THE 49TH GEORGIA CHILDREN’S BOOK AWARDS & CONFERENCE ON CHILDREN’S LITERATURE

MARCH 23-24, 2018 | UGA HOTEL AND CONFERENCE CENTER, ATHENS, GA

Illustration by Grace Lin
## Friday, March 23

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>7:30-9 a.m.</td>
<td>Registration and coffee</td>
<td>Pecan Tree Galleria</td>
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| 8 a.m.-5 p.m. | Bookstore  
Exhibits open | Room F/G  
Hill Atrium |
| 8:15-8:30 a.m. | Welcome: Denise Spangler, interim dean of the College of Education  
Introduction by Petros Panaou, University of Georgia  
Announcements | Mahler Hall |
| 8:30-9:30 a.m. | First general session: Keynote by Grace Lin, distinguished author and illustrator  
Introduction by Tairan Qiu, University of Georgia | Mahler Hall |
| 9:30-10 a.m. | Refreshment break, book signing, and exhibit visits                  | Hill Atrium and  
Pecan Tree Galleria |
| 10-10:45 a.m. | Concurrent sessions one                                                | Second Floor  
Meeting Rooms |
| 10:50 a.m.-noon | Second general session: Keynote by Louis Sachar,  
2017 Georgia Book Award Winner (Grades 4–8)  
Introduction by Lacy Brice, University of Georgia | Mahler Hall |
| Noon-1 p.m. | Luncheon and GCBA Award presentation  
Presentation of 2017 GCBA Awards to Kelly DiPucchio and Louis Sachar  
Announcement of the 2018 GCBA Winners  
Jennifer M. Graff and Sara Kajder, University of Georgia | Magnolia Ballroom |
| 1:10-1:55 p.m. | Concurrent sessions two                                                | Second Floor  
Meeting Rooms |
| 2-3 p.m. | Third general session: Keynote by Åse Marie Ommundsen,  
international picturebooks scholar  
Introduction by Ji Hyun Hong, University of Georgia | Mahler Hall |
| 3-3:25 p.m. | Refreshment break, book signing, and exhibit visits                  | Hill Atrium and  
Pecan Tree Galleria |
| 3:25-4:10 p.m. | Concurrent sessions three                                              | Second Floor  
Meeting Rooms |
| 4:15-5 p.m. | Concurrent sessions four                                               | Second Floor  
Meeting Rooms |
### SATURDAY, MARCH 24

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<td>8:30-9:30 a.m.</td>
<td>Fourth general session: Keynote by Laurel Snyder, acclaimed local author</td>
<td>Mahler Hall</td>
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<td>Introduction by Heidi Hadley, University of Georgia</td>
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<td>Meeting Rooms</td>
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<td>10:50 a.m.-noon</td>
<td>Fifth general session: Keynote by Kelly DiPucchio, 2017 Georgia Picturebook Award Winner (Grades K-4)</td>
<td>Mahler Hall</td>
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<td>Introduction by Courtney Shimek, University of Georgia</td>
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<td>Closing announcements</td>
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<td>11 a.m.-noon</td>
<td>Helen Ruffin Reading Bowl</td>
<td>Masters Hall</td>
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<td>Elementary school finals</td>
<td>Room K/L</td>
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<td>Middle school finals</td>
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<td>High school finals</td>
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**NON-DISCRIMINATION & ANTI-HARASSMENT POLICY**

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KEYNOTE SPEAKERS

KELLY DIPECCHIO

2017 GCBA Picturebook (Gr. K–4) Winner: Author

Kelly DiPucchio is the award-winning author of several children’s books, thousands of to-do lists, and a few recipe cards. Two of her books, Grace For President and The Sandwich Swap, were New York Times bestsellers. Kelly’s book Gaston is the recipient of the 2017 Georgia Children’s Book Award in the Picturebook (Gr. K–4) category.

She has authored over 20 books, and her books have received such honors as the IRA Teachers’ Choice Reading List, Notable Children’s Book for younger readers by the Association for Library Service to Children, Parents Choice Award, and the NAPPA Gold Award. In 2014, DiPucchio was awarded the Gwen Frostic Award, granted by the Michigan Reading Association to an illustrator or author from the state who has helped promote literacy.

Today, Kelly lives with her husband and three children in southeastern Michigan.

LOUIS SACHAR

2017 GCBA Book (Gr. 4–8) Winner: Author

Louis Sachar has been writing children’s books for over 30 years. He is best known for his Newbery Medal and National Book Award–winning novel Holes, which was adapted into a 2003 film of the same name. He is also the author of both the Sideways Stories From Wayside School and the Marvin Redpost series, as well as many other critically acclaimed novels. His most recent middle grade novel, Fuzzy Mud, is a cautionary environmental tale that features both mystery and humor. Fuzzy Mud was selected for the 2017 Georgia Children’s Book Award in the Book (Gr. 4–8) category.

Sachar’s lectures are as imaginative and entertaining as his works of fiction, and he enjoys speaking to audiences of all ages on the writing process and sharing the backstories of how his bestselling novels came to be.

Sachar was born in New York and raised in California, where he attended college and law school. While working in an elementary school during college, he was inspired to begin writing books for children. His middle grade novels often feature complex characters, struggling through captivating adventures and are beloved by children and educators alike. He lives in Austin, Texas with his family.
LAUREL SNYDER
Acclaimed local author

Laurel Snyder is the author of six novels for children: *Orphan Island, Bigger than a Bread Box, Penny Dreadful, Any Which Wall, Up and Down the Scratchy Mountains OR The Search for a Suitable Princess, and Seven Stories Up*. She has also written many picturebooks, including *Charlie & Mouse; The Forever Garden; Swan, The Life and Dance of Anna Pavlova* (a GCBA 2016–2017 Picturebook Nominee); *Inside the Slidy Diner; Good Night, Laila Tov; Nosh, Schlep, Schluff; The Longest Night; Camp Wonderful Wild; and Baxter, The Pig Who Wanted to Be Kosher*. Laurel was awarded the 2018 Theodore Seuss Geisel Award by the American Library Association for *Charlie & Mouse*.

In addition to her books for children, Laurel has written two books of poems, *Daphne & Jim: A Choose-Your-Own-Adventure Biography in Verse* (Burnside Review Press, 2005) and *The Myth of the Simple Machines* (No Tell Books, 2007). She also edited an anthology of nonfiction, *Half/Life: Jew-ish tales from Interfaith Homes* (Soft Skull Press, 2006). A graduate of the Iowa Writers’ Workshop and a former Michener-Engle Fellow, Laurel has published work in the *Utne Reader, the Chicago Sun-Times, The Revealer, Salon, The Iowa Review, American Letters and Commentary, and elsewhere*. She is an occasional commentator for NPR’s “All Things Considered,” and she teaches in the MFAC program at Hamline University, but most of all, she is a mom.

ÅSE MARIE OMMUNDSEN
International picturebooks scholar

Åse Marie Ommundsen is a professor in the Faculty of Education at Oslo and Akershus University College of Applied Sciences and professor II at Nord University, Norway. Her current interest is in picturebooks, of which she has published articles in Norwegian, Danish, English, French, and Dutch and lectured as a guest lecturer and keynote speaker. Her current research project is *What Difference Does the Picturebook Make?* In 2013, Ommundsen was awarded the Kari Skjønsberg Award for her research on children’s literature.

GRACE LIN
National Book Award Finalist/Newbery Honor Recipient

Grace Lin is a New York Times bestselling author and illustrator of picturebooks, early readers and middle grade novels. Grace’s novel *Where the Mountain Meets the Moon* was awarded the Newbery Honor in 2010 and Grace’s early reader, *Ling and Ting* was honored with the Theodor Geisel Honor in 2011. Most recently, the cover illustration for her novel *When the Sea Turned Silver* (a 2016 National Book Award Finalist) was displayed at the White House, where Grace was recognized as a Champion of Change for Asian-American and Pacific Islander Art and Storytelling. Many of Grace’s books are about the Asian-American experience because she believes, “Books erase bias, they make the uncommon everyday, and the mundane exotic. A book makes all cultures universal.”
CONCURRENT SESSIONS ONE (10-10:45 a.m.)
FRIDAY, MARCH 23

Keynote Workshop: Kelly DiPucchio, 2017 Georgia Picturebook Award Winner
(NOTE: requires separate registration)
Room R

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, Euchee Creek Elementary
Lynn Staples, Wauka Mountain Multiple Intelligences
Academy
Julie Stokes, Dalton Middle School
Julie Trejo, Berry College Elementary and Middle
School
LaRita Wiggins, Henry County Middle School
Todd Williamson, Milton Branch, Atlanta Fulton
Public Library System

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.

Room A

A Thousand Words: Incorporating Wordless Picturebooks during Story Time to Help Preschoolers Create Narratives
Phillip Baumgarner, University of Georgia

The presenter, a preschool teacher, explores wordless picturebooks with his students. He finds the books are rich in content and complex in their narratives. He uses wordless picturebooks 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.

Room B

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.

Room C

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.

Room D

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? This session 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. The presenters will share book lists with attendees.

Room E
Perspectives in YA Literature: It’s Not Just for Kids!
T. Hunter Strickland, University of Georgia
Heidi Lyn Hadley, University of Georgia
William J. Fassbender, University of Georgia
This session will focus on young adult (YA) literature and the various roles that educators take on as they engage with 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.
Room J

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.
Room K

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.
Room L

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. Attendees will receive organizational guides and activity sheets.
Room T/U

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!
Room Q

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.
Room Y/Z
CONCURRENT SESSIONS TWO (1:10-1:55 p.m.)
FRIDAY, MARCH 23

Keynote Workshop: Louis Sachar, 2017 Georgia Book Award Winner (Grades 4–8)
(NOTE: requires separate registration)
Room R

GCBA Picturebook Nominees (2018–2019)

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

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.
Room A

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.
Room B

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 (picturebook, 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.
Room C

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.
Room D

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.
Room E
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.

Room K

Super Series Challenge

William Stuckey, 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.

Room L

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.

Room T/U

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.

Room Y/Z
CONCURRENT SESSIONS THREE (3:25-4:10 p.m.)
FRIDAY, MARCH 23

Keynote Workshop: Grace Lin, distinguished author and illustrator
(NOTE: requires separate registration)
Room R

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!
Room A

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!
Room B

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.
Room C

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 young adult titles, topics, authors, and professional resources, as well as discuss strategies to support your evolving readers.
Room D

The Magic of Books
Alice Henry, early learning consultant
When you find a book that transforms busy young learners into active learners, it is magical. In my 30-plus years of teaching PreK–8, I was always amazed at the power of a good book. Picturebooks big and small, along with poetry, music, and movement, will be used to demonstrate the magical power of using books to inspire young listeners.
Room E

Slavery on Their Minds: Representing the Institution in Picturebooks
Raphael E. Rogers, Clark University
This presentation features an examination of the intertextual relationship between picturebooks 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 picturebooks.
Room Q
CONCURRENT SESSIONS FOUR (4:15-5 p.m.)
FRIDAY, MARCH 23

Author Workshop: Laurel Snyder, acclaimed local author
(Note: requires separate registration)
Room R

The Book In You (with SCBWI – Southern Breeze Authors)
SR Johannes
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, picturebooks, articles, or novels.
Room A

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.
Room K

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.
Room L

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.
Room B

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.
Room C
One–Person Puppet Shows

Teresa Jones, West Georgia Regional Library System

Puppets are a catalyst for early literacy and are 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!

Room D

Imagining! 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 imaginative. 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!

Room E

Using Picturebooks 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 picturebooks, a child’s emotions exist, are allowed, and expressed. This session will demonstrate how picturebooks can be used to help all children understand that having these feelings is okay 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.

Room Q

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.

Room K

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 picturebooks to support content area standards increases student engagement and integrates instruction. The session is a collaboration between a media specialist and an academic coach.

Room L

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 Children’s Book Award (Gr. 4–8) 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.

Room Y/Z
CONCURRENT SESSIONS FIVE (10-10:45 a.m.)
SATURDAY, MARCH 24

Author Workshop: Åse Marie Ommundsen, international picturebooks scholar
(NOTE: requires separate registration)
Room R

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

National Education Association (NEA) Big Read grant funding provides seed money for communities to read one book together of “literary merit.” The 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.
Room A

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.
Room B

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.
Room C

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!
Room D

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.
Room E

Mindfulness and 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.
Room T/U
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!
Room Q

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.
Room Y/Z

Join our 50th Annual Conference!

Mark your calendars for our 50th golden anniversary! It will take place here at the UGA Hotel and Conference Center, on March 22-23, 2019.

The 50th Georgia Conference on Children’s Literature will be big! Kwame Alexander is one of our confirmed keynote speakers. Kwame Alexander is a poet, educator, and the New York Times Bestselling author of 25 books, including *Rebound*, the follow-up to his, Newbery-medal winning middle grade novel, *The Crossover*.

Kwame writes for children of all ages. Some of his other works include *The Playbook*, *Surf’s Up*, *Animal Ark*, *Out of Wonder*, *Solo*, and *Booked*.

Kwame Alexander will be a keynote speaker at the 50th Georgia Conference on Children’s Literature.
Have a great presentation?
Consider turning your research or practitioner presentation into an article for JoLLEE!

JoLLEE is a peer reviewed, open-access journal housed in the department of Language and Literacy Education at the University of Georgia. Please visit jolle.coe.uga.edu for submission guidelines.
2018-19 GEORGIA CHILDREN’S PICTUREBOOK (GR.K-4) NOMINEES
2018-19 GEORGIA CHILDREN’S BOOK (GR.4-8) NOMINEES