MEMBER ANNOUNCEMENTS

Sharryn Walker and her daughter co-authored “My Family Makes This: Including Cookbooks in the Classroom Library” in volume 71, issue 6 of The Reading Teacher. Additionally, Sharryn was recently promoted to Professor of Literacy at Central Washington University. Congratulations on this career milestone!

Deborah A. Wooten, Associate Professor at the University of Tennessee, along with Lauren Aimonette Liang and Bernice E. Cullinan, co-edited Children’s Literature in the Reading Program: Engaging Young Readers in the 21st Century (5th edition) in June 2018. This resource and course text, now revised and updated, addresses the “whats,” “whys,” and “how-tos” of incorporating outstanding children’s literature into the K-8 reading program.

CL/R SIG MEMBER CONFERENCE PRESENTATIONS

The International Literacy Association conference is just around the corner, and several CL/R SIG colleagues will be presenting their scholarship.

SATURDAY, JULY 21

Anne Katz
Building Connections Between Teacher Education Candidates and Urban Middle School Students Through Social Action
Organization of Teacher Educators in Literacy SIG Roundtable Presentation
10:00 AM - 12:00 PM
Austin Convention Center, Room 11-Banquet

Sharryn Walker
Making Change to an Online MEd-Literacy Program: Successes and Challenges
Research Poster Presentation
10:00 AM - 11:00 AM
Austin Convention Center, Poster Session Area - Exhibit Hall 1

Sue Corbin
Mindful Reading Revisited
Research Poster Presentation
Diana Porter
*The Impact of Multimodal Stations, Inspired by Orbis Pictus Nonfiction, on the Changes Required to Motivate and Engage Today’s Adolescent Learners*
Research Poster Presentation
11:30 AM - 12:30 AM
Austin Convention Center, Poster Session Area - Exhibit Hall 1

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**SUNDAY, JULY 22**

Danielle Hartsfield
*Parents’ Beliefs about Controversial Children’s Books and Students’ Right to Read*
Professors of Literacy Teacher Education SIG Roundtable Presentation
10:00 AM - 12:00 PM
Austin Convention Center, Room 10B - Banquet

Chelsey Bahlmann Bollinger
*Response to Children’s Literature Using Digital Tools*
Technology in Literacy SIG Roundtable Session
4:00 PM to 6:00 PM
Austin Convention Center, 19A-Banquet, Table 1

Notable Books for a Global Society Committee
The 2018 Notable Books for a Global Society will be presented at ILA this year. The title of the session is *Notable Books for a Global Society: Illuminate, Celebrate, Explore, and Understand*. In addition, Don Tate, featured author, will talk about his work as an award-winning author, illustrator, and advocate for diversity in publishing.

Presenter:
Sue Christian Parsons, Oklahoma State University

Co-presenters:
Renita Schmidt, The University of Iowa
Fran Wilson, Madeira City Schools
Diana Porter, Eastern Kentucky University
Kelly Finan, Baltimore Public Schools
Nancy Bo Flood, Author, Boyds Mills Press
Tami Morton, Texas A&M Commerce
Laretta Henderson, University of Wisconsin at Milwaukee
Sandip Wilson, Husson University
Deborah A. Wooten, University of Tennessee
Mary Ellen Oslick, University of Central Arkansas
Junko M. Sakoi, University of Arizona
Don Tate, Children’s Book Author/Illustrator

4:00 to 6:00 PM
CL/R SIG BOARD OF DIRECTORS MEETING

Sunday, July 22
10:00 to 12:00
Austin Convention Center, Show Office 5, Mezzanine Level

TEACHING CORNER

Using Photographs to Introduce Genre
Sharryn Larsen Walker
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To expand the presence of visual media in my children's literature course, I have used photographs to introduce genre and the topic of which we will be reading.

First, I introduce the topic to be explored to the teacher candidates. For example, we have explored the topics of immigration, the civil rights movement, the dawn of the nuclear age, and state history. I provide a brief overview of the topic and the two texts we will be reading. Frequently, I use combinations of historical fiction, biography, or informational text.

Next, I ask each teacher candidate to bring a color photo related to the topic. For instance, when reading texts that pertain to Washington State history, I ask the teacher candidates to bring a photo that represents a sports team; a geographical and geological feature; a famous Washingtonian who was born in the state; Native culture; a museum; a famous landmark; or a water animal. This is a partial list of the areas I ask be represented. Each teacher candidate must be able to speak about the photo to the rest of the class. They are also asked to cut the photo so there is no border.

At the next class session, we build a composite photo collage. We gather around a large sheet of butcher paper (black looks best for the final product). Each teacher candidate shares the photo s/he brought, detailing the information related to the photograph. After the share, the teacher candidate glues the photo on the butcher paper with each photo glued adjacent to another. The same process is used until each photo and the information is shared. An example of a photo collage about the dawn of the nuclear age is shown below.

Finally, the teacher candidates read the two texts and come to the next class session prepared to participate in a book club, interweaving their perceptions and understanding from the texts and the knowledge they learned from the photo collage response. Some examples of the “twin texts” (Camp, 2000) we have read and the related topics include:

- Our Only May Amelia and E is for Evergreen – Washington State History
• The Green Glass Sea and Trinity: A Graphic Novel of the First Atomic Bomb – The Coming of the Atomic Age

• Delores Huerta and Esperanza Rising – Immigration

• The Wednesday Wars and We Got a Job: The 1963 Birmingham Children’s March – Civil Rights Movement

The power in this type of introduction to genre lies with the teacher candidates. They are responsible for presenting a portion of the content related to the topic, while collectively building a broad knowledge base of the topic. The photo collage is displayed in the classroom, and a photo of the collage is emailed to them for placement in their reading notebooks. The collage is often referred to during the book club discussions as the teacher candidates make connections between the topic and the concepts presented in the texts read.

I have heard back from teacher candidates about this response as they engage in their student teaching and teaching positions. They have reported that they used this strategy when introducing topics in history, geography, science, and math. They appreciate the versatility of the strategy, while understanding that as teachers, they do not need to know all about a topic. The students are responsible for building the content background. From there the teacher can expand the content during further conversations and explorations.

References


NEWSLETTER SUBMISSIONS

Please send submissions for the next newsletter issue to danielle.hartsfield@ung.edu by September 15, 2018.