

multicultural resources and other tools for your professional journey

CONTENT-AREA CONVERSATIONS: HOW TO PLAN DISCUSSION-BASED LESSONS FOR DIVERSE LANGUAGE LEARNERS

Douglas Fisher, Nancy Frey, and Carol Rothenberg

Fisher and colleagues are concerned with techniques that can be used in the classroom to engage ELL students in discussion with everyone. Their techniques are based on research and cover making the environment conducive to discussion, how to stimulate discussion, what to do if there is too much discussion, and how to assess the results of the discussion. It occurs to us that when teacher-librarians co-teach with classroom teachers, this should be one of the topics: how to, when working in the learning commons, engage every learner in productive discussion as they encounter text and multimedia. There is also the matter of investigative discussions in professional learning communities that are experimenting with various techniques to increase the participation of ELL students. (ASCD, 2008. 176 pp. \$23.95. 978-1-4166-0737-3.)

Bottom line: Highly recommended for both groups who are creating their own repertoire of what works.

A FIRE IN MY HEART: KURDISH TALES

Retold by Diane Edgecomb with contributions by Mohammed M. A. Ahmed and Çeto Özel

Looking at our shelf of un-reviewed books for multicultural resources for the current issue of *TL*, we came across this collection. This series of tales were launched with a first volume of Hmong tales collected from the Denver Hmong community. Now the series has continued through many cultures of the world and this volume seems very special. Yes, all of us know that Kurds inhabit the north of Iraq because of the war there, but I suspect that few of us or the school children and teens we serve understand anything about their history and culture. In this volume, an excellent team has collected many folk tales about the culture, but the volume is more than that. It begins with a brief history of the culture and peoples spreading over several countries of the Middle East and includes authentic recipes and typical meals eaten by the Kurds, before launching into various stories, legends, and folktales. Thus, it is a great place to introduce or have students introduce the culture to the rest of us. (Libraries Unlimited, 2007, 159 pp. \$40.00. 978-1-59158-437-7.)

Bottom line: An excellent addition to our shelves as an introduction to peoples we need to understand and respect.

AFRICAN LEGENDS, MYTHS, AND FOLKTALES FOR READERS THEATRE

Anthony D. Fredericks

For African American History Month and for any cultural celebration, readers theatre is not only appropriate, it is an almost instant and easy to prepare event. Fredericks, a master at creating readers theatre, has gathered and transformed stories from various countries all across the African continent. Props, masks, cultural images, or backgrounds, and even costumes, can and should add flavor to the readings, but even unadorned, these tales will add an authentic touch. We recommend that some preparation with props be done, and the performance be videotaped and added to the virtual learning commons of the school for parents and others to view. In the meantime, an instant performance with readers from the third grade and up can be a success. Parts can be easily copied for performance. (Teacher Ideas Press, 2008, 166 p., \$25.00. 978-1-59158-633-3.)

Bottom line: An excellent addition to the multicultural shelves that will easily earn its keep.

BOOKS ABOUT THE MIDDLE EAST : SELECTING AND USING THEM WITH CHILDREN AND ADOLESCENTS

Tami Craft Al-Hazza and Katherine Toth Bucher

Combining the knowledge of teacher-librarianship and expertise in Middle Eastern countries, these two authors have done yeoman service to teacher-librarians



WINSLOW

JUNIOR FICTION

MAKING FRIENDS

Ellen Tebbits. Beverly Cleary. Ill. Tracy Dockray. HarperCollins, 2008. \$16.99. 978-0-6882-1264-3. Grades 3-5. Ellen's winter undies are her secret embarrassment, until she meets Austine, a fellow sufferer. When a huge fight ends their friendship, can the girls find a way to make up?

How to survive a totally boring summer. Alice Delacroix. Ill. Cynthia Fisher. Holiday House, 2007. \$16.95. 978-0-82342-024-7. Grades 3-5. When Randall moves to a new town, he and his new pal Max start a chess club. Summer will be fun if the class bully and a grumpy elderly neighbor don't ruin everything.

Lost and found. Andrew Clements. Atheneum Books for Young Readers, 2008. \$16.99. 978-1-4169-0985-9. Grades 4-7. Identical twins Ray and Jay hate being treated like a set instead of individuals, so when they transfer to a new school, they begin pretending to be one person. Will it be worth the trouble they're causing themselves?

Martin Bridge in high gear. Jessica Scott Kerrin. Ill. Joseph Kelly. Kids Can Press, 2008. \$14.95. 978-1-55453-156-1. Grades 2-5. Martin's science fair team organizes a beach walk and learns teamwork. Then, after Martin's new bike disappears, his grumpy aunt figures out how he can replace it and help others at the same time.

Philippa Fisher's fairy godsister. Liz Kessler. Candlewick Press, 2008. \$15.99. 978-0-7636-4070-5. Grades 4-6. Philippa's thrilled when Daisy, a new classmate, introduces herself as Philippa's fairy godsister. However, Daisy hates humans and Philippa's three wishes keep backfiring; if they don't begin cooperating, they're both headed for serious trouble.

by creating this guide to Middle Eastern culture as well as sources for inclusion in the collection. Chapters explain the cultures of the region and then provide annotated lists of materials complete with reviews and recommended levels for use. With so many of our children and teens whose parents are involved in the area, we all need to take a larger and more in depth view of these cultures to promote understanding and tolerance, particularly because we now have so many people here in this country who have migrated from these areas. We have not seen a better and more complete guide to this area. Materials may be out of print because titles reach back a ways, but it provides a guide to books not usually in the limelight. Be sure to check out the many activities with these materials suggested at the end of the volume. (Linworth, 2008, 182 pp. \$ 39.95. 978-1-58683-285-8.)
Bottom line: An essential purchase.

HISTORICAL FICTION FOR YOUNG READERS (GRADES 4-8) : AN INTRODUCTION

John Thomas Gillespie

Let us look at this recommended list of historical fiction through multicultural lens. Gillespie has been putting together collections of reviewed and recommended books for many years and teacher-librarians are probably using them as selection tools either in print like this book or as a part of an automated selection system. Gillespie divides this collection into the following major categories: Europe, Asia and Oceania, Africa, Latin America and Canada (an odd combination), and the United States. Can you guess which areas predominate in coverage? Well, Europe is first, followed by the United States of America. This is very interesting, since it demonstrates that the merger of United States and European publishers means much of Great Britain and Europe has been infused into the U.S. market. And, does Canada not have historical fiction? Not evident here. Then there are the representative books of the rest of the world dwarfed by the two biggies. No wonder we are so Euro Central and insular! Not much is written or recommended by the standard review media about much of the world. It reminds us about the vicious cycle of bias. It means that we have to, as teacher-librarians, make a

major effort to reach across our borders to find good material for our collections that help create understanding and good will. (Libraries Unlimited, 2008. 489 pp. \$60.00. 978-1-59158-621-0.)

Bottom line: Use Gillespie's work, of course, but let us find engaging works that our kids would want to read that reflect cultures and histories other than our own.

BOOKS AND BEYOND: THE GREENWOOD ENCYCLOPEDIA OF NEW AMERICAN READING

Edited by Kenneth Womack

Womack has brought together dozens of authors to write both historical and critical articles about the development of various recent genres in literature. Here is a sampling of the topics covered in the four volumes: African American literature, Arab American literature, Arthurian literature, Asian American literature, autobiography and memoir, Beat poetry, chick lit, Christian fiction, comic books, cyberpunk, ecopoetry, erotic literature, Native American literature, space opera, and so many others both familiar and unique. The essays take on a critical rather than introductory stance as the authors provide essays discussing various books and authors as well as bibliographies of extended readings. These signed essays are not for beginners as the authors take a more scholarly approach and look at the genre as a whole. Thus, the set is for larger libraries, perhaps for advanced literature students in high school but definitely for collections of serious critical works. The multicultural approach is very welcome and seems to have been written by persons who are very familiar with the literature itself rather than persons researching the literature as an assignment. (Greenwood Press, 2008. 4 vol. \$23.00. 978-0-313-33742-0.)

Bottom line: Recommended for the very large high school library and above, where scholarly critical information is needed.

THE TEEN GUIDE TO GLOBAL ACTION: HOW TO CONNECT WITH OTHERS (NEAR & FAR) TO CREATE SOCIAL CHANGE

Barbara A. Lewis

With the economy in trouble, we can and should turn our attention to those around us in our neighborhoods and communi-

ties needing help, as well as get involved with projects that will help those around us. Service projects however, can take a whole new dimension when one extends a helping hand across borders and oceans. A year ago, at the national ASCD convention, two teachers keynoted the entire convention with a description of their global projects and the impact these activities had on their students' motivation, learning, excitement, and new-found perspectives and understanding. Impressive indeed. In this volume that can be read by both teens and adults, dozens and dozens of ideas are recommended with the how, why, when, and who attached. According to our "speakers," just one student who might be given this book with an attached challenge can ignite such ideas and then the adults turn into coaches and help the teens take over. With today's bored school kids, one need not fear that time taken on such projects will cut into scores. Rather, use the projects to boost skills, abilities, deep understanding, and most of all,

caring. (Free Spirit Pub., 2008. 134 pp. \$12.95. 978-1-57542-266-4.)

Bottom line: Highly recommended for solid ideas along with the ways and means.

TEEN GIRLS AND TECHNOLOGY : WHAT'S THE PROBLEM, WHAT'S THE SOLUTION?

Leslie Farmer

It is difficult to believe girls are any less into social networking than boys. Farmer's point in this group of essays is to bring teacher-librarian's attention to the fact that the social networking skills must and can be turned into academic and investigative areas. She outlines various problems connected with girls and technology and suggests many ways to re-design learning activities and technology initiatives to see that girls are participating. Girls already outstrip boys in achievement and attendance at college after high school graduation and there is no excuse for them not

to excel in technical areas. We are however reminded at technology shows that the men's bathroom is still the busiest place. So, all you teacher-librarians out there, perhaps you will see yourself reflected in these pages and learn to compensate for the next generation what you lacked when technology bloomed and the men shot forward, albeit temporarily into technological know-how. (ALA, 2008. 181 pp. \$52.00. 978-0-8077-4876-3.

Bottom line: Recommended.

BEST BOOKS FOR BOYS: A RESOURCE FOR EDUCATORS

Matthew D. Zbaracki

Looking at the output of most publishing for children and teens, it has become quite obvious that books for girls predominate, partly because narrative reading, particularly among boys, is down. Realizing this and the need to keep attracting boys to reading, Zbaracki has collected 400 recommended titles that he feels will attract a male reader. The book begins



Voice of Youth Advocates
The Library Magazine Serving Those Who Serve Young Adults

VOYA is the only magazine devoted exclusively to the informational needs of teenagers.

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- Timely, opinionated editorials upholding youth advocacy
- Articles by librarians, teachers, novelists, and others who work with teens
- Teens' own opinions in reviews and Notes from the Teenage Underground
- Annual annotated booklists

Praise for VOYA

"VOYA is the only magazine that matters for librarians working with young adults....Simply, the best there is."

—Patrick Jones, Author of *Connecting Young Adults and Libraries*, (3rd Ed., 2005) and the young adult novels *Things Change* (2004) and *Nailed* (2006)

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KATHIE

YA

TEENS FACING TROUBLE

Bog child. Siobhan Dowd. David Fickling Books, 2008. \$16.99. 978-0-385-75169-8. Grades 8 and up. Living near the North-South border in 1981 Ireland, Fergus, 18, longs to escape the political violence that pervades his life. While digging for peat, Fergus discovers a bog mummy of a child in the nearby hills, the victim of another time of violence. A beautifully written, deeply moving novel.

Looks. Madeleine George. Viking, 2008. \$16.99. 978-0-670-06167-9. Grades 8 and up. Sophomore Meghan, who is painfully overweight, makes overtures of friendship to Aimee, a new, anorexic girl at school. But Aimee only responds when she's been betrayed by another girl who earlier hurt Meghan. Meghan and Aimee join forces to achieve poetic justice in this compelling novel.

Paper towns. John Green. Dutton Books, 2008. \$17.99. 978-0-525-47818-8. Grades 9-12. As in Green's Printz-winning *Looking for Alaska*, a bright boy falls hard for an enigmatic girl. Quentin, about to graduate from high school, pursues his neighbor, Margo, who has run away from home but seemingly left clues for him. An entertaining road trip in search of Margo leads Quentin and his friends to greater self-knowledge.

The red necklace: A story of the French Revolution. Sally Gardner. Dial, 2008. \$16.99. 978-0-8037-3100-4. Grades 8 and up. This romantic, slightly mystical adventure takes place during the French Revolution when an orphaned Gypsy boy named Yann, who can hear people's thoughts, escapes death with the help of Sido, the teenage daughter of a French aristocrat. When the Revolution threatens Sido's life, Yann sets off to rescue her from the vicious mobs in Paris.

with an excellent essay about reading and boys, which is followed by the annotated list of humor, realistic fiction, fantasy, historical fiction, poetry, graphic novels, nonfiction, and modern classics. But most of all, one finds in all these major genres the yuk, the strange, the adventure, and the machismo expected of the young buck who is probably already engaged in video games and other kinds of social networking. We found lots of obvious friends and new ideas among the titles and thus recommend this list highly as teacher-librarians reconsider what is on those shelves and a signal to think about this minority of readers right along with the many other objectives of a broad free voluntary reading program. Happily, lexile levels and whether there are digital tests available have been ignored. (Libraries Unlimited, 2008. 189 pp. \$45.00. 978-1-59158-599-2.)

Bottom line: Let's go after interest first and think about skill second on this one.

BOOKTALKING AUTHENTIC MULTICULTURAL LITERATURE: FICTION, HISTORY AND MEMOIRS FOR TEENS

Sherry York

York, an acquisitions and content editor for Linworth, has put together a group of booktalks of what she terms "authentic" multicultural literature. Each book recommended has a brief statement about the author, the intended grade level, and the subject. Our immediate problem with York's selections is that she does not define clearly nor does she list selection criteria for what she includes. In her introduction, York acknowledges that no one person can claim to represent an entire culture because they can only represent their own spectrum of experience. However, looking through the list and reading the booktalks, one presumes that authentic here means an author who is writing about the culture of that author; but that is not clear. York needs to be much more explicit in developing her criteria. (Linworth, 2008. 97 pp. \$39.95. 978-1-58683-299-5.)

Bottom line: If you purchase this book, use with care.

OTHER TOOLS FOR YOUR JOURNEY

LIBRARIANS AS LEARNING SPECIALISTS: MEETING THE LEARNING IMPERATIVE FOR THE 21ST CENTURY

Allison Zmuda and Violet H. Harada

Zmuda and Harada have written the best professional book for teacher-librarians of 2008! Zmuda, a member of the ASCD cadre, and Harada, who is retired from the University of Hawaii, give a central piece of advice to teacher-librarians who want to move into the center of teaching and learning. Readers of *Teacher Librarian* may have seen this team's article in the October 2008 issue where they discuss the major changes in learning reform in a school, and where the teacher-librarian fits in this move toward excellence. It is at the center where we belong, and if we do not move there, someone else will. It is worth suspending all the problems that we can all list of why we are not at the center currently. It is worth considering, studying, talking with colleagues about, and getting the courage to do what they recommend. The wonderful thing about this book is that it speaks to other members of the educational community as well as it speaks to us. Thus, you can give a chapter to a group of teachers or to your administrator and set a time to discuss it. (Libraries Unlimited, 2008. 128 pp. \$40.00. 978-1-59158-679-1.)

Bottom line: If you have not yet seen or encountered this book since it was published, order it today and the minute it comes, concentrate on its message.

INVOLVING PARENTS IN THEIR CHILDREN'S READING DEVELOPMENT: A GUIDE FOR TEACHERS

Bruce Johnson

Johnson has years of experience at all school levels in involving parents in their child's reading. He has assembled in this book and accompanying CD hundreds of ideas with handouts and letters to parents ready to print out or modify. The book's value is in the variety of ideas that can be considered for your own outreach to parents. What works? What does not?

Most of the activities will appeal to parents who have the time to be involved in their children's and teen's reading lives and that is an audience to reach first. Teacher-librarians and classroom teachers plus reading specialists will want to develop their own repertoire of techniques that work with the parents of their school—first with the parents who want to be involved and then reaching out to the caregivers who lack both time, skill, or seeming interest. We need another author who has worked in an inner-city school to record the best and most successful ideas they have found. (Treasure Bay, 2008. 108 pp. CD. \$19.95. 978-1-60115-200-8.)

Bottom line: This book is recommended along with a variety of other titles from which an idea bank can be created.

FLUENT IN FANTASY: THE NEXT GENERATION

Diana Tixier Herald and Bonnie Kunzel

Years ago, when I was searching for an author to take over the very popular Genreflecting book that has list upon list of suggestions for "what books should I read next?" collected from patrons, I talked with Diana Herald. She admired the book and said she had her copy with copious additions on her desk. The rest is history. Herald and her co-author, both voracious readers, have published an entire series of bibliographies for teacher-librarians and readers. This volume divides fantasy into a number of subgenres including epic fantasy; heroic fantasy; witches and wizards; saga, myth, and legend; fairy tales; bestiary; alternative and parallel worlds; as well as time travel, among others. A guide like this is also for your student advisory committee and avid fantasy readers who are helping to select fantasy for the collection. Also, if you are going to keep the discussion going with boys, fantasy is a best bet if you would like to snag a reader over and over again. Get your patrons to annotate this book or create a collaborative wiki with their recommendations that accompany your online fantasy book, movie, game, magazine, and budding author "book club." (Libraries Unlimited, 2008. 312 pp. \$52.00. 978-1-59158-198-7.)

Bottom line: Herald and Kunzel have a

winner here that will cover the best over time until the end of 2007.

BEYOND PICTURE BOOKS: SUBJECT ACCESS TO BEST BOOKS FOR BEGINNING READERS, 3RD EDITION

Barbara Barstow, Judith Riggle, and Leslie Molnar

There are few parts of the elementary library collection and even middle and high school study collections for language starters and the very easy reading book. Thanks to Dr. Seuss, for whom the Geisel Award is now given, there are thousands of titles ready to attract a beginning reader. The trio of authors has done just that for their revised edition of what they consider the best titles using criteria they have created. I liked their "best list for titles of all time," the in-depth subject guide, and the main section listed by author followed by a complete index. There is no excuse for getting readers off to a good start in English; and here is a list through 2007 to facilitate that job. (Libraries Unlimited, 2008. 645 pp. \$75.00. 9781591585459)

Bottom line: Recommended as a check against your current collection and as help with building an in-depth collection.

BEST NEW MEDIA, K-12: A GUIDE TO MOVIES, SUBSCRIPTION WEB SITES, AND EDUCATIONAL SOFTWARE AND GAMES

Catherine Barr

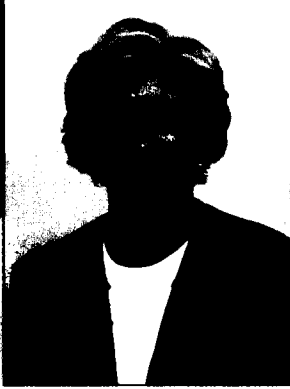
This new addition to the Best Books series follows the lead of the Gillespie series by collecting from various review periodicals, the titles that have been reviewed in the formats listed in the title. Over 1300 titles are included, most of which were produced since 2000. The list is divided into various age groups, elementary through high school, and then by general topics such as history and geography, science, art, and various types of genre literatures. Full citations and recommended grade levels are included along with a short description and availability. The source of the positive review or reviews is listed at the end. The entire collection is thoroughly indexed for easy use by selectors. This is the type of review source that can be purchased at the district level and shared among various teacher-librarians who are interested in building the multimedia portions of their collection. (Libraries Unlimited, 2008. 237 pp. \$50.00. 978-1-59158-467-4.)

Bottom line: This is a recommended bibliography.

Tell Us What You Would Like to Read!

E-mail editor@teacherlibrarian.com and tell us what topics you would like to read about, and we will seek to publish articles on those topics. Other comments and suggestions are welcomed, too.





RACH

BILZ

POWERPOINT FOR TEACHERS: DYNAMIC PRESENTATIONS AND INTERACTIVE CLASSROOM PROJECTS (GRADES K-12)

Ellen Finkelstein and Pavel Samsonov

I assume by now everyone has been on Teacher Tube and viewed the "How Not to Use PowerPoint" demo at: http://www.teachertube.com/view_video.php?viewkey=3e2d61891b1e4051ef75. I am reluctant to encourage any more agony and death by this ubiquitous tool, but Finkelstein and Samsonov's work goes beyond the basics and into actual recommendations to create interactive learning experiences rather than passive ho-hum sequences. Perhaps if teacher-librarians develop their own repertoire of techniques for how to use PowerPoint to teach, then those techniques will rub off on the teachers as they watch us use our techniques in effective ways. Folks are likely to pay attention especially when they thought they would sleep through your five-minute slide show. So, take my word for this one: there are enough ideas here to make the purchase and use worthwhile. Yes, you can get hundreds of tutorials on the web, but scan this one. Mark the ones you like. Have your geek squad prepare a sample for you and teach you how, and you are on your way. Don't sweat the details. (Jossey-Bass, 2008. 333 pp. \$22.95. 978-0-7879-9717-5.)

Bottom line: Recommended not only for beginners, but also for intermediate folks.

THE SCHOOL LIBRARY MEDIA MANAGER, 4TH ED.

Blanche Woolls

Woolls' textbook has been used successfully in school library administration courses as the textbook for many years. In this revision, Woolls covers the same major aspects of the school library program, how it is developed, managed, evaluated, and promoted in the school, but she brings the program ideas up to the issuance of the new American Association of School Librarians (AASL) Learning Standards. This book, coupled with the issuance of the new AASL guidelines that emerged from the association in early 2007 will serve as a foundation publication about the best

ideas about school library programs as they have developed over the last half-century. (Libraries Unlimited, 2008. 279 pp. \$45.00. 978-1-59158-643-2)

Bottom line: Highly recommended as a textbook for beginners but also as a brush-up for those who have been around for a while.

COLLABORATING FOR PROJECT-BASED LEARNING IN GRADES 9-12

Violet H. Harada, Carolyn H. Kirio, and Sandra H. Yamamoto

Project-based learning is popular in many schools because of evidence that when students become engaged and excited, learning abounds. This assumes, of course, that the projects themselves are of interest to the students. For teacher-librarians, project-based learning units present an opportunity to integrate inquiry and information literacy into real activities and make collaboration and co-teaching a natural expectation.

The great Violet Harada has teamed with two "cybrarians" from a SLMPY award-winning high school to detail just how the teacher-librarian moves directly into the heart of project-based learning. Thus, the trio is as good as it gets. In this book, the first few chapters give a foundational view of project-based learning and how teacher-librarians fit in as partners with classroom teachers. Then, the rest of the book details sample units of instruction ranging from science to art and most curricular topics in between. In using this book, there is ample opportunity to recognize how project-based learning flourishes in the information-rich and technology-rich environment of the library. We particularly liked the reflection piece at the end of each experience between teacher-librarian and classroom teacher as a part of the professional learning community thrust toward excellence. Superb. It is all about how did we do and how could we do better next time. Having said that, as a reviewer, I will reflect on project-based learning in general. There are two major ideas out there: problem-based learning and project-based learning. Both are very similar in structure and central idea. Both promote inquiry and collaboration with the library/learning commons although we find many books

A MUST-READ AUTHOR: JODI PICOULT

Five Picoult novels (*Vanishing Acts*, *The Tenth Circle*, *Nineteen Minutes*, *Keeping Faith*, and *My Sister's Keeper*) have appeared in this column; here are five more for teens:

Change of heart. Atria, 2008. \$26.95. 987-0-743-49674-2. Shay Bourne was convicted of murdering Elizabeth Nealon and her stepfather. Now on death row, Shay wants to donate his heart to Elizabeth's sister, Claire. Amidst prison miracles and plot twists, Picoult creates a thought-provoking story.

Plain truth. Washington Square Press, 2007. \$15.00. 978-1-416-54781-5. While on vacation, Philadelphia lawyer Ellie Hathaway finds herself defending a teenaged Amish girl accused of killing her newborn baby. Family secrets and Amish life are revealed in this taut novel.

The pact: a love story. Avon, 2006. \$7.99. 978-0-061-15014-2. Christopher Harte and Emily Gold, both seventeen, grew up next-door to each other and began dating at thirteen. When Christopher shoots and kills Emily, he claims they had a suicide pact, but is that the truth?

Second glance. Washington Square Press, 2004. \$15.00. 978-0-743-45451-3. After his fiancée dies, Ross Wakeman moves to Vermont for peace, only to find himself in the midst of strange events and a seventy year old murder mystery. An effective blend of suspense and the supernatural make this a page-turner.

Salem Falls. Washington Square Press, 2002. \$15.00. 978-0-743-41871-3. Jack St. Bride, released from jail after being wrongly convicted of statutory rape, moves to Salem Falls for a fresh start. Jack's life is going well until seventeen-year-old Gillian Duncan is assaulted and Jack is accused of committing the crime.



JOHN S. KENDALL



on these topics in the general education literature that never mention the need to have the library involved! That puzzle aside, our authors bring the learners successfully through a long journey and then reflect as professionals about that journey and its outcomes. We would recommend that the learners do the same at the conclusion of their own journey or project or solution. During the project or problem investigation, if learners are asked to briefly journal the journey, then after the journey is over and the grades are in, there is an opportunity to engage learners in a major reflection activity about the process used, the journey itself, the things we as learners did well, and the things we could do the next time to do even better. Perhaps that is the best contribution of the new AASL Learning Standards and what it is trying to accomplish. It is not just getting an assignment done. It is all about me as a learner. It is my disposition toward the learning process. It is the skill of working through inquiry to get better and better in areas such as organization, collaboration, critical thinking, problem solving, and creativity. Add this activity to the journey our excellent trio recommends and this reviewer would pronounce the collaboration as close to perfect as it ever gets. (Linworth Books, 2008. 225 pp. \$44.95. 978-1-58683-291-9.)

Bottom line: This book is a must-purchase and should be read by every secondary school teacher-librarian who has a ghost of a chance of working with project-based learning. This is one of the best educational ideas out there that fits perfectly with the goals of the learning commons idea. So, buy this book, study it with colleagues, and then use these experts' ideas and improve upon them with your students in your school.

THE REFLECTIVE EDUCATOR'S GUIDE TO PROFESSIONAL DEVELOPMENT: COACHING INQUIRY-ORIENTED LEARNING COMMUNITIES

Nancy Fichtman Dana and Diane Yendol-Hoppey

This book is written for leaders of professional development, which includes you as a teacher-librarian, if you consider yourself a leader whether actually in charge or

leading from the middle. Now look at the subtitle of this book: coaching inquiry-oriented learning communities. A light goes on in my own head. Suppose inquiry is the theme of many collaborative units as well as the professional learning community of the school. Wow! It is a powerful idea and for that reason alone, it is advisable to read books like this one. What leadership tips could you get? What slant on perspective could you gain and promote? These authors have many ideas worth considering. (Corwin Press and the National Staff Development Council, 2008. 182 pp. \$33.95. 978-1-4129-5580-5.)

Bottom line: Recommended.

DESIGNING & ASSESSING EDUCATIONAL OBJECTIVES: APPLYING THE NEW TAXONOMY

Robert J. Marzano and John S. Kendall

There are several attempts to reinvent Bloom's taxonomy in publication that we have reviewed before. Marzano's version is featured in this publication with the obvious approval of a number of school administrator associations. Marzano's taxonomy combines a self-system, a metacognitive system, and a cognitive system to produce knowledge. At each step the authors provide methods of assessment that are quite clear. For six types of learning within the above taxonomy such as metacognition, analysis, or compression, the reader is taught how to assess at that level with just enough examples that the reader can construct assessment measures. With assessment being a major topic of conversation across education in the new presidential administration, teacher-librarians should be equipped to enter the conversation since our own new AASL Learning Standards require a much broader look at our own agenda and how it is to be assessed along side the agenda of the classroom teacher. (Corwin Press, AASA, NAESP and NASSP, 2008. 184 pp. \$31.95. 978-1-4129-4035-1.)

Bottom line: This book is labeled required reading for every teacher-librarian in order to participate in the major conversations within the professional learning community of the school. One of the best publications of 2008, along with James Popham's *Transformative Assessment*

EVERYONE SINGS! EVERYONE SWINGS! EVERYONE EATS!

All the colors of the Earth. Sheila Hamanaka. HarperCollins, 1994. \$17.99. 978-0-688-11131-1. Grades K-2. This joyous, poetic celebration of children's skin and hair colors around the world is a modern classic of multicultural consciousness-raising, and an inspirational read-aloud.

Around the World. John Coy. Ill. Antonio Reonegro and Tom Lynch. Lee & Low, 2005. \$17.95. 978-1-58430-244-5. Grades 1-2. The ball stays the same but the setting shifts with each turn of a page as players from New York to Istanbul, Shanghai to Lagos shoot, pass, and dribble in one continuous, exciting, breathlessly-paced game of basketball. The pictures pick up the high energy of this globe-spanning fast break.

Celia Cruz, queen of salsa. Veronica Chambers. Ill. Julie Maren. Dial, 2005. \$16.99. 978-0-803-72970-4. Grades 2-3. Vibrant illustrations evoke the energy and rhythms of the music that propelled this renowned Cuban performer from little "songbird" to Salsa queen.

Jingle Dancer. Cynthia Leitich Smith. Ill. Cornelius Van Wright and Ying-Hwa Hu. HarperCollins, 2000. \$16.99. 978-0-688-16241-2. Grades 1-3. A young member of the Creek Nation crafts a special dress for a Powwow dance in this perceptive tale about maintaining traditional ways in a modern world.

We All Sing With The Same Voice. J. Philip Miller & Sheppard M. Greene. Ill. Paul Meisel. HarperCollins, 2001. \$16.99. 978-0-06-027475-7. Grades K-2. Children from many cultures and countries join hands and sing out in this uplifting song from Sesame Street.

(ASCD, 2008), reviewed in the October 2008 issue of *TL*.

**BETTER LEARNING THROUGH
STRUCTURED TEACHING:
A FRAMEWORK FOR THE
GRADUAL RELEASE OF
RESPONSIBILITY**

Douglas Fisher and Nancy Frey

It is easy to dismiss this book as but another traditional behaviorist teaching methods book. Not so. The subtitle, "gradual release of responsibility," is the central point of the book and the central issue for teacher-librarians as they integrate the AASL Learning Standards into learning activities. For many years, as a profession, we have emphasized that by teaching information literacy, students become more and more independent learners, confident they can attack any question, project, or problem in an information-rich world. Now, if we could just ask Fisher and Frey to refocus this book from just a classroom teacher to a co-teaching stance, this book would be a central element in our collaborative work. I wish I could reproduce their model here because it is immediately understandable and thought provoking. The steps leading from teacher responsibility to student responsibility go through the following stages: The teacher teaches a focused lesson and the student does it; the teacher guides instruction and "we" do the task; collaborative learning focuses on "you do it together;" and independent learning strategies mean "you do it alone." Fisher and Frey demonstrate what each step is not and then proceed to demonstrate each level as they teach the reader useful methods to help make progress from dependent learners to independent learners. (ASCD, 2008. 146 pp. \$23.95. 978-1-4166-0635-2.)

Bottom line: If the reader can get over the focus just on the classroom teacher and stretch the ideas here to a co-teaching stance, then this is one of the best brief books of the year.

**COLLABORATIVE LIBRARY
RESEARCH PROJECTS:
INQUIRY THAT STIMULATES
THE SENSES**

John D. Volkman

Setting up stations in the library where teens do mini-projects that add up in some way

to investigate a broad topic has had some popularity for some teacher-librarians. It is one way of controlling what students are doing under the watchful eyes of the classroom teacher and the teacher-librarian. Volkman provides sixteen stations/units complete with ideas for each station, its materials, purpose, and needed handouts. If you are a fan of this approach, then this book is for you. We prefer inquiry that is more governed by the questions students create rather than those the adults do. Perhaps stations are one step in a freer and more open-ended collaborative experience for both teachers and teacher-librarians, but that is a matter of taste. (Libraries Unlimited, 2008, 196 pp. \$39.00. 978-1-59158-623-4.)

Bottom line: Recommended with reservations.

**A TEACHER'S GUIDE TO
MULTISENSORY LEARNING:
IMPROVING LITERACY BY
ENGAGING THE SENSES**

Lawrence Baines

Baines reminds us all that there are many advantages to building upon the solid research that finds using sight, sound, smell, taste, movement, touch, and play will enhance learning and understanding. He has gathered sample lessons that take advantage of these stimuli for the classroom teacher to use on topics he has selected. The value in this book of examples is not the possibility of involving the library, because his examples do not, but we can learn from his integrations how to incorporate such techniques into learning. **Bottom line:** Think of the instances in collaborative units when you have used or promoted learning through the various senses. If few examples come to mind, then perhaps this is a book to revive interest in what we already know from Howard Gardner. Otherwise, skip this one.

**GREATER EXPECTATIONS:
TEACHING ACADEMIC
LITERACY TO
UNDERREPRESENTED
STUDENTS**

Robin Turner

Robin Turner is the product of the Puente program in California that targets college-bound minority students and those taking

AP classes. This program concentrates on preparing students to write and do research as a part of intensive literacy. Turner takes us on a personal journey as he teaches us how to work with the underrepresented student. Turner now teaches at California State Fullerton but his work is certainly good for the AP English classes in high school. But where is the library? Not in this fine teacher's repertoire. Why not? No mention of a high school teacher-librarian or the college librarian now that he is there. What a missed opportunity! It is all part of the current assumption that the classroom is the only influence in learning that matters. So why bother with Turner at all? He sets students to the task of doing research. Research where and by what means? It is a mystery, although the students end up learning to cite information they must pull out of the air because there is no mention of the source of their information. Why Turner, indeed. How much more would Turner's students succeed if a teacher-librarian were in the harness with him? And, what would it take to collaborate with someone obviously successful with the very group with whom we would like to be successful? I am assigning you to read this book to get into the mind of such a teacher; to understand what he is concerned about; what makes him tick; what language does he use to describe what good quality research and writing looks like? Then, let us take the Turners of the world and perform a frontal assault with successful collaborations we have had with others and the challenge that your students can be even better. I am thinking that Turners like him just need to meet a teacher-librarian superstar. So watch out, Robin. I am going to contact your librarian at Magnolia High School in Anaheim California and get the scoop. (Stenhouse, 2008. 226 pp. \$18.00. 978-1-57110-740-4.)

Bottom line: Take this book as a lesson to all of us that we need to connect better with teachers. Then when they write their book, they might recognize we exist.

**CRASH COURSE IN
REFERENCE**

Charlotte Ford

The purpose of the Crash Course series of books is to provide much more brief textbooks and brush-up guides to various



**SARA
CATHERINE
HOWARD**

YA NONFICTION

topics often taught in library school. Ford, a professor at the University of Alabama, provides this guide to becoming a whizbang of a reference genius who "might not know anything, but give me five minutes and I will find it!" She covers serving patrons and building search skills in print sources as well as online searching. So, if you would like to check out the current skills expected of these super teacher-librarians, this is a good choice. Libraries Unlimited, 2008. 143 pp. \$30.00. 978-159-1584636)

Bottom line: Recommended.

WEB LITERACY FOR EDUCATORS

Alan November

A very popular speaker about technology around the world, Alan November is the owner of November Learning that does a great deal of consulting and research (<http://novemberlearning.com>). If you have heard him speak, you know of his concern about the quality of information kids and teachers find on the web. So, here is his second book that is devoted to finding and locating good quality information in the online world. November makes his living off the central point of the Internet in teaching and learning today: it is all about quality information. It is all about quality information! And, in this sense he marches alongside teacher-librarians and teacher technologists. This book is worth the price just to browse through to see the many searching techniques he teaches. Even if you think you are a good searcher, you will find dozens of tips that he has gathered from folks as he presents and interacts with educators everywhere. (Corwin Press, 2008. 109 pp. \$25.95. 978-1-4129-5843-1.)

Bottom line: This book is a must read.

INFORMATION LITERACY INSTRUCTION HANDBOOK

Edited by Christopher N. Cox and Elizabeth Blakesley Lindsay

What are the expectations and role of academic librarians in teaching information literacy? For the past several years, some efforts have been made to work with secondary school teacher-librarians to prepare high school students to transition to the academic library. Academic

folks have never been impressed with the product they get from secondary education. And, as information literacy becomes more important at the university level, the academic folks are encouraging much more assistance from teacher-librarians than they have had in the past. One way to catch up on the expectations of the academic community is to read this edited book. In a series of twelve essays, academic librarians write about their latest thinking. The essays trace the history of information literacy in academia, discuss the psychology of learning, discuss the art and science of teaching, cover collaboration, outline information literature curriculums, discuss program management, talk about leadership, explore student academic integrity, talk about assessment, worry about diversity, probe the role of instructional technologies, and look at the future. (ACRL, 2008. 236 pp. \$40.00. 978-0-8389-0963-8.)

Bottom line: This volume is a must read for the high school teacher-librarian who is preparing teens for college.

TRANSFORMING CLASSROOM PRACTICE : PROFESSIONAL DEVELOPMENT STRATEGIES IN EDUCATIONAL TECHNOLOGY

Edited by Arlene Borthwick and Melissa Pierson

If you have a professional learning community (PLC) that is concentrating on the use of technology in learning, then this is an important publication to peruse and use as you formulate and structure what is discussed, examined, tried, researched, and concluded by the PLC. The longer essays here discuss the various aspects of learning together about technology and there is an excellent summary of steps to take at the end of the book. (ISTE, 2008. 241 pp. \$44.95. 978-1-56484-246-6.)

Bottom line: Recommended.

FIVE MINDS FOR THE FUTURE

Howard Gardner

The complex puzzle of pieces needed to prepare today's students for tomorrow's unknown takes on clearer shape through Gardner's work, *Five Minds for the Future*. As educators we seek viable models to help

BACK IN TIME

Everyday life in medieval Europe.

Kathryn Hinds. Benchmark Books, 2009. 978-0-7614-3927-1. \$32.52. Grades 7-12. This single volume of artwork, poems, stories, and details of life in the High Middle Ages, unfolds in four segments: "Castle," "City," "Countryside," and "Church." Detailed backmatter includes a glossary, further reading, online information, selected bibliography, and an index.

History of the ancient and medieval world, second edition.

Edited by Henk Dijkstra. Marshall Cavendish, 2009. 978-0-7614-7789-1 (set). \$714.21. Grades 6-12. Completely revised, this 11-volume set covers world history from the earliest time to the end of the Middle Ages with chapters arranged chronologically. The sections emphasize the geography, culture, arts, everyday life, government, technology, and wars.

Merchant (Medieval Lives).

Robert Hull. Smart Apple Media, 2009. 978-1-59920-170-2. \$17.95. Grades 6-12. Each class of feudal society is described in this series: the merchant, knight, lady of the manor, nun, peasant, and stonemason, from birth to death via diaries, illustrations, and fact boxes. Includes a glossary, timeline, and an index.

Seven Wonders of Ancient Greece

(Seven Wonders). Michael Woods and Mary B. Woods. Twenty-First Century Books, 2009. \$24.95. 978-0-8225-7574-0. Grades 6-10. With the introduction discussing the concept of the list of seven wonders, the authors describe in each title the various ancient wonders. The set includes: **Seven Wonders of Ancient Africa, ...Ancient Asia, ...Ancient Central and South America, ...Ancient Middle East, ...Ancient North America, and ...Ancient World.** In addition to photographs, art from each culture, and fact boxes, each title concludes with information to "Choose an Eighth Wonder." Glossary, source notes, selected bibliography, further reading and websites, as well as an index round out each title.



JOE S. ERS

UNEXPECTED GENRES

Muhyo & Roji's Bureau of Supernatural Investigation. Yoshiyuki Nishi. Viz, 2007-8. Vol. 8: 978-1-4215-1643-1. \$7.99. Grade 6 and up. Muhyo is a perplexing scholar of supernatural law who, with the aid of his (too) eager assistant Jiro, helps clients troubled by pesky spirits. The cases range from the disturbing to the poignant to the comical, delightfully mixing humor and horror.

Flight, vol. 5. Ed. Kazu Kibuishi. Villard, 2008. 978-0-345-50589-7. \$25.00. Grades 7 and up. *Flight* has become the industry standard in high-quality comics anthologies and this volume is a standout. These stories are sometimes playful and often thrilling, strengthened by a frequently stunning use of color. The third tale, "Béisbol 2," is surely one of the year's best comics and demonstrates the short-story form at its best: tightly structured and deeply satisfying.

Me and the Devil Blues: The unreal life of Robert Johnson, Vol. 1. Akira Hiramoto. Del Rey, 2008. 978-0-345-49926-4. \$19.95. Grades 9 and up. In 1929, Robert Johnson stands at the crossroads and makes—or perhaps dreams he makes—a deal that will help define twentieth-century guitar and cost Johnson more than he can know. The tale is richly imagined by Hiramoto, touching convincingly on the realities of African-American life and music while maintaining a haunting sense of the ongoing alienation and tragedy that characterized the life of this legendary figure. The book is a wonderful surprise, utilizing the vocabulary of manga but breaking ground unfamiliar to most of the manga the western world gets to read.

us sharpen our vision and shape direction through the inevitable chaos of change. Discovering models developed by trusted thinkers is particularly comforting. Gardner changed teaching pedagogy worldwide for the better with his theory of Multiple Intelligences, still a powerful framework to advance differentiated instruction. He now casts his work into the future to develop what he coins Five Minds for the Future. To create his model, Gardner has analyzed the cognitive and character strengths required to be successful with tomorrow's challenges. He calls on educators to devise new ways of thinking and learning that nurture all five minds: disciplinary, synthesizing, creating, respectful, and ethical. The new Learning Commons provides a natural host for cultivating Gardner's vision. Here we find the creative spaces, rich resources and tools, as well as program elements required to nurture the five minds Gardner advocates. The Learning Commons mandate is to teach learning in order to facilitate student success and knowledge construction. Disciplined processes, Big Think synthesis, supported creating and sharing, respectful collaboration and ethical behaviors and practices are all norms in successful knowledge construction. (Harvard Business School Press, 2007. 978-1-59139-912-4.)

Bottom line: Gardner's work provides powerful validation for teacher librarians to invest their energies in learning partnerships that will foster future minds prepared and eager to learn.

—Carol Koechlin

ENGAGING ADOLESCENTS IN READING

John T. Guthrie

This book sets up the teacher as the primary motivator of adolescent reading and provides various techniques for addressing motivation concerns. Methodologies are scientific and vetted in K-12 situations. Excellent tools and rubrics that can be customized for maximum application in every setting. (Corwin Press, 2008. 208 pp. \$33.95. 978-1-4129-5335-1.)

Bottom line: Recommended.

—Elizabeth "Betty" Marcoux

NOTABLES FROM THE POPULAR PRESS

IBRAIN: SURVIVING THE TECHNOLOGICAL ALTERATION OF THE MODERN MIND

Gary Small and Gigi Vorgon

How do adults work with the new tech generation whose minds are quite different than ours? Find out here. (Collins Living, 2008. 240 pp. \$24.95. 978-0-06-134033-8.)

GROUNDSWELL: WINNING IN A WORLD TRANSFORMED BY SOCIAL TECHNOLOGIES

Charlene Li

Yes, this one is for businesses, but how do we capture social networking for our advantage? (Harvard Business Press, 2008. 286 pp. \$29.95. 978-1-4221-2500-7.)

A SENSE OF URGENCY

John P. Kotter

This one is for business too, but the change process in any organization requires a sense of urgency outlined here. (Harvard Business Press, 2008. 196 pp. \$22.00. 978-1-4221-7971-0.)

THE BIG SWITCH: REWIRING THE WORLD, FROM EDISON TO GOOGLE

Nicholas Carr

Think with Carr about the continued explosion of the Internet into the world of utility computing that changes the way we think about computing in schools, not just businesses. (Norton, 2008. 273 pp. \$25.95. 978-0-393-06228-1.)

WIKINOMICS: HOW MASS COLLABORATION CHANGES EVERYTHING

Don Tapscott and Anthony D. Williams

Do take a look at this the expanded version of a web 2.0 favorite. (Portfolio, 2008. 350 pp. \$27.95. 978-1-59184-193-7.)

