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THE JOURNAL FOR SCHOOL LIBRARY PROFESSIONALS

december 2013

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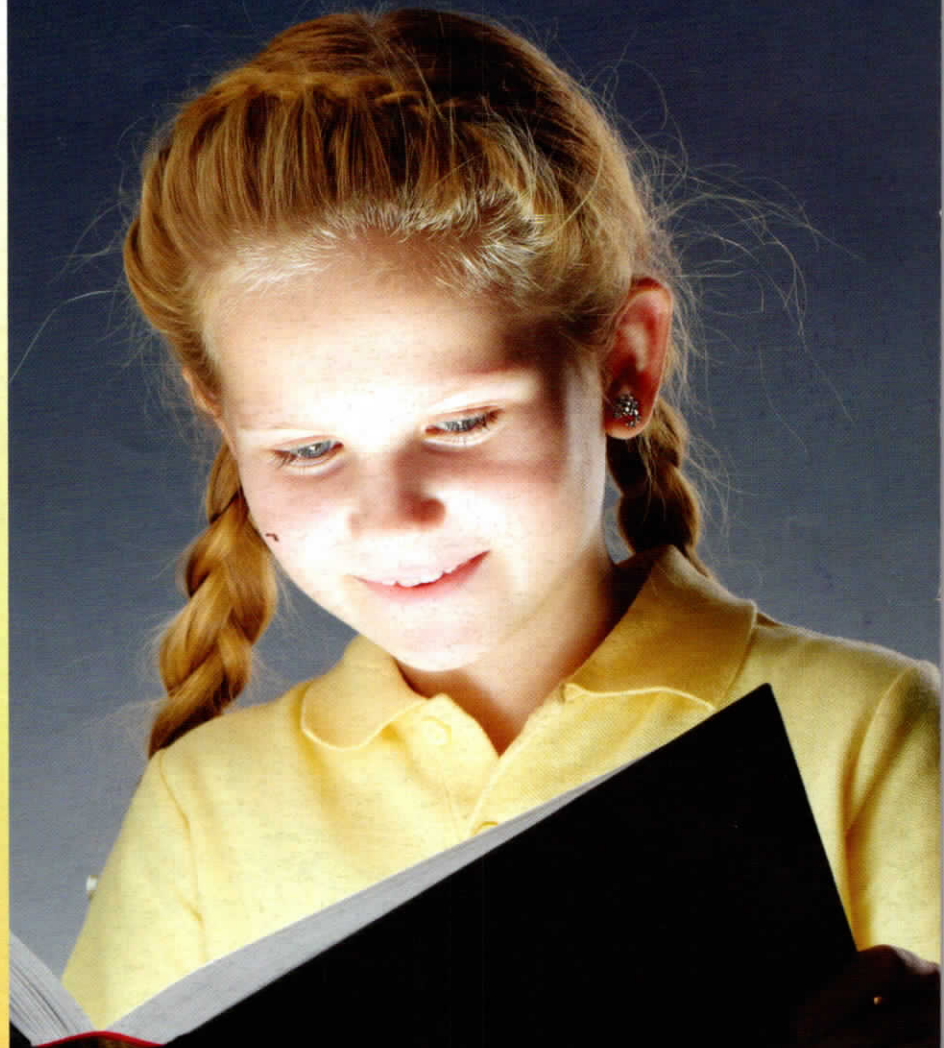
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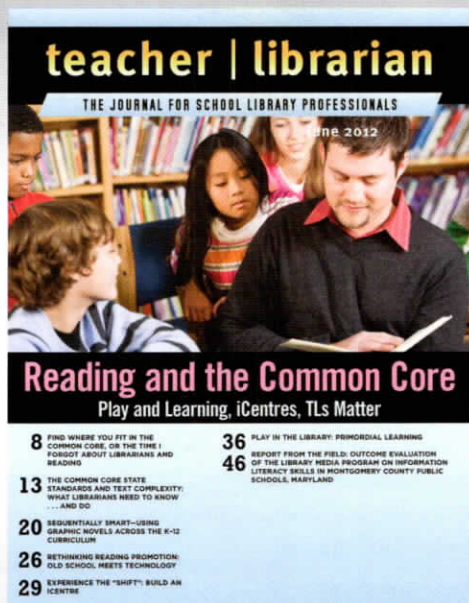
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Volume 41  
Number 2  
December 2013

## FEATURES

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### **THE POWER OF (IN) THE (IM)POSSIBLE: PRINCIPLES OF THE POSSIBLE**

Dr. Ross J. Todd offers his perceptions and analyses of the ongoing development of school libraries within the context of a possible-impossible dichotomy which he sees essentially as a construction of the imagination, a limited one at that, reinforced by complex contextual dynamics. Ross's research and thinking place him at the forefront of our field.

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### **REDEFINING TECHNOLOGY IN LIBRARIES AND SCHOOLS: AASL BEST APPS, BEST WEBSITES, AND THE SAMR MODEL**

Melissa Jacobs-Israel and Heather Moorefield-Lang note that students can have varying levels of engagement with technology in the classroom. At what level is technology being used to enhance student learning, and at what level is it being used to truly transform education? The authors for this article introduce the American Association of School Librarians new Best Apps and Best Websites list, created each year with free educational resources. The Substitution Augmentation Modification Redefinition (SAMR) Model is discussed along with how sites and apps from AASL's Best Lists can be integrated with the levels of this model.

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### **WHY ARE RESILIENT CHILDREN IMPORTANT?**

Carol Doll explains that research has identified six factors that can help at-risk children succeed: (1) knowing they can succeed academically, (2) self-directed learning goals, (3) behavioral self-control, (4) a positive relationship with an adult, (5) strong peer relationships, and (6) positive connections between home and school. Based on the body of research about resilient children, this article shows school librarians how to use this information to help all children succeed in school.

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### **INFOHIO: FILLING THE GAP BY CONNECTING COMMON CORE STATE STANDARDS AND THE SCHOOL LIBRARY**

Jennifer Schwelik, Gayle Geitgey, and Melissa Higgs-Horwell present a fascinating look at the tools and programs developed by INFOhio to assist teachers, students, and librarians deal with the implementation of the Common Core State Standards and additional Ohio standards for the purpose of improving student learning and performance. There is much to learn from the impressive work of INFOhio, including their IMatrix system and the Ohio PreK-12 Digital Library. Their work is important and inspiring.

29

### **CONTINUING THE TRANSITION WORK FROM TRADITIONAL LIBRARY TO LEARNING COMMONS**

Christina A. Bentheim, in the second of a series of articles, continues her reporting on the transition of her traditional middle school library into a learning commons for the 21<sup>st</sup> century. This installment covers the opening and first quarter of the 2013-2014 school year.

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### **EARTH PALS**

Matthew Winner and Sherry Gick teamed up across the miles to have third grade classes in Maryland and Indiana work collaboratively on projects designed to address environmental problems. This student-centered and student-driven project is an example of meaningful 21<sup>st</sup> century teaching and learning.

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### **TECH SHERPAS: STUDENT PERSPECTIVE ON LEARNING THROUGH TEACHING**

Austin Taylor and Jess Cloutier, two members of the Tech Sherpas from Maine Regional School Unit #19, discuss the origin and goals of the group and, more importantly, provide a student view of learning and teaching. We can all learn from this.

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# Resources for the Teacher Librarian

David V. Loertscher & Elizabeth "Betty" Marcoux

Barr, Catherine. *Best Books for Middle School and Junior High Readers: Grades 6-9, 3<sup>rd</sup> Edition*. Libraries Unlimited, 2013. 1188p. \$90. 978-1-59884-782-6.

Barr, Catherine. *Best Books for High School Readers; Grades 9-12, 3<sup>rd</sup> Edition*. Libraries Unlimited, 2013, 1102p. \$90. 978-1-59884-784-0.

These are editions worth paying attention to. They are well cited, well indexed, and the table of contents is quite detailed. There is thematic guidance as well as subject and general reading-level guidance. The connection in both volumes to the Common Core (CC) non-fiction works will be of great assistance to those wishing to augment their understanding of what constitutes reading within the guidelines of the CC. Consider these as a ready reference; use them to develop a collection; use them for reader's advisory. While they will become dated, there are abundance of rich resources inside each, helping not only the professional but others concerned with finding the "right" read for a student. There are plot summaries included, and titles that are available in either audio or ebook format. Both of these titles are recommended. *EM*

Preddy, Leslie B. *School Library Makerspaces: Grades 6-12*. Libraries Unlimited, 2013. 192p. \$45. Oversize pb. 978-1-61069-494-0.

If you need implementation guidance about makerspaces, this book is for you. It has guiding ideas about how the teacher librarian can facilitate this learning process in their own area and beyond. From tackling inventions to working effectively with STEM concepts, this book allows the practitioner a chance to see how they can be effective and lead the implementation of a makerspace. There are good, strong explanations regarding how to use various learning standards to create this environment effectively, but it doesn't stop there. Various communication ideas as well as logistical implementation challenges are discussed and advised

upon. Skillful indexing and excellent appendices contribute to making this a highly recommended title. *EM*

McCord, Gretchen. *What You Need to Know about Privacy Law: A Guide for Librarians and Educators*. Libraries Unlimited, 2013. 134p. \$45. Oversize pb. 978-1-61069-081-2.

It is important to understand the concept of and guidelines pertaining to the issue of privacy in terms of information sharing. In this book, the author offers expert opinion about the concept of privacy and offers situational information that may help teacher librarians better navigate this complex issue. This book is updated to include such issues as dealing with cookies, the web, cell phone tracking, etc. In addition, it may help more than school staff as it offers suggestions for how parents can help students work effectively within their privacy rights and still be a learner. Best of all, this book is written with the layperson in mind – neither too legal nor too pedantic. It is recommended. *EM*

Kay, Linda. *Read It Forward*. Libraries Unlimited, 2013, 120p. \$35. Oversize pb. 978-1-59884-808-3.

A new twist on the RIF (Reading is Fun) concept – but this time it is "Read it Forward" (RIF). There are some good techniques for facilitating reading and exciting students about their reading. Prescriptive yet innovative, this type of book will do well with practitioners who need this kind of guidance. This is recommended for those who are looking for this type of roadmap. *EM*

Frolund, Tina. *Read On...History: Reading Lists for Every Taste*. Libraries Unlimited, 2013. 196p. \$30. Oversize pb. 978-1-61069-034-8.

Here is another current list of titles for history, containing both non-fiction and fiction titles. It covers the classics and the various time periods. The titles come annotated. Part of the publisher's *Read On* series, the index to this book is a mixture of title, author, historical subject area, and historical period, allowing the user to find related books that share both characteristics and appeal. The book suggests titles that take the reader deeper into the subject area, with a richness of understanding and intrigue in many of them. The readability of the books on these lists is such that quality and interest trump. There are only five chapters, each involving a consideration for books– story, character, setting, language, mood/tone. While not as quick to date as many reader's advisory tomes, this one too will date eventually. Still, it is a recommended addition. *EM*

Polette, Nancy J. *Teaching Economic Concepts with Picture Books and Junior Novels*. Libraries Unlimited, 2013. 310p. \$50. Oversize pb. (includes CD). 978-1-61069-502-2.

Economics is a hard area to teach – and this book offers ideas about teaching it to young children. The premise of the book includes using some of these strategies to introduce basic economic concepts



to young students, thus giving them a good start on the subject. There are some very well known titles included in this book, but it takes them to a different area when applying the “economic” lens to them. There are activities for each title that can easily be used to assess understanding. Economic learning outcomes are how the title is introduced to the selector. If only they were connected to standards more... *EM*

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Baumann, Nancy L. *For the Love of Reading: Guide to K-8 Reading Promotions*. Libraries Unlimited, 2013. 160p. \$45. Oversize pb. 978-1-61069-189-5.

This isn't a reader's advisory book; rather, it is about promoting reading with children. It has practical stuff, aligned often with the Common Core (CC) Standards, and it includes techniques to develop the love of reading in children. Well-cited and exciting, it takes traditional reading programming much further along and sets up students to be life-long readers. The title is recommended. *EM*

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Bandy, H. Anthony. *eBooked! Integrating Free Online Book Sites into Your Library Collection*. Libraries Unlimited, 2013. 210p. \$45. Oversize pb. 978-1-59884-890-8.

The greatest thing about this book is its guidance to free online book sites. Some are well known sites – some are not. The appendices are helpful in guiding the professional's thoughts and understanding. The bibliography is well done; however, just as the book states, the older resources that provide insights into the vast changes of this field also state the obvious—that changes aren't finished. An updated version of this bibliography would be advised in the future. This is a recommended purchase. *EM*

---

*Arias*. ASCD, 2013. 52p. \$12.99. Oversize pb.

Hoerr, Thomas R. *Fostering Grit: How Do I Prepare My Students for the Real World?* 978-1-4166-1707-5.

The complex challenges of working toward various standard expectations and making

them “real world” relevant is addressed in this small book. Thus, this book talks about teaching “grit” to students. It includes a sample lesson plan and self-assessments as well as a six-step process that can be used at various grade levels. The author explores various content levels often found in schools today. It is recommended. *EM*

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Frey, Nancy, Doug Fisher, and Alex Gonzalez. *Teaching With Tablets: How Do I Integrate Tablets with Effective Instruction?* 978-1-4166-1709-9.

Perhaps the most interesting part of this small book is the cautionary note they offer to readers about how to *not* become totally absorbed by technology in such a way as to forget good teaching techniques. And yet, some of the examples they give do just that. I would recommend they explore this topic with a teacher librarian who is willing to work on it with them (and there are many). This title is not recommended. *EM*

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Brookhart, Susan M. *Grading and Group Work: How Do I Assess Individual Learning When Students Work Together?* 978-1-4166-1705-1.

This title has great ideas about how to assess group work in many different ways, and not always as a group. As the Common Core (CC) is stressing more student group work (collaboration among students), this is an issue. The strategies in this small book are interesting and worth examining. A teacher librarian might find some strategies to help convince some of their colleagues to try this approach with group work. Of course, the teacher librarian knows much about collaboration and assessment, something this reviewer would like to see brought to the table. This title is recommended. *EM*

## GRAPHIC NOVELS

### GRAPHIC NOVELS

Yang, Gene Luen. *Boxers & Saints*. First Second, 2013. Grades 5 and up.

**Boxers**. 336p. \$18.99 Trade pb. 978-1-59643-359-5.

**Saints**. 176p. \$15.99 Trade pb. 978-1-59643-689-3.

This two-part historical novel follows the life and career of Little Bao—who rises from forgotten son to divinely-inspired leader of a revolution against a Chinese government owned by foreign capitalists and missionaries—and Vibiana—a disdained daughter who chooses to follow the Christian faith of the foreigners . . . as her failure of a father did once before. Their lives intersect only twice, but between those moments, Bao and Vibiana play roles that explore the motivations and mistakes of people from two passionately different sides of the rebellion.

I teach Yang's **American Born Chinese** (First Second 2006) every year. It's a nuanced take on assimilation, with layers of thoughtful insight to explore with students. One of the greatest points of conversation in that book about western religions and imperialism are its apparently glib handling of the overlap between, its treatment of that subject is the book's greatest weakness, but it's a weakness that leads to insightful discussion in class.

*Boxers & Saints* shows Yang, a Christian himself, turning his attention toward what was a blind spot in his best-known book. Christians figure prominently in the story as both participants in and victims of the exploitation of Western imperialism, and the moving portraits of the two main characters show people invoking one religion or another for reasons that may be private, but that also have profound public consequences.

This is not, I hope, Yang's final word on Christianity and assimilation. I found it still too quick to approve of Christians, too quick to condemn their opponents. But I also feel within it a genuine willingness to look at religion and race. As with *American Born Chinese*, *Boxers & Saints* is a great place to start conversations, and this time, the books obviously invite those conversations.