Trade Books in the Elementary/Middle School

DEPARTMENT: Elementary Education

COURSE: EDEL 786

CREDIT: 3 hours Graduate/Undergraduate

DATES: August 20 – December 11, 2003

TIME: 4:45 pm – 7:00 pm (except 2nd Tuesdays, 5:00 –7:00pm)

PLACE: 217 Bluemont Hall

INSTRUCTOR: Dr. Marjorie R. Hancock
Associate Professor
Dept. of Elementary Education
202 Bluemont Hall
Office: 785-532-5917
Home: 785-776-9392
Email: mrhanc@ksu.edu

OFFICE HOURS: T Th 8:30-9:20 am (Office)
T 3:00-4:15 pm (before class except 2nd Tues of month)
T 7:00-7:30 pm (after class)

COURSE DESCRIPTION

Trade Books in the Elementary/Middle School focuses on the use of children’s literature in the K-8 literacy classroom. Primarily intended to acquaint the participant with recently published children’s books, the course also addresses the following topics: author/illustrator studies; literary genres; reader response to literature; literature journals & circles; literature as a model for writing; literature clusters; selection and evaluation of trade books; technology connections to children’s literature. The course attempts to link between literature and the Kansas Communication Arts Curricular Standards. The course is intended to expand teachers’ knowledge of children’s literature across the genres (picture books, multicultural literature, historical fiction, realistic fiction, traditional literature, poetry) and recognition of literature’s potential as a resource for learning and literacy. Course projects include a response log to recent children’s books and a theme exploration linking literature across genres with curricular content and technology as well as professionals readings and research on a children’s author or
illustrator. Knowledge of quality children’s literature and growth in ability to meaningfully link literature to literacy instruction is the overall outcome of the course.

**COURSE OBJECTIVES**

The preparation of educational personnel at Kansas State University is based on a foundation of professional knowledge. This foundation is divided into four categories (Knowledge of: Groups and Institutions, Learning and Students, Teaching and Planning, and Clinical Applications and Practice) and guides the planning and delivery of specific courses and the program as a whole. The following goals and objectives have been developed to reflect the relationship of this course to the foundation of professional knowledge. Upon successful completion of the requirements of this course, the participants will be able to:

**Knowledge of groups and institutions:**
Understand the current philosophy of incorporating children’s trade books into the elementary/middle school curriculum to formulate and instructional program consistent with contemporary theory and practice.
Recognize that cultural diversity can be addressed through multicultural literature.
Recognize the literacy connections between children’s trade books and the context of the elementary/middle school curriculum.
Discuss issues related to the use of children’s trade books in the elementary/middle school including standards, state testing, censorship, and school reading programs.

**Knowledge of learning and students:**
Identify recently published trade books and popular authors/illustrators, and award-winning titles from the realm of children’s trade books.
Expand knowledge of literary genres, literary elements, text structure, and text types (narrative, expository, persuasive, technical).
Understand and articulate the significance of Louise Rosenblatt’s transactional theory of reader response in a response-based literature program in the classroom.
Understand a variety of literature-based literacy activities to increase students’ personal responses to trade books.
Develop an understanding of the range of individual reading interests and needs of students.

**Knowledge of teaching and planning:**
Plan and present an author/illustrator study for possible use in the classroom setting.
Experience active engagement in literature-based lessons through literature circles, response logs, a literature response journal, and readers theater with connections to the classroom setting.
Share professional journal articles which introduce response-based literature activities through a class presentation.

**Clinical applications and practice:**
Utilize recently published children’s trade books in classroom settings reported through
a file of personal responses from participant and children.
Apply reader response theory and trade book literacy practices to an elementary/
middle-school setting.
Create and compile a theme exploration on a broad-based theme for use in a classroom
setting. Project includes literature across genres and an annotated bibliography
of recently published children’s books, a graphic organizer, literature-based
activities, and technology-related web sites and connections

All objectives will be met in accordance with Kansas State University’s College of
Education theme:

**PREPARING EDUCATORS TO BE KNOWLEDGEABLE, ETHICAL, CARING
DECISION-MAKERS**

**REQUIRED TEXTS**

**TEXTBOOK:** Hancock, Marjorie R. (2003). *A Celebration of Literature and
River, NJ: Prentice Hall/Merrill.

**CHILDREN’S BOOKS:**
(2000 Newbery Award)

(Paperback) (2001 Newbery Honor Award)


**COURSE ACTIVITIES**

Response File to Recent Children’s Books 150 points

Theme Exploration Project/Presentation 150 points

Author/Illustrator Presentation/Handout 75 points

Professional Article Presentation/Handout 75 points
Literature Response Activities 100 points

Grading Scale: Points Percentage Grade
525-550 95-100%  A
500-524 90-94%  B
450-499 82-89%  C

Attendance is required. More than two absences WILL result in a lowering of the final grade. See the instructor for any sessions you may miss, especially those planned ahead of time for parent-teacher conferences or professional activities.

ASSIGNMENT REQUIREMENTS

RESPONSE LOG: RESPONSES TO RECENTLY PUBLISHED CHILDREN’S BOOKS

Requirement: 36 picture books or 12 chapter books OR a combination of 18 picture books/6 chapter books.

- These books must have a copyright of 1997-2001
- Some of the books (3 picture books/1 chapter book) may be from author/illus study
- Some of the books (3 picture books/1 chapter book) may be from theme exploration
- Most of the books will simply be an assortment from books you have been wanting to read.
See the textbook bibliographies and the printed handout for recent quality titles.

**Picture Books** should reflect the following genre mix:

<table>
<thead>
<tr>
<th>Literary Genre</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Storybooks</td>
<td>10</td>
</tr>
<tr>
<td>Traditional Literature</td>
<td>4</td>
</tr>
<tr>
<td>Fantasy</td>
<td>2</td>
</tr>
<tr>
<td>Informational Books</td>
<td>4</td>
</tr>
<tr>
<td>Multicultural Books</td>
<td>4</td>
</tr>
<tr>
<td>Poetry</td>
<td>4</td>
</tr>
<tr>
<td>Historical Fiction</td>
<td>4</td>
</tr>
<tr>
<td>Biography/Autobiog/Memoir</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

**Chapter Books** should reflect the following genre mix:

<table>
<thead>
<tr>
<th>Literary Genre</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic fiction</td>
<td>2</td>
</tr>
<tr>
<td>Fantasy</td>
<td>1</td>
</tr>
<tr>
<td>Multicultural Books</td>
<td>2</td>
</tr>
<tr>
<td>Poetry</td>
<td>1</td>
</tr>
<tr>
<td>Historical fiction</td>
<td>2</td>
</tr>
<tr>
<td>Biography/Autobiog/Memoir</td>
<td>2</td>
</tr>
<tr>
<td>Informational Books</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

Use the following format for setting up and reporting data in a response log:

**Literary Genre**

Author’s last name, first name. (Year of publication). *Title of book* underlined or italicized.

Illus. by first initial and last name of illustration (if applicable). City of publication:

Publisher. (APA Style)

**Annotation for Picture Books:** A well-written two sentence story summary that creatively captures the essence of the book. A third sentence should make a statement on the type of illustrations used and how they contribute to the effectiveness of the story.

**Word choice** (descriptive adjectives, powerful verbs) and voice lend themselves to well-written annotations.

**Annotations for Chapter Books:** A well-written two paragraph story summary that creatively captures the essence of the book. The annotation should refer to some story elements:
character, setting, theme, problem, resolution, point of view. While concise, the annotation would be effective in convincing another to read the book.

Responses: Half of your responses should be reported from children’s personal responses to the book and half should be recorded from your own personal response to the books.

Responses may include, but are not limited to:
1) What do you notice about the book?
2) How does the story make you feel?
3) What does the book remind you of from your own life?
4) Of what other books does the book remind you?
5) What meaning or message does the book have for you?
6) What classroom connections naturally link to this book?
7) What reading/writing strategies could be taught through this book

Quote: List a memorable quote, paragraph, line, or words from the text. Include a page Number (p. 72) or (n. p. ) for nonpaged picture books.

It is critical that responses be spontaneous, genuine, and honest. Responses to chapter books could include paragraph entries from a literature response journal and at least 3-5 should be reported. Samples will be shared the first night of class.

Turn your response logs into the filebox each evening of class. The instructor will respond back. Take back the entry the next week and keep your growing response log in a folder. Do NOT make any changes or “corrections” to the responses. When the total file is due, place the titles in the order of literary genre and alphabetize them by author within each genre.

The instructor may be asking you and/or your students’ parents for written permission to use their responses to books in the 2nd edition of A Celebration of Literature and Response (c2003).

Project Assessment:
- Appropriate number of trade books across the literary genres.
- Appropriate publication dates.
- Quality of books chosen for reading/responding (authors/publishers).
- Quality/honesty/level of engagement with response
- Ability to communicate feelings, thoughts, and connections through written responses.
- Completeness and accuracy of bibliographic information.
• Commitment to authentic aesthetic response and aesthetic involvement with literature.
See assessment sheet for detailed criteria for the response log project.

THEME EXPLORATION: GRAPHIC ORGANIZER, ANNOTATED BIBLIOGRAPHY, RELATED LITERATURE ACTIVITIES, TECHNOLOGY CONNECTIONS & FORMAL PRESENTATION (150 points)

Interdisciplinary instruction demands knowledge of and access to literature across genres and across the curriculum. The purpose of this assignment is to recognize the connectedness between and among books and across literary genres in learning about a specific topic.

• Choose a creative theme exploration title that appeals to your students (inquiry-based)
• Select 25 quality tradebooks which meaningfully relate to your theme—This list must include books from at least 8 literary genres (copyrights 1995-present, but some classic titles are encouraged).
• Create a graphic organizer that purposefully organizes your theme into literature clusters or related subthemes. Try to include an internet website for each of your clusters.
• Compose an annotated bibliography highlighting the selected tradebooks and their
genres. The one-two sentence annotation will briefly summarize the title and specifically connect the book to the theme.

- Connect your theme to technology through a minimum of five quality websites.
  List the web address for each website and briefly describe the special information contained in this format related to your theme.

- Create a literature-based activity sheet suggesting:
  1) an opening activity and related book to inspire your students
  2) an “individual” activity from a related book
  3) a “small group” activity (3-5 per group) from a related book(s)
  4) a “whole class” activity from a related book
  5) a “culminating” activity to celebrate the learning from the theme exploration
  At least ONE of these activities includes a technology-based connection.

- Share literary connections and a sampling of the trade books and possible related activities in a 10-15 minute presentation the final two evenings of class.

Ideas for the Theme Exploration project should be briefly presented and approved by the end of September.

Prepare a handout for each member of the class. The handout will contain your graphic organizer, our theme exploration title and subtheme titles, an annotated bibliography of books, a list of related web sites, and a list of literature-based activities. Technology/visual aids may be added for professional presentation.

Present the project by sharing your thematic thoughts and literature connections through a creative, informative 15-20 minute presentation.

DUE DATE: Final three evenings of class.

ASSESSMENT
- Relationship of your project to your work with children.
- Sense of understanding of the connectedness of literature across varied genres.
- Completeness, neatness, professionalism, and accuracy of project handout.
- Comprehensiveness of books from eight different literary genre.
- Evidence of knowledge of books, authors, and genres and potential plans for meaningful curricular possibilities.
- See Assessment Sheet for detailed criteria for the project.

AUTHOR/ILLUSTRATOR STUDY (75 points)
Make a 10-15 minute presentation to the class on an author/poet/illustrator related to a specific literary genre. Your presentation must include:

- A profile of the author’s/illustrator’s life or writing career
  (See *Something About the Author, 7th Book of Junior Authors*, or internet web sites Appendix C in textbook)
- A creative display of author’s books and related artifacts (if applicable)
- A discussion of the author’s work both chronologically and across several books
- A one-to-two page handout or brochure for each member of the class which may include some of the following features:
  - a picture of the author/illustrator
  - a brief profile of interesting facts about the author/illustrator
  - a comprehensive list of all books by newer authors OR a selected list of an experienced author’s most noteworthy books
  - meaningful quotation(s) from the author reflecting his/her craft
  - additional information or graphics for added interest
  - related websites
  - bibliography of sources of information

DUE DATE: Sign up list available the second evening of class. The presentations will be themed with the genre we are studying on a particular date (i.e. Jerry Pinkney – multicultural literature). Presentations will begin the 3rd class session.

ASSESSMENT: Familiarity with, enthusiasm for, and appreciation of the author/illustrator’s work. Completeness and accuracy of presentation.

SUGGESTIONS FOR STUDY:

**Authors of Picture Books:** Eve Bunting; Lynne Cherry; Barbara Cooney; Mem Fox; Emily Arnold McCully; Janet Stevens; Vera B. Williams; Audrey and Don Wood; Jane Yolen.

**Authors of Chapter Books:** Avi; Betsy Byars; Jean Craighead George; Will Hobbs; Lois Lowry; Walter Dean Myers; Phyllis Reynolds Naylor; Katherine Paterson; Gary Paulsen; Jerry Spinelli; Mildred Taylor

**Multicultural Authors/Illustrators:** John Bierhorst; Joseph Bruchac; Ashley Bryan; Floyd Cooper; Leo & Diane Dillon; Virginia Hamilton; Julius Lester; Patricia and Frederick McKissack; Jerry Pinkney; Brian Pinkney; Gary Soto

**Traditional Tale Authors/Illustrators:** Verna Aardema; Jim Aylesworth; Tony Johnston; Eric Kimmel; Gerald McDermott; Paul Zelinsky
LITERATURE RESPONSE ACTIVITIES (100 points)

1) Literature Response Journal to *Bud, Not Buddy* by Christopher Paul Curtis. Each student will read and intermittently respond (a minimum of 5 entries) to this title. Response journals will be shared in whole and small group conversations and feedback to journal responses will be provided by peers and instructor.

2) Literature Circle for Kate Di Camillo’s *Because of Winn Dixie*. Each student will be preassigned a role as a discussion contributor and will read the book with that role in mind. In addition, the reading strategies employed by the reader of this book will be highlighted in margins of book.

3) The Writing Craft. Each student will read Phyllis Reynold Naylor’s *How I Came to be a Writer* and highlight writing tips to be share with student authors. Connections between the author and her works (*Shiloh* trilogy) will be discussed.

4) Related response activities that might be shared in class. Your participation and enthusiasm is greatly appreciated.

LITERATURE-BASED PROFESSIONAL ARTICLE PRESENTATION (75 points)

Your 10 minute presentation will consist of a typed two-page handout selected from the suggested journal readings from the instructor’s choices and copies shared the first evening of class. Include the bibliographic information for the article at the top of your handout in APA style. Include any of the following in your handout and presentation:

- Quotations from the article
- Charts/lists of books/tables/teaching examples
• Step-by-step procedures
• Outline of the article’s content
• Authentic literature shared in the article (bring to class)

Your presentation should include your thoughts, reactions, opinions, personal connections, and feelings about what you are reading. Be certain to connect classroom ideas to your own teaching. You do NOT need to agree with the article. Feel free to “take risks” by sharing your own opinion or questioning the information and methods shared in the article. Include three questions to the course participants to engage them in a discussion following your presentation.

ASSESSMENT: Ability of student to clearly and professionally articulate classroom connections based on readings on the use of literature in the classroom. Appropriateness and clarity of information shared in the handout.

DUE DATE: Sign up available second evening of class.

CHILDREN’S LITERATURE ON THE INTERNET

Spend time on the internet as you acquire information for your author study and locate web sites for your theme exploration. Be sure to record and list useful web sites you find as a resource for your presentations. Use Appendix C in your textbook as a starting point.