

THE 49TH ANNUAL CONFERENCE ON CHILDREN'S LITERATURE

MARCH 23-24, 2018 | UGA CENTER FOR CONTINUING EDUCATION & HOTEL, ATHENS, GA



Illustration by Grace Lin



College of Education

Department of Language and Literacy Education

UNIVERSITY OF GEORGIA

FRIDAY, MARCH 23

7:30-9:00

Registration

8:00-5:00

Bookstore and Exhibits Open

8:15-8:30

Welcome: Denise Spangler, Interim Dean of the College of Education

Introduction by Petros Panaou, University of Georgia

Announcements

8:30-9:30

**First General Session: Keynote by Grace Lin,
Distinguished Author and Illustrator**

Introduction by Tairan Qiu, University of Georgia

9:30-10:00

Break: Book Signing and Exhibit Visits

10:00-10:45

Concurrent Sessions One

10:50-11:50

**Second General Session: Keynote by Louis Sachar, 2017 Georgia Book Award Winner
(Grades 4-8)**

Introduction by Lacy Brice, University of Georgia

12:00-1:00

Luncheon and GCBA Award Presentation

Presentation of GCBA Awards to Kelly DiPucchio and Louis Sachar

Jennifer M, Graff and Sara Kajder, University of Georgia

Announcement of the 2018 GCBA Book Award Winners

Jennifer M, Graff and Sara Kajder, University of Georgia

1:10-1:55

Concurrent Sessions Two

2:00-3:00

**Third General Session: Keynote by Åse Marie Ommundsen,
International Picturebooks Scholar**

Introduction by Ji Hyun Hong, University of Georgia

3:00-3:25

Break: Author/Illustrator Signing and Exhibit Visits

3:25-4:10

Concurrent Sessions Three

4:15-5:00

Concurrent Sessions Four

SATURDAY, MARCH 24

7:30-8:30

Registration

8:00-12:00

Bookstore and Exhibits Open

8:30-9:30

Fourth General Session: Keynote by Laurel Snyder, Acclaimed Local Author
Introduction by Heidi Hadley, University of Georgia

9:30-10:00

Break: Author/Illustrator Signing and Exhibit Visits

10:00-10:45

Concurrent Session Five

11:00-12:15

Fifth General Session: Keynote by Kelly DiPucchio, 2017 Georgia Picturebook Award Winner (Grades K-4)
Introduction by Courtney Shimek, University of Georgia
Closing Announcements

11:00-12:00

Helen Ruffin Reading Bowl
Elementary School Finals
Middle School Finals
High School Finals
Awards

CONCURRENT SESSIONS ONE

Keynote Workshop: Kelly DiPucchio, 2017 Georgia Picturebook Award Winner

(NOTE: requires separate registration)

GCBA (2018–2019) Book Nominees: Connecting to Children, Community, and Curriculum

Georgia Children’s Book (Gr. 4–8) Award committee members will share the 2018–2019 nominees to help connect the books with children and integrate them in communities and curricula! A range of standards-based classroom ideas and creative applications will be highlighted. Resources shared during this session will be available on the GCBA website.

Book, Gr. 4–8 (2018–2019 selection) Committee

Sara Kajder, *The University of Georgia*
Melanie C. Duncan, *West Bibb Library, Middle Georgia Regional Library System*
Roy Jackson, *Springdale Park Elementary*
Leslie Olig, *Euclaw Creek Elementary*
Lynn Staples, *Wauka Mountain Multiple Intelligences Academy*
Julie Stokes, *Dalton Middle School*
Julie Trejo, *Berry College Elementary and Middle School*
LaRita Wiggins, *Austin Road Middle School*
Todd Williamson, *Milton Public Library*

A Thousand Words: Incorporating Wordless Picture Books during Story Time to Help Preschoolers Create Narratives

Phillip Baumgarner, University of Georgia

The presenter, a preschool teacher, explores wordless picture books with his students. He finds the books are rich in content and complex in their narratives. He uses wordless picture books to guide his young students in unlocking visual text and, in turn, aids in his students’ development of creating narrative—based on their personal responses and interpretation.

Developing a Culture of Reading (Plus Other Standards of the School Librarian Effectiveness Instrument)

Phyllis Snipes, University of West Georgia

Library media specialists perform magic! They “develop a culture of reading and promote reading as a foundational skill for learning, personal growth, and enjoyment.” The second standard comprising the evaluation tool for librarians, School Librarian Effectiveness Instrument (SLEI), provides consistent, practical standards making the teacher-librarian’s multi-faceted role crystal clear.

Let Me Read to You: Read-Alouds, Dialogue, and Inquiry in Secondary Classrooms

Stacia Long, University of Georgia

The practice of read-alouds is often overlooked in secondary English classes. However, they’re powerful structures for shared text experiences around big ideas that lead to discussion and inquiry. Together, we will explore research on read-alouds and discuss the why, what, and hows of reading aloud with older students.

Growing GRIT and Positive Behavior with Children’s Books

Stephanie Johnson, Dorsett Shoals Elementary

Lindy Moore, Douglas County Public Libraries

Tracy Scaglione, Dorsett Shoals Elementary

What happens when a media specialist, a teacher, and public librarians work together? “Growing Grit and Positive Behavior with Books” is about how you can spread the love of reading while sparking student conversations about determination and kindness and applying Growth Mindset concepts to language arts lessons. Includes book lists.

Perspectives in YA Literature: It's Not Just for Kids!

T. Hunter Strickland, University of Georgia

Heidi Lyn Hadley, University of Georgia

William J. Fassbinder, University of Georgia

This session will focus on young adult Literature and the various roles that educators take on as they engage with YA literature as readers, authors, researchers, and classroom practitioners. Knowing that YA literature is becoming an important part of teachers reclaiming the voice and agency that they have in their own classrooms, we wish to explore all the possibilities and promise that YA literature holds: not only for the adolescents who read these books, but also for the educators who engage in reading, writing, teaching, and researching them.

Reviewing Storybook Apps: A Framework for Consideration of Interactive Features

Lauren Aimonette Liang, University of Utah

Elizabeth Thackeray Nelson, University of Utah

In this session, we explore the methodological coding system that we used to categorize interactive features of digital storybook apps in a recent study examining the effects of these features on children's reading engagement and comprehension. We suggest ways these categorizations could provide guidelines for reviewers and educators examining the quality of storybook apps.

Differentiated Novel Study: Touching Spirit Bear

Dorothy Draa, West Jackson Middle School

Sharon Mitchell, West Jackson Middle School

It is challenging to find a novel that meets a range of student abilities and interests. Two veteran middle school teachers will share how they have taken an inspiring novel they both love and differentiated their teaching to reach students at all levels, from gifted to co-taught special education.

Using Mentor Sentences from Quality Children's Literature to Enhance Literacy Standards in the Primary Grades

Diane Mergele, West Jackson Elementary School

Bronwyn Sheffield, West Jackson Elementary School

As rigor and expectations increase, what better way do we have of providing quality models of literacy than the world of children's literature? Join two kindergarten teachers on their journey of discovering how engaging mentor sentences can be for instructing and enhancing literacy standards. Receive organizational guides and activity sheets.

SEAMly Story Times!

Donna O'Kelley Butler, Bogart Public Library

Join an experienced public librarian and programmer as we explore hands-on ways to add science, engineering, art, mathematics, and music to preschool, toddler, and primary story times. Plan to move and have fun!

A Heart for Haiti: Service and Learning in the Writer's Workshop

Genise Vertus, David C. Barrow Elementary School

Since its founding in 1996, the Matènwa Community School has been teaching children how to read and write in Haitian Creole, their mother tongue. With this growing initiative, more books for children are needed with text in Haitian Creole and French. Mother Tongue Books are early readers that are written and illustrated by children both in the U.S. and Haiti. In this presentation, learn about how you and your students can use mentor texts to learn about the Caribbean nation of Haiti, as well as write and illustrate Mother Tongue Books. In writing Mother Tongue Books, you and your students will give students in Haiti the opportunity to learn to read and write in the language spoken at home. In addition, you and your students will make connections with children and a culture different from our own.

CONCURRENT SESSIONS TWO

Keynote Workshop: Louis Sachar, 2017 Georgia Book Award Winner (Grades 4-8)

(NOTE: requires separate registration)

GCBA (2018-2019) Picturebook Nominees: Connecting to Children, Community, and Curriculum

Georgia Children's Picturebook (Gr. K-4) Award committee members will share the 2018-2019 nominees to help connect the books with children and integrate them in communities and curricula! A range of standards-based classroom ideas and creative applications will be highlighted. Resources shared during this session will be available on the GCBA website.

Picturebook, Gr. K-4 (2018-2019 selection) Committee

Jennifer M. Graff, *University of Georgia*
Jennifer Beaty, *Dacula Elementary*
Evan Bush, *Athens Clarke County Library and Regional Library System*
Tonya Grant, *Barksdale Elementary*
Jennifer Rice, *Macedonia Elementary*
Ashley Saint, *Schley Elementary*
Courtney Smith, *Georgia Southern University*

Read-Aloud, Shared Reading, Differentiation, and Integration, OH MY!: Engaging Young Readers in Complex Texts Connected to Content

Jen Cole, Madison County School District
Angie Embry, Danielsville Elementary
Terri Thornton, Danielsville Elementary

In this multimedia session, participants will see first hand how inquiry-based integrated planning can engage teachers and students with curriculum. Participants will learn from teachers sharing their planning process, presenters modeling researched-based reading strategies, and viewing video of students in classrooms.

Using Fiction Books to Teach Science and STEM

Shelli R. Johannes, Author
Julie Stokes, Dalton Alternative Education Program

This session focuses on using fiction books to teach core science concepts and multi-genre writing. Discuss popular fiction (picture book, middle grades and young adult examples) and hear how you can use these books to reinforce science concepts. Also find out how to use fiction when teaching multi-genre writing in science.

Using Children's/YA Literature as Part of the Georgia Alternate Assessment

Nancy Carstens, Chattanooga Valley Middle School

A middle school special education teacher will present a workshop sharing instructional tasks using Children's/YA literature as part of the Georgia Alternate Assessment. Instructional tasks will be presented for reading literacy standards across middle school. These tasks have proven to be successful in showing that students in the community-based education program demonstrate an understanding of fundamental knowledge and skills aligned to grade-appropriate english/language Arts standards, and that students are performing meaningful tasks using grade appropriate material.

Yay or Nay: Choosing the "Right" Literature for Young Chinese Readers

Tairan Qiu, University of Georgia

Ever wonder whether and how culture, social norms, and concepts in the books you select embody the diverse backgrounds of your students? This presentation will propose suggestions for primary school teachers when selecting books for Chinese-American and Chinese-immigrant children, based on the results of a meta-analysis children's literature project.

Studying 9/11 Through Novels and Books Clubs: Designing and Teaching a Grades 4–9 Reading, Writing, and Speaking Unit for ELA or Social Studies Classes

Lesley Roessing, Armstrong State University

One of the most significant events of this century was September 11, 2001. This presentation will demonstrate designing and teaching a 9/11 unit for grades five through nine, based on novels and visual texts primarily read and discussed within and among book clubs. Learn about new novels written on this topic that explore 9/11 from different perspectives and will engage even reluctant readers. These strategies can be employed to create units of study on any topic.

Literacy, Creativity, and Parent Involvement: Fifth-Graders Reading Kwame Alexander’s *Booked* and *The Crossover*

Bob Capuozzo, University of Georgia and JJ Harris Elementary

Come hear and provide feedback as you learn about a project I have engaged in since the start of the 2017–18 school year. I am a professor-in-residence at JJ Harris Elementary in the Clarke County Schools; this school is a professional development school. The school-wide focus is on literacy, as such I have been reading to the fifth-grade classrooms every other week. Throughout the 2017–18 school year we have read Kwame Alexander’s *Booked* and *The Crossover*. During the read-aloud the fifth-graders are provided a sheet of paper; sometimes they are prompted to doodle or sketch while at other times they are prompted to illustrate a particular passage from the text. Their work often sheds light into who they are and what they are interested in as well as their abilities as writers and illustrators. Additionally, this project includes parental involvement and family literacy events.

Super Series Challenge

William Stuckeym, Kay Road Elementary School

Have you ever struggled getting students to complete reading logs? Are your students only reading the bare minimum at home, when they read at all? This practical session will highlight how one teacher used book series to help his students find their passion for reading while increasing fluency and comprehension.

The Library Interview

Tracy Ralston, Henry County Library System

Who, what, why, when, and where are the five most common questions. How can those questions be used in dealing with readers? Make it an interview process. Once you have answers to the five W’s, you can ultimately find a book for even the most reluctant reader. With all interviews, you must know what to ask and what to do with the answers. This process has worked in helping patrons, especially kids, find a book just for them.

The “Seuss”eum: An Interactive Walk-through Museum of the Life and Times of Dr. Seuss

Alisande Mayer, Moulton-Branch Elementary

Tired of the same old Dr. Seuss week activities—silly socks and crazy hats? Looking for a different way to celebrate that supports the standards and incorporates higher-order thinking skills? This presentation will provide ideas for turning your Dr. Seuss week into an interactive learning experience for your students.

CONCURRENT SESSIONS THREE

Keynote Workshop: Grace Lin, Distinguished Author and Illustrator

(NOTE: requires separate registration)

Sugar, Spice, and Ignoring Everything That's Not Nice: Examining Girls and (Dis)ability in Children's Literature

Alexandra L. Berglund, University of Georgia
Courtney Shimek, University of Georgia

Who's actually represented in your classroom library? In this session, we will critically examine books for representations of girls and (dis)ability. Attendees will see many examples of intersectionality, learn to analyze books for stereotypes, and will leave with new book titles to add to their growing book collections!

Bringing Chapter Books Alive!

Lindsay Scales, Athens-Clarke County Library

Have you found yourself scratching your head wondering how to involve chapter book readers in your library's programming? Maybe you would like to find new ways to bring books alive in your classroom? This session will discuss how to build a program that transports children inside their favorite books!

Get Those Boys Reading!

Christine Tigue, Hope-Hill Elementary School

Boys are reading at my school and loving it! Find out ways to entice boys to pick up a book and read for pleasure. Research has shown that boys lag behind girls in reading, but why is this? Boys are reading at our school because research, book reviews, activities, and other avenues are used to lure boys into the media center. During this session, research will be shared to help construct a media center program that serves all students better, including boys.

YA-Lit! Building a Classroom Library of Diverse Young Adult Literature for Today's Teen Readers

Helene Halstead, University of Georgia
Anne McLeod, Burney-Harris-Lyons Middle School

Diverse classroom libraries in middle and high schools support not only engagement and a feeling of reader identity, but also students' abilities to become informed and empathetic citizens. Join us as we explore current titles, topics, and authors; share professional resources; and discuss strategies to support your evolving readers.

The Magic of Books

Alice Henry, Early Learning Consultant

When you find a book that transform busy young learners into active learners it is magical. In my 30-plus years of teaching PreK through eighth grades, I was always amazed at the power of a good book. Picture books big and small, along with poetry, music, and movement, will be used to demonstrate the magical power of using books to inspire young listeners.

Slavery on Their Minds: Representing the Institution in Picture Books

Raphael E. Rogers, Clark University

This presentation features an examination of the intertextual relationship between picture books about slavery and select historical studies about the institution. It also highlights secondary Social Studies teachers who have successfully provided their students with opportunities to explore the historiography of slavery, through curriculum units that feature these picture books.

Manga in the Media Center: Enticing Reluctant Teen Readers using graphic novels

Jean O'Kelley, Conyers Middle School
Christine Miller, Rockdale County High School

"I don't read." Ever heard that? Entice your reluctant readers with graphic novels! The choices are endless—Japanese manga, classics, action heroes, and more. Our presentation will discuss why graphic novels of all types belong in middle and high school libraries and how to navigate the harrowing selection process.

Get Up Close and Personal! Spark Student Interest with the Real-Life Stories of Scientists and Inventors

Amy M. O’Quinn, Children’s Non-Fiction Author

Some kids love science and technology and get excited about new ideas, concepts, and experiments. Others show zero enthusiasm. So, why not consider using compelling biographies as a springboard into upcoming content? A student’s investment into the life story of a relevant scientist or inventor can spark greater academic interest! As the author of *Marie Curie for Kids: Her Life and Scientific Discoveries*, I’ve heard the same thing from many parents, teachers, and students.

CONCURRENT SESSIONS FOUR

Author Workshop: Laurel Snyder, Acclaimed Local Author

(NOTE: requires separate registration)

The Book In You (with SCBWI – Southern Breeze Authors)

Susan Montanari
Heather L. Montgomery
Amy O’Quinn
Paula Puckett
Randi Sonenshine

Kidlit authors share the scoop on how drafts become books. Learn the basics of the publishing industry, hear the story behind their story, and receive helpful hints on how you or your students can pursue publication. Meet authors from this region who write fiction, nonfiction, picture books, articles, or novels.

Bon Appetit! Take Your Class on a Book Tasting

Becky Henderson, Screven Elementary School
Lisa Kicklighter, Screven Elementary School

Have books lost their “flavor” for some of your students? Do your students keep reading the same type of book? If your students keep reading the same author, series, genre, etc., try a book tasting! Students will enter a literary cafe and have an opportunity to “taste” many books on the menu, igniting a love for reading. We will demonstrate the book tasting done for our fourth-grade ELA classes and share with you student testimonials. So come join us and learn how to tempt your students’ tastes.

Using Social Media to Promote the Love of Reading

Ge-Anne Bolhuis, Whitfield County Schools

You’ve lurked, you heard the stories, but you just haven’t caught on to social media in your professional life. This session will highlight tools that will allow you to promote the love of reading through social media platforms like Twitter, Google+ and with tools like Flipgrid and Buncee.

CONCURRENT SESSIONS FOUR (cont.)

One-Person Puppet Shows

Teresa Jones, West Georgia Regional Library System

Puppets are a catalyst for early literacy and lots of fun! Using puppets is an incredible way to draw children into story time. Puppets can be loud and playful, quiet and shy, or even rude and unruly. Children can relate, and will often listen more attentively to puppets than they will to the adult behind the puppet. This session will hopefully put even the beginning storyteller at ease with using puppets in their story times!

Imagineering! How to Use Children's Literature to Create Dynamic Children's Programs that Inspire Life-Long Readers and Library Users

Evan Michael Bush, Athens-Clarke County Library

Whether you are a public librarian, school media specialist or classroom teacher, you too can become an imagineer. Learn how to create dynamic, memorable programs with children's literature that inspire children to read for a lifetime! Using our "book-centered" approach, we'll explore a host of creative ideas that promote curiosity, wonder, imagination, exploration, and discovery. From music, art, movement, and crafts, to book clubs and STEAM-based activities, it all starts with a book!

Using Picture Books to Affirm Emotions and Promote Self Expression in the Preschool Classroom

Dina Treff, University of Georgia

Codi Wade Parham, University of Georgia

A child screams from frustration, another jumps for joy, while a third cries out in pain. These are just a few of the emotions expressed in a preschool classroom on a daily basis. Through picture books, a child's emotions exist, are allowed, and expressed. This session will demonstrate how picture books can be used to help all children understand that having these feelings is OK and how to express them in appropriate ways. Books selected will reflect preschool child concerns, life experiences and/or emotional dilemmas. The technique of bibliotherapy will also be introduced.

The Power of the Read-Aloud: Using Book Choice to Promote Diversity Building a Safe Space to Explore Complicated Topics

Julie Carbaugh, University of Georgia

This workshop explores diverse books, including all genres and educational approaches that can help children develop their global and cultural awareness and responsiveness during the read-aloud experience. We will discuss the complexities of selecting a text for the read-aloud, present ideas and resources for navigating this task, and introduce books for participants to explore.

Picturebooks for Teaching Science and Social Studies Standards

Teresa White, Bells Ferry Elementary

This session will share picturebooks that can be used to teach science and social studies standards through class read-alouds. Read-alouds offer multiple ways to integrate S.S./science standards into literacy instruction. Using picture books to support content area standards increases student engagement and integrates instruction. The session is a collaboration between a media specialist and an academic coach.

Controversial Topics/Titles and the Helen Ruffin Reading Bowl

Wendy Smith, Parklane Elementary School

Mary Etta Thomas, HRRB Consultant

Barbara Hallstrom, HRRB Consultant

Today's children's literature often contains controversial subjects and/or language. Each year the Helen Ruffin Reading Bowl receives objections and complaints about two or three titles on the Georgia Book Award Nominees list. This presentation will discuss methods and strategies teachers and school librarians have used to alleviate concerns of students and parents while engaging students in discussions and competition practice that will lead to a deeper understanding of a story's events and characters.

CONCURRENT SESSIONS FIVE

SATURDAY, MARCH 24

Author Workshop: Åse Marie Ommundsen, International Picturebooks Scholar

(NOTE: requires separate registration)

Translingual Reading and Writing Pedagogies in the Year of the Dog/ Dawg

Melisa (Misha) Cahnmann-Taylor, University of Georgia

Tairan Qiu, University of Georgia

Judith Johnson, University of Georgia

Yixuan Wang, University of Georgia

Sharon Nuruddin, University of Georgia

NEA Big Read grant funding provides seed money for communities to read one book together of “literary merit.” This 2017–2018 year is the first year a book in translation from China, *To Live* by Yu Hua, appeared on the approved booklist; Athens, Georgia, is the first and only town to choose to read this selection translated by Michael Berry. Our panel discusses how we’ve used the NEA Big Read program as a catalyst for engaging and defining “translingual public pedagogy” in diverse settings in Athens. By connecting the novel to our “Georgia bulldawg,” the zodiac *Year of the Dog*, and Grace Lin’s *Year of the Dog* novel, we share our translingual approaches, pedagogies, and creative writing. We also share plans for the next program: Citizen March 2019, connecting to Claudia Rankine’s book *Citizen: An American Lyric*.

Fun and Fabulous Reading Activities with the Georgia Children’s Book Award: Making the Nominees Come to Life (Grades K–2)

Miriam M. Shook, Oglethorpe County Primary School

Jennifer Kimbel, Oglethorpe County Primary School

Have you ever wondered how to make the Georgia Children’s Book Award nominees come to life for young readers? A primary school media specialist and a STEM lab/gifted teacher discuss how they collaborated to incorporate a variety of STE(A)M activities, in order to make reading meaningful for their primary school students.

Reader’s Theater: Promoting Student Success

Beth-Anne W. Miles, Georgia Military College

Are you looking for different ways to improve reading comprehension, fluency and vocabulary (in English and foreign languages)? Are you tired of listening to learners stumble during public speaking events? Reader’s Theater can solve your problems! This presentation targets all learners (elementary–college) and will include engaging, hands-on activities.

Wild About Research!

Heather Montgomery, Nonfiction Author

Don’t do BORING! Nonfiction author Heather L. Montgomery uses STEM hooks like cell-exploding venom, snake dissections, and leeches up the nose to get students begging to research. Use genuine questions, visual prompts, and artifacts to ignite curiosity, expand inquiry, and set students loose into the land of discovery—your library!

Not Your Mama’s Book Club: Creating and Sustaining Vibrant Student Book Clubs

Randi Sonenshine, Cartersville Middle School

Jackie Pace, Cartersville Middle School

Participants will learn key components of successful student book clubs, practical tips, and management tools. We will also share how digital tools and out-of-the-box activities keep them engaging. Finally, we will explore ways book clubs can promote and support literacy initiatives in the school and in the broader community.

Mindfulness & Literature: Using Stories to Develop Mindfulness

Deanna Beech, The Brier Patch, LLC

Leslie Olig, Euchee Creek Elementary School

This workshop will review the evidence supporting mindfulness and school-based applications, provide classroom exercises, and discuss strategies for using mindfulness with character development. Participants will come away with practical ideas for incorporating mindfulness into the classroom, and a list of titles in a variety of grade levels and subject areas.

CONCURRENT SESSIONS FIVE

SATURDAY, MARCH 24

Summer Reading Magic: Turning Developing Readers and Writers into Book Lovers!

Kristi Craven, Liberty Elementary School

Can a struggling reader be turned into a lifelong lover of literature with the wave of a magic wand? It can happen, if you follow these simple steps in creating a well-crafted summer reading program. Come learn how one school did it... over the course of a summer!

A Collaborative Approach: Inspiring Young Learners Through Art and Literature

Elizabeth Wolcott, Cornerstone Learning Community

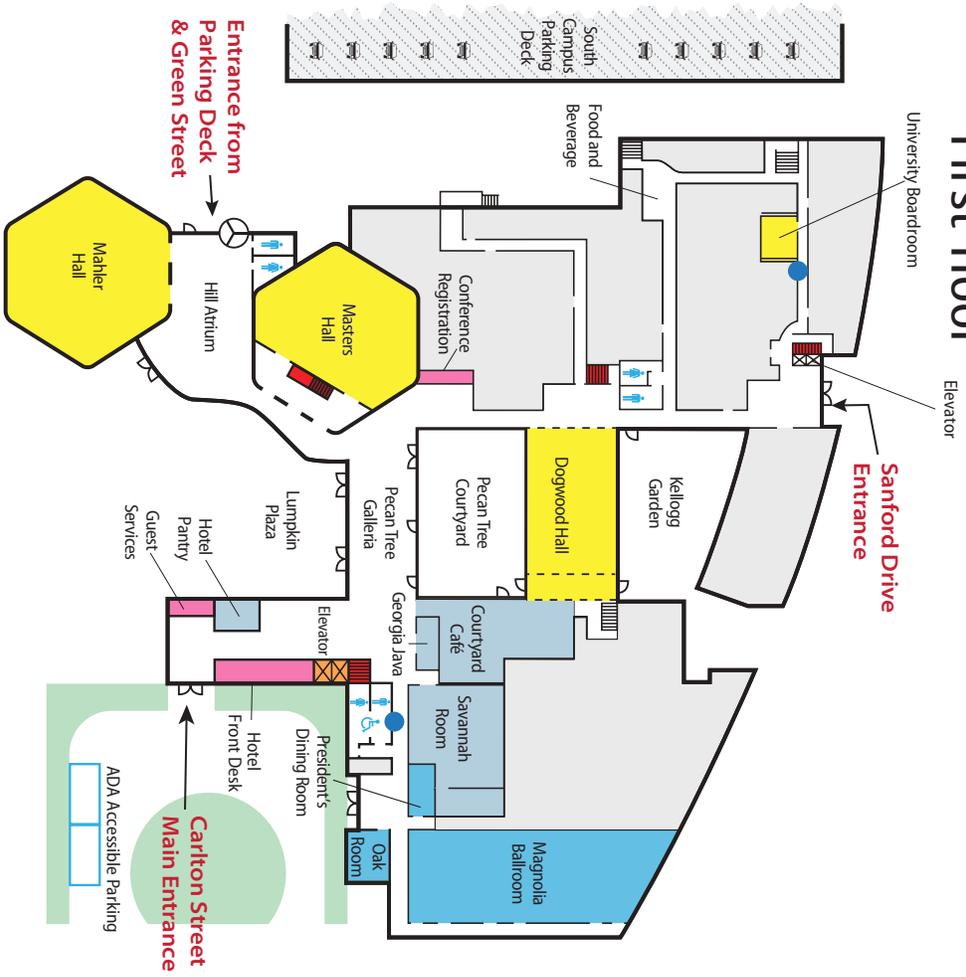
Jana Kiwala, Cornerstone Learning Community

In our global society children need the ability to comprehend multiple perspectives and demonstrate socio-emotional learning to succeed. The librarian and art teacher/ specialist at a small independent school in Tallahassee, Florida, incorporate and provide opportunities for learning and exploring core virtues (such as compassion, respect, and kindness) through connections to literature and specific art experiences. These strategies will be explained and demonstrated in this hands-on and interactive conversation of literature and art activities. A bibliography will be provided listing children's/YA book titles and the art activities that reinforce these virtues.

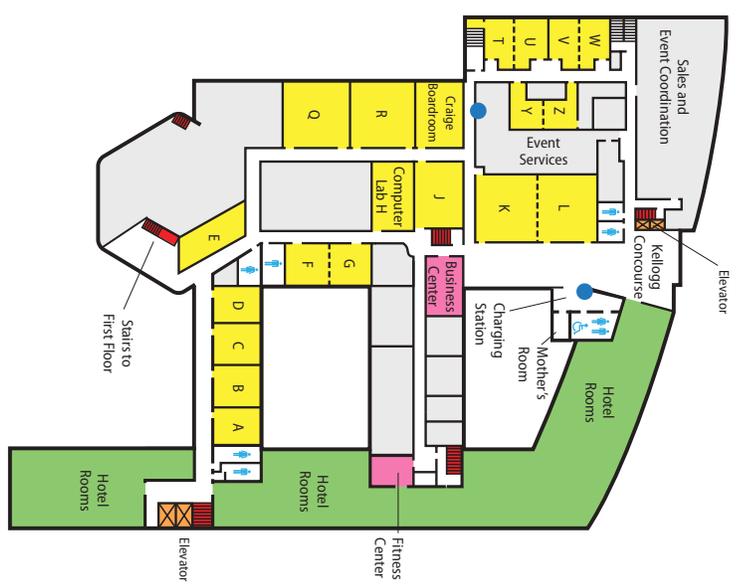
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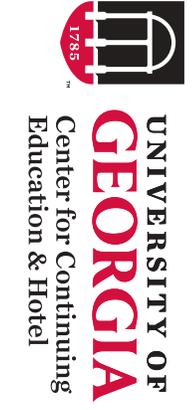
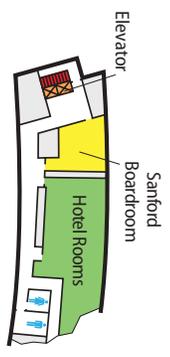
First floor



Second floor



Fifth floor



	Restrooms		Meeting Space
	ADA Accessible		Banquet Dining
	Elevators		Restaurants
	Stairs		Registration & Service Areas
	Water Bottle Filling Station		Hotel Rooms



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