality children's book? Third, what principles and rules should be considered when determining how to improve the quality of picture books as it relates to its educational value?

In the literature review, research about the current state of picture books and the standards that teachers and/or parents utilize when choosing them is frequently encountered. However, a dearth of studies were encountered which related to the qualities of picture books prepared for children aged one to seven. The purpose of this study was to determine the recommended qualities of children's picture books based on related literature; in terms of content, format, expression, and language which are written specifically for children aged one to seven. As a result, in this study there are recommendations and warnings provided for writers, illustrators,

designers, publishers, academics, teachers and parents who are interested in the preparation and use of appropriate picture books.

Children's Picture Books

We cannot state that the term, "Picture Book", provides an adequate and understandable description for these books and what they can accomplish. The content of picture books can be vast. For example, wordless picture books can tell a story visually. Also, these visual illustrations can be used for decorative purposes as well. Therefore, it is quite difficult to provide an exact description of what is a picture book. The following are definitions provided by authors and researchers relating to children's picture books:

"Picture books are unified artistic wholes in which text and pictures, covers and end pages, and the details of design work together to provide an aesthetically satisfying experience for children." (Sipe, 2001: 23).

"Picture books have been especially developed as an art form with young children in mind. These thirty-two-page creations ingeniously combine words and pictures" (Horning, 2010: 86).

"A picture book for children, as distinguished from other books with illustrations, is one that essentially provides the child with a visual experience. A picture book has a collective unity of story-line, theme, or concept, developed through the series of pictures of which the book is comprised." (American Library Association, 2008).

Picture books, as described above, are divided into categories according to target audiences, purposes, formats, texts, and/or images. Some types of picture books are; cloth books, interactive books, toy books, unwritten books, ABC books, counting books, concept books, and picture story books. Being familiar with the types of books offered is necessary in terms of selecting picture books suitable for a child's specific age and level of development.

Commonly a child's first exposure to books is ABC books which contain items from their surroundings, such as, people, animals and commercial goods. ABC books are most often used between ages one to three and have simple lines with realistic and brilliant colors. In books prepared for the four to five year old age group the text becomes a more important aspect of the book. Also, the topic in these books is usually simple but it has all the characteristics of a complete story. In picture books prepared for the four to five year age range the text should be short but the book itself should be built sturdy enough to last.

The picture books prepared for six and seven year old children contain more advanced stories and tales, in terms of concept and language, than those prepared for the younger aged children. As child's attention span grows, then they can listen to the books and stories for more prolonged periods of time. The older age books have topics that are certain to include a theme, and the books are likely to be animated.

The characters presented in these books tend to be people, both children and adults, as well as, animals, machines and/or goods.

Required Features of Picture Books

If children's first experiences with books are amusing and good quality then it can contribute to their learning development and create positive reading habits. Negative experiences with books though may cause children to fail in making significant learning gains and ultimately dislike reading. For these reasons, certain criteria should be carefully followed when publishing and selecting picture books.

Primarily, picture books should follow the standard of containing high quality children's literature and also have stories related to items and scenarios from children's lives and interests. In order to create books which are better for children, then authors and illustrators should be knowledgeable of the principles relating to child psychology and child development. Also, when the narrative parallels the development of a child and contains interesting and relevant visual components then the juvenile reader is more likely to take pleasure in reading and learn from the book. In this study, through picture book analysis, the characteristics of quality picture books have been categorized for discussion according to content, form, and language/expression.

A. Content

An aspect of children's books' that can directly affect the quality of a child's development is content. Picture books should appeal to children's fantasy world and imagination, as well as, be on a level that s/he can listen to, read, and understand enjoyable. In order for children to make sense and enjoy their picture book experience, a quality children's picture should create emotion, yet be simple in terms of thoughts, dreams, fiction, and event patterns. Additionally, these books should be written and illustrated in a way that is free of any distracting details (İşıtan, 2005).

Having creative content in picture books awakens the curiosity of children and draws them into the story (Gönen, Aydos, Şentürk, Karacan, & Tuna, 2013). Pantaleo (2004) revealed that children can provide in-depth and detailed comments relating to the images and stories from picture books. In addition, it has been recognized that children enjoy reading these books again and again.



Picture 1. An example of creative picture books. (Resource: Genechten, G. v. (2011). *Bil bakalım bu kim? Acaba bir farecik mi?*. Final Kültür Sanat Yayınları, İstanbul.)

The recommended content features of picture books can be examined under the headings of topic, character, setting, and fiction.

A.1. Topic and Theme

Everything faced in life can become the subject of picture books. Children can find many topics interesting because they often have limited knowledge of the world. For example, feelings, concepts and actions related to family relationships, love of animals, environmental protection, laziness, and/or the seasons can be topics for picture books. Certain topics can arouse children's curiosity more than others depending on the child's developmental level and personal interests (Ural, 2013). Ultimately, topics for picture books should be interesting, original, and suitable for children developmental levels.

Erbay and Aydoğan (2006) reviewed 400 story books and learned the books mainly focused on social relationships, behavior problems, adventure and entertainment, and issues related to animals. It was revealed in Dirican and Dağlıoğlu (2013) study that love, sharing, friendship, happiness, and kindness were the most commonly encountered values found in children's picture books while courage, leadership, and peace were the least encountered values.

Topics should follow an established theme and the themes should be understandable and meaningful for children. In a study conducted by Tuğrul and Feyman (2006) of 192 illustrated story books, twenty nine different themes were discovered. According to the researchers sharing and solidarity, love of nature and the environment, self-confidence and success, domain-specific knowledge (i.e., colors, geometric shapes, traffic signs, etc.), and family relationships were found to be the most commonly used themes.

Some picture books also provided content related to adversities children may face in the initial years of life. Some of these topics included; being different, bullying, divorce, illness, disability, death, and war. Being exposed to these themes and subjects through picture book stories may help children make better sense of these situations (Baghban, 2007; Crawford & Roberts, 2009; Pace, Lowery, & Lamme, 2004; Turner, 2006).

While using some topics like fear, pain, violence, malice, hatred, heroism, self-sacrifice and concepts such as being superhuman or imaginary, it is necessary to be careful. It should be recognized that children often identify with heroes from books. As a result, topics dealing with different aspects of human character like good-bad and strong-weak should be chosen very carefully (Demirel, Çeçen, Seven, Tozlu, & Uludağ, 2011). Picture books containing violent themes and which create fear can damage the development of children and may ultimately produce fear and/or violence in the child (Dağlıoğlu & Çakmak, 2009).

In picture books, the message or advice provided to children should not be given directly. Instead, children should be given the opportunity to grasp the topic and/or hidden messages on their own. Additionally, no matter what the topic of the picture book the author(s) focus should be placed on the child's level of understanding. Authors should use their skills of creative language and imagination to prepare topic appropriate stories (Sever, 2003). For this reason, picture books should be prepared by taking into account basic principles of education, for example, going from simple to complex, from easy to difficult, and from near to far.

A.2. Characters

Along with a variety of topics in picture books there are also various characters like plants, animals, goods, and people. Children identify the relationship between these characters and the hero of the story. When children interact with books, at times, the hero may even be seen by the child as a friend.

The appearance, behavior, dialogue, and speech of characters in stories are developed from the authors' point of view. While developing the character, authors and illustrators should be careful not to be discriminatory, impose a significant opinion and/or give inaccurate information (Bayraktar, Kurkcu-Metinnam, & Metinnam, 2013; Crawford & Bhattacharya, 2014; Çınar, 2011; Roper & Clifton, 2013).

The reason why small children and animal characters are frequently used in picture books is that young children, as readers, can identify with characters similar to themselves. Children like to see the creatures and objects that they see, hear, and are familiar with from their own environments (Uğurlu, 2013).

The characters in picture books shouldn't be inaccessible and/or perfect. Also, the features of the characters should not be too exaggerated. Otherwise, children can't fully identify with the characters in the books and may not internalize the story. Having the story's protagonist unable to cope with the problems they face can also have a negative impact on children. To children, the hero is expected to be a problem solver and be able to organize, as well as, manage the events around them. Also, the hero should have a curious personality. Furthermore, the hero shouldn't be someone who fights, gets things easily without earning or deserving them, uses brute force, and/or doesn't accept the truth or justice. In picture books, characters should have admirable features which children recognize and borrow as role models.

On the other hand, having too many heroes in a picture book can complicate the storyline and cause children to have difficulty in understanding the story and/or identifying with the characters. Furthermore, children can become too distracted during reading if they need to choose between heroes with whom to identify (Sever, 2003).

A. 3. Setting

The setting is a combination of items, such as, accessories, clothing, backgrounds, and so forth which create the era and/or location where the story takes place. In picture books the setting relates to the time and location, when and where, the story takes place and how the story is depicted. The setting can help the characters to be better understood and can more clearly reveal the mood of the story's subject. The setting allows characters to act in accordance with the norms of the time and place set in the stories.

In some stories, time and place may not be clearly stated but hold special importance. In these stories, there patterns are used, like "Once upon a time", "One fine day", and so forth. While determining the setting, special care must be taken to assure that the setting coincides with the topic and characters' features, for example, their accessories, clothing, and gender roles. While depicting characters for picture books the meanings that children relate to in the modern age should also be considered (Russell, 2009).

A.4. Fiction

Fictionalized events should be consistently explained and be clear of any unnecessary details. In fictional stories, use of frequent flashbacks and touching on unrelated events can distract children's attention and impede their reading. What is important in the use of fiction writing is to keep the child's interest alive and make them curious about the remaining parts and/or end of the story.

In children's picture books a fictional story which includes a problem should also provide a logical solution or conclusion. For adults this rule might not be so critical, however, when considering children as readers it is important that the story have a solution for problems faced by the characters.

B. Form

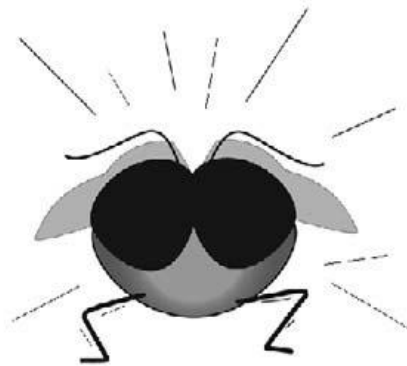
The morphological features of picture books can be analyzed under two main categories; visual elements and book design (Demirel et al., 2011; Lynch-Brown, Tomlinson, & Short, 2011; Ural, 2013)

B.1. Visual Elements

There are issues to consider when analyzing the visual elements of picture books. For example, it is important to consider these items of the book; line, color, shape, texture, and composition. Having awareness and understanding of these visual elements can make the book selection process more effective.

B.1.1. Line

Outline of pictures should consist of lines. Illustrators can use many types of lines including; sharp or pale, light or dark, solid or dashed, thick or thin, straight or curved lines, or any these combined. These lines can be vertical, horizontal, and/or cross. In a sea or meadow image, when the lines are horizontal, it gives a feeling of peace and quietness. If the sea is stormy, the feeling of movement or sensation can be included by using lines which move vertically and upward. When reviewing the lines, it is important that they create and reflect the feelings and/or movements in the story (Lynch-Brown, Tomlinson, & Short, 2011; Matulka, 2008).



Picture 2. The gesture lines surrounding the fly indicate that he is mad or perhaps upset (Resource: Matulka, D. I. (2008). *A Picture Book Primer: Understanding and Using Picture Books*. USA: Greenwood Publishing Group.)

B.1.2. Color

Colors can be observed through their tone and intensity. The most dominant colors are the coldest (i.e., blue, green, and purple) or the hottest (i.e., red, orange, and yellow) on the color scale. The colors can be intense or pale, transparent or opaque. Colors are necessary to use to complete the story (Lynch-Brown, Tomlinson, & Short, 2011). While pastel colors give the feeling of softness, bright colors give a feeling of vitality.

Although, during the last century, psychologists discovered that colors affect feelings and mood, this phenomenon was widely known and utilized by artists for

centuries. Additionally, people often associate their feelings and specific situations with colors (Matulka, 2008).

B.1.3. Shape

The shapes of images in picture books can be evaluated according to their simplicity, complexity, or sharpness. Shapes which are not sharp can stress the ideas of confidence, stability and comfort. The square or triangular shapes can stress excited responses, hurrying and confusion. The size of figures in images is a matter that also be taken into account as well (Russell, 2009).

B.1.4. Texture

Illustrated objects can also have tactile features including; rough or slippery, hard or soft, and serrated or straight. Tactile features can add reality to the images (Lynch-Brown, Tomlinson, & Short, 2011; Matulka, 2008).

B.1.5. Composition

Image composition is created through features like proportion, balance, harmony and lack of harmony of visual elements. Image composition should also be used to ensure the integrity of the story. While a grouping of large shapes makes somebody think stability, protection, and closure. Loose grouping of small shapes can make someone think of freedom and grace (Russell, 2009).

B.2. Book Design

Book design is a term that refers to the artistic arrangement of book parts in a consistent manner. Children's picture books are not just text and/or a combination of text and pictures. When designing a good book all the design elements should be taken into consideration. For example, the book cover and jacket, the title, endpaper and flyleaf, font style, page layout and page setup, book size and bookbinding. More detailed information about the elements of book design is given below.

B.2.1. Book Jacket, Front and Back Cover

The book jacket is the removable case or cover for books which is generally made of paper and protects the book against wear and tear. It also can attract the reader's attention by presenting the title of the book, as well as, the author and illustrator name. A book cover is generally made of two thick and solid pressed paper boards which generally have the same design as the book jacket. The front cover includes the title, a relevant picture, the author's name, and the publisher information. The back cover includes information regarding the current edition and possible opinions from other authors regarding the book. The front and back cover designs for children's picture books should be professionally designed by graphic artists. Also, it is important that the front cover image corresponds with the story in order to prepare readers' for the story content they will encounter.

B.2.2. Book Title

The title is possibly the most important text in the book as it is generally the first text seen by readers. More importantly, the book title and the cover picture aid the readers in their decision of whether they will read the book or not.

B.2.3. Book Spine

The book spine is the part of a book's cover that holds the book cover and pages together. The book spine is the also the portion of the book cover which is seen when a book is on the bookshelf. This part of book should match other parts of the book cover and/or book jacket. The book's title, author(s) and publisher name, and in some cases the publishing house logo, can be found on book spines.

B.2.4. Front-page, Endpaper and Flyleaf

The endpapers are pages which are just inside the book's front and back cover. In other words, they are the first and last pages of the book; whereas, flyleaves are the pages next to the endpapers. In a well designed children's picture book, endpapers and flyleaves are used to attract the attention and spark children's interest. These pages should be designed to create some emotion and/or feeling in the reader. Additionally, they should provide a visual introduction for the beginning of the book and a closure the books end.



Picture 3. Frontpage (Resource: Milbourne, A. (2010). *Karlı bir gün*. Ankara: Tübitak.)



Picture 4. Endpaper (Resource: Çınaroğlu, A. (2010). *Minik yeşil kurbağa*. İzmir: Uçanbalık.)

B.2.5. Title Page, Frontispiece and the Page behind the Title Page

The title page of a book includes; the title, subtitles (if there are any), the names of author(s) and illustrator(s) and also the name and the address of the publishing house. In some picture books a relevant image, which prepares readers for the story, is placed on the page next to the title page. Also, the page behind the title page includes the edition information, international copyright symbol, copyright information, previous publication dates, and ISBN number.



Picture 5-6. Title Page, Frontispiece and the Page behind the Title Page
(Resource: Milbourne, A. (2010). *Karlı bir gün*. Ankara: Tübitak.)

B.2.6. Font Style

The font style used in children's picture books should be appropriate for the potential readers. Font size for picture books should be large, well placed, simple and easy-to-read. Another important criterion to consider is that the difference between capital and lower case letters is distinguishable. In addition, the contrast between the page background and font color can also affect the readability of a book.

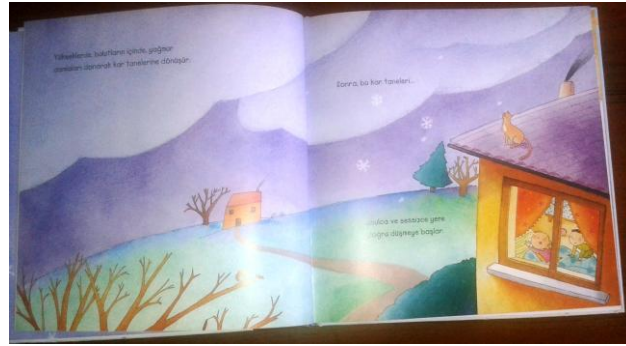
Font size, style and weight can change from book to book. What is important is that the font is consistent and contributes to the style of illustrations, as well as, to the emotion and message set forth in the book. Furthermore, the text should be well placed so that the design of the illustrations and text form a completed whole.

B.2.7. Page Setup

In children's picture books it is not uncommon that text and illustrations are placed on same page, on adjacent pages, and/or on part of a page. An image that covers two adjacent pages can offer a visual feast for young readers' but when an image covers the right side page and continues on its back of the page this can create a sense of continuity in the story.



Picture 7. Adjacent Pages (Resource: Öğmel, Ü. (2008). *Kırmızı düğmenin düşü.* Ankara: Kök Yayıncılık.)



Picture 8. Same Page (Kaynak: Milbourne, A. (2010). *Karlı bir gün.* Ankara: Tübitak.)

B.2.8. Paper Type

The paper types used in the production of children's picture books come in a wide variety. However, there are important points to consider when selecting the appropriate paper type for children's picture books. First, the paper stock should not be too thin. Second, glossy papers are not suitable for picture books because light reflection on the pages can reduce text and picture clarity thus providing a poor product for reading.

B.2.9. Book Size

These days the shape and size of children's picture books can be very different. Some books are made small enough for children to grip and hold with their small hands when reading. Other books are made very large, so they can be seen by an entire group of students during a class group reading activity. Also, there are many toy or novelty books which are a type of children's picture book. These books come in a variety of odd and unique shapes and sizes including; cars, phones, dinosaurs, toys, and so forth.

B.2.10. Bookbinding

The quality of bookbinding is an important issue for children's picture books. These books may experience lots of wear and tear from children, so the bookbinding needs to be sturdy enough to hold up over time. Children cannot always be expected to be as attentive and careful as adults. As a result, bookbinding takes on added importance for books published for use by children. Commonly used techniques in bookbinding are wire stitch, thread stitch, stapling, and gluing. Among these techniques, thread stitch is the most dependable and reliable. As a result, thread stitch is the recommended book binding technique for children's picture books.

C. Language/Expression

The most important factors determining the quality of picture books ultimately are the language and expression presented in the book. Children enjoy literary works which introduce them to the rules and structure of language and allow opportunities for expression.

The first feature required for picture books in terms of language and expression must be developing children's understanding, comprehension, synthesis and imagination skills all while supporting their creativity.

Besides everyday speech, picture books should also provide a rich source of native expression for readers. This can include patterns of words, phrases and proverbs which can aid in developing children's vocabulary. Through their interaction with books children can become familiar with metaphors and analogies. The number of new words presented in a story shouldn't be too excessive and should also be somewhat familiar to most children. Sentences should be simple and consist of one subject and verb, as well as, should avoid use of excessive embellishment (Demirel et al., 2011). Current and up-to-date language should be used and sentences should follow proper grammar rules. Also, the length of the book (i.e., number of pages) should be appropriate for a young child's attention span (Gönen, Aydos, Şentürk, Karacan, & Tuna, 2013).

Additionally, stories in picture books shouldn't present a single viewpoint or any sort of moral doctrine. A style of expression which imposes an ideology can negatively affect the quality of a picture book (Dilidüzgün, 2000). As a result, picture books with grammatical errors, spelling mistakes, monotonous expressions, and/or difficult language to follow should not be presented to children for reading.

CONCLUSION

Compared to previous years, a larger number of picture books have been written for preschool aged children and this particular age group seems to have taken the attention of children's picture book authors and illustrators. In this article, the standards required for an appropriate picture book have been determined through the analysis of the relevant research literature regarding the improvement of children's picture books. In other words, the recommendations of what makes an appropriate children's picture book; according to its content, form, and language/expression,

were discussed. The characteristics of what makes up a quality children’s picture book have been summarized and presented in the following table.

Table 1. Qualities a picture book should have

Content	<i>Topic and Theme</i>	<ul style="list-style-type: none"> • It should be interesting, original, and suitable for children’s development. • Topics which deal with various aspects of human character like good vs. bad and strong vs. weak should be chosen. • Instead of directly giving advice, the author(s) should allow the child to grasp a topic himself/herself. • It should be original. 	
	<i>Character</i>	<ul style="list-style-type: none"> • Characters shouldn’t be exaggerated, inaccessible, or perfect. • The hero is expected to be a problem-solver, dominate events, and have a curious personality. • Characters should have features which children can view as role models. • While developing a character, authors and illustrators should be careful not to be discriminatory, impose a significant opinion, and/or provide inaccurate information. 	
	<i>Setting</i>	<ul style="list-style-type: none"> • The setting should coincide with the subject and characters (e.g. clothes and accessories, roles, gender). • When depicting characters, the modern era should also be considered. 	
	<i>Fiction</i>	<ul style="list-style-type: none"> • It should be described without unnecessary details and in a consistent manner. • It should have a logical conclusion and/or solution. 	
Form	<i>Visual Elements</i>	Line Color Shape Texture Composition	<ul style="list-style-type: none"> • Visual elements should help create feelings and movement in the story. • Visual elements should enhance the story’s readability.
	<i>Book Design</i>	Book Jacket, Front and Back Cover	<ul style="list-style-type: none"> • The front cover should have the title, a relevant picture, the author’s name and the publisher’s information. • The back cover should include information about the current edition and possibly provide other writers opinions regarding the book.
		Book Title	<ul style="list-style-type: none"> • It should be appealing and remarkable.
		Book Spine	<ul style="list-style-type: none"> • The title, author’s and publisher’s name and maybe a logo of the publishing company are written on the book spine.
		Front-page, Endpaper and Flyleaf	<ul style="list-style-type: none"> • Front-page, Endpapers and Flyleaves should attract the attention and peak children’s interest.
		Title Page, Front piece and The Page Behind The Title Page	<ul style="list-style-type: none"> • In the title page, there should be the title, subtitles (if there are any), the names of author(s) and illustrator(s) and also the name and address of the publishing house. The page following the title page includes the

			edition information, international copyright symbol, copyright information, previous publication dates, and ISBN number.
		Font Style	<ul style="list-style-type: none"> Font style should be appropriate, simple and easily readable for the potential readers. Font should be large and well placed.
		Page Setup	<ul style="list-style-type: none"> Illustrations and text are sometimes placed on the same page and other times on adjacent pages or parts of pages.
		Paper Type	<ul style="list-style-type: none"> Paper must not be too thin. Bright glossy paper is not suitable.
		Book Size	<ul style="list-style-type: none"> Book size must be selected according to the book's purpose and the reader's age.
		Bookbinding	<ul style="list-style-type: none"> Thread stitch is the most suitable book binding technique.
Language/ Expression			<ul style="list-style-type: none"> The language/expression used in children's picture books should aid children in developing their understanding, comprehension, synthesis and imagination skills, all while supporting their creativity. It should aid in developing their vocabulary. Sentences should be simple and consist of one subject and a verb. A single viewpoint and/or moral doctrine should not be imposed.

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