HAMLINE UNIVERSITY
School of Education

SUMMER LITERACY INSTITUTE

K–6 EDUCATORS

RETHINKING LITERACY

JULY 16–19, 2012

SUMMER LITERACY INSTITUTE

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Hamline School of Education provides teachers with the latest research and perspectives on classroom literacy and instruction. Practitioner-focused graduate courses encourage and empower educators to increase students' literacy achievement, regardless of ethnic or socioeconomic backgrounds.

In addition to the annual Summer Literacy Institute, Hamline offers a master of arts in literacy education degree, the literacy induction series for the master of arts in teaching, a K–12 reading license, a master of fine arts in children's literature, and graduate certificates in children's literature, book arts, and literacy.

For more information, visit us online at: www.hamline.edu/literacy

Thank you to our 2012 Summer Literacy Institute Committee Members:

Terri Christenson, Assistant Professor, Hamline University School of Education
Marcia Rockwood, Assistant Professor, Hamline University, School of Education
Kasia McMahon, Program Coordinator, Continuing Studies, Hamline University, School of Education
Julie Doyle, Reading Licensure Advisor, Hamline University, School of Education
Betsy Parrish, Interim Chair, Continuing Studies, Hamline University, School of Education
Patti Greene, K–12 Reading Coordinator, Prior Lake-Savage Area Schools
Ann Griffin, First Grade Teacher, Saint Paul Public Schools
Teajai Anderson Schmidt, K–12 Literacy Program Administrator, Saint Paul Public Schools
Heidi Bernal, Principal, Adams Spanish, Immersion School, Saint Paul Public Schools
Deb Cordes, Fifth Grade Teacher, Anoka Hennepin School District

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RETHINKING LITERACY

INFORMATION

Building Abbreviations

GLC—Giddens Learning Center
Klas—Klas Center, Kay Fredericks Room, 3rd floor

Information Table

A staff member will be available each day in Sundin Music Hall lobby to answer questions, process one-day registrations, and provide technology or network login information.

Name Tags

Please wear your name tags at all times. Your name tag is your entry ticket to all presentations and lunches.

Coffee and Tea

Complimentary coffee and tea are available in Drew Fine Arts lobby at 7:30 a.m. and during the morning break at 10 a.m.

Lunch

An all-you-can-eat buffet lunch at Sorin Cafeteria will be provided Monday–Thursday for all participants, the cost of which is included in your tuition. We encourage you to stagger your arrival at the cafeteria in 10- to 15-minute intervals to avoid long entry lines. You may take advantage of the time before or after lunch to visit with fellow participants, work on journaling, or enjoy the campus.

Afternoon Session Handouts

Available Online.

In an effort to be environmentally responsible and to make handouts accessible to all participants, session materials will be made available electronically, one week before the institute and continuing for eight weeks afterwards at hamline.blackboard.com. User login information will be available at the Institute.

Daily Evaluations

You will receive daily session evaluation forms. Please complete these and return them the following morning. Submitted evaluations will be entered each day into a drawing for prizes.

Professional Resource Books

Kubitz Educational Services will provide a variety of professional resource books in the Drew Fine Arts lobby. Publications will be available for purchase Monday–Thursday.

Please Note

Building rules for Sundin Music Hall explicitly prohibits any food or beverage in the hall itself. Video or audio taping is prohibited during all sessions. Also, please turn off all cell phones before entering the hall.

Thank you for your cooperation.

AFTERNOON SESSIONS AND SYMPOSIUMS

Session Title	*Presenter*	*Grade Level*	*Room*
MONDAY *July 16,* **1–2 P.M.**			
Background Knowledge, Comprehension, and Differentiated Instruction, K–3	Sharon Taberski	K–6	Klas 3rd Floor
Playing with Poetry and Phonics	Ann Griffin	K–2	GLC 202E
The Cream of the Crop: Current Award Winning Titles for Children and Young Adults	Joan Arndt	K–8	GLC 108W
The Amazing Brain! Neuroscience and Education—A Vital Partnership	Jane Lescarbeau	K–12	GLC 246W
Teaching Mathematics Through Children's Literature	Julie Ostlund & Michelle Vanden Plas	K–6	GLC 106W
Using Technology to Motivate Readers and Support Comprehension	Kelly Killorn	3–8	GLC 203E
Supporting Essay Writing in the Elementary Classroom	Lindsey Nelson	2–6	GLC 245W
Revisiting the Power of Shared Reading	Patti Greene	K–3	GLC 110W
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The Art of Smart	Greg Tang	K–6	Klas 3rd Floor
What Good Readers Do	Adam Leicht & Nicola Huss	1–4	GLC 202E
Storytelling through Yoga: Guiding Children Toward a Joyful Calm	Ann Griffin & Jessica Rosenberg	K–2	GLC 246W
Reinventing Plots: The History of Series from Ragged Dick to The Wimpy Kid	Joan Arndt	K–6	GLC 108W
Books and Strategies to Promote Thinking, Empathy and Imaginative Actions	Jo Montie	2–6	GLC 106W
Revisions for Writers	Patti Greene	1–6	GLC 110W
Our Stories Connect Us: The Power of Personal Narratives	Stephanie Reid	4–9	GLC 203E
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AT A GLANCE

Session Title	Presenter	Grade Level	Room
WEDNESDAY *July 18,* **1–2 P.M.**			
Using Literature to Support Conferring In the Writing Workshop	Katie Wood Ray	K–6	Klas 3rd floor
Using Inquiry to Engage Primary Students in Reading and Writing Informational Text	Amy Kettunen	K–2	GLC 110W
Writing Teachers as Writers: Creating a Dynamic Literacy Community	Jodi Baker	K–5	GLC 202E
Building Responsible Listeners	Linda Pruden	K–12	GLC 106W
Read, Visualize, Comprehend: Using Graphic Organizers in Reading Lessons	Betsy Parrish	4–8	GLC 246W
Teachers Have the Power to Give Kids Books That Can Change the World	Deb Cordes	3–6	GLC 108W
Literacy Intervention: Comprehension Focus Group	Ruth Schmeckpeper	3–6	GLC 203E
Nuts and Bolts: Linking Literacy to the Brain	Jean Strait	K–12	GLC 245W
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Read, Visualize, Comprehend: Using Graphic Organizers in Reading Lessons	Betsy Parrish	4–8	GLC 246W
Evaluating and Selecting Culturally Sensitive Multicultural Children's Literature for Inclusive Classrooms	Rachel Endo	P–16	GLC 108W
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Nuts and Bolts: Linking Literacy to the Brain	Jean Strait	K–12	GLC 245W
THURSDAY *July 19,* **8:30–10 A.M.**			
The Science & Literacy Crossroads	Bill Lindquist & Randee Edmundson	K–6	GLC 245W
Sharing Our Opinions With the World: Teaching Argument in the Kindergarten, 1st and 2nd Grade Writer's Workshop	Debbie Bell & Karen Randall	K–2	GLC 110W
Making Meaning with Tweens	Karen Moroz & Jennifer Carlson	4–6	GLC 202E
Innovative Approaches to Intervention	Kari Ross, Jen McCarty Plucker, & Teajai Schmidt	K–6	GLC 100E
Critical Literacy	Kevin McGee & Lauren Thurmer	K–6	GLC 203E
Responsive Teaching: Before, During, and After Reading Strategies	Marcia Rockwood, Kelly Killorn, Sabrina Werremeyer, & Daniel Barrett	3–9	GLC 108W
The Impact of School and Family on Students Literacy Achievement	Jean Strait, Robert Rivera, Chris Anderson, Andrea Lindorfor, & Bondo Nyembwe	K–12	GLC 106W
Embracing the Technology Tools of Today	Stephanie Reid, Holly Brunson, DIane Slimak, Lindsay Crownhard	4–6	GLC 1S

SCHEDULE **MONDAY** *July 16*

8–8:30 A.M.

Check-in and Registration

Sundin Music Hall Lobby

8:30–8:40 A.M.

Introductions and Announcements

8:40–11:45 A.M.

Comprehension from the Ground Up

Sharon Taberski **Sundin Music Hall**

Sharon cuts through the strategy-overloaded, fluency-crazed atmosphere that surrounds reading instruction to lay out reading and writing workshop practices that are most effective in developing proficient and motivated readers. In addition to developing a repertoire of meta-cognitive comprehension strategies to use as and if needed, children also need to engage in real reading, writing, and talking experiences, and within that context, develop accurate fluent reading, acquire and use background knowledge, expand their oral language and vocabulary, and sustain reading-writing connections.

Sharon Taberski is a nationally recognized educator, author, and presenter. A teacher for 28 years, Sharon currently works in school districts throughout the country helping teachers set up reading and writing workshops, and think systematically about how to best accomplish their goals. Sharon's newest book *Comprehension from the Ground Up: Simplified Sensible Instruction in the K–3 Reading Workshop* offers a calm landscape of literacy teaching and learning with reading and writing workshop practices that are most effective in developing readers in the primary grades. The companion DVD, *Lessons from the Ground Up*, shows Sharon in the classroom, modeling effective ways to develop comprehension in real-life classroom settings through exemplary teaching techniques. Sharon also is the author of *On Solid Ground: Strategies for Teaching Reading K–3*, a classic in the field of reading instruction.

There will be a break from 10–10:25 a.m.
Complimentary coffee and tea will be available in Drew Fine Arts lobby.

11:45 A.M.–12:50 P.M.

Lunch

Sorin Cafeteria
An all-you-can-eat buffet lunch is included in the cost of tuition. Please present your name tag to the cashier.

1–2 P.M.

Background Knowledge, Comprehension, and Differentiated Instruction, K–3

Featured Presenter Sharon Taberski **Klas 3rd floor**

Background knowledge is one of the most important aspects of reading comprehension and has everything to do with how well students understand what they read. This session will demonstrate why background knowledge is central to reading comprehension and examine ways to differentiate students' access to it. Participants will view and process related videos, and consider practical and effective ways to provide children with background knowledge about topics they're reading and learning about.

Playing with Poetry and Phonics

Ann Griffin **GLC 202E**
K–2

This session will demonstrate how poetry can support emergent readers to notice and use spelling patterns. Explore phonics and poetry in whole group instruction or independent practice.

The Cream of the Crop: Current Award Winning Titles for Children and Young Adults

Joan Arndt **GLC 108W**
K–8

Every few years major literary prizes are awarded for children and young adult book titles. Become acquainted with the awards, their criteria, and the current crop of winners.

The Amazing Brain! Neuroscience and Education—A Vital Partnership

Jane Lescarbeau **GLC 246W**
K–12

"Art of teaching"—step aside! The "science of learning" is the focus of this session. Participants will gain an understanding of the complexity of the brain as well as how the brain learns. Brain compatible strategies will be modeled as you delve into this amazing three pound organ.

Teaching Mathematics Through Children's Literature

Julie Ostlund and Michelle Vanden Plas **GLC 106W**
K–6

Children's literature provides a rich avenue through which mathematics can be explored. It also creates a common context for students. Within this context, educators can bridge students' understanding of mathematical concepts and language from the informal to the formal. Presenters will share examples of lessons they have developed using this framework.

Using Technology to Motivate Readers and Support Comprehension

Kelly Killorn **GLC 203E**
3–8
Using technology to facilitate student response is easier than one might think. Regardless of technology experience and skill level, participants will learn how to use wikis, blogs and vlogs, backchannel discussion and other web 2.0 tools to enhance students' experiences with text.

Supporting Essay Writing in the Elementary Classroom

Lindsey Nelson **GLC 245W**
2–6
Informational writing has become a major focus in the current Common Core Language Arts standards. This session will focus on essay writing in the elementary classroom. Participants will learn about planning a unit of essay writing, focused on effective instructional strategies and authentic writing practices.

Revisiting the Power of Shared Reading

Patti Greene **GLC 110W**
K–3
Small group instruction can occur during shared reading. Shared reading highlights concepts of print, language development, word recognition, strategies, and skills while reading authentic text. Book titles will be recommended for this socially supportive, risk free experience.

2:15–3:15 P.M.

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SCHEDULE **TUESDAY** *July 17*

8:30–11:45 A.M.

Literacy In The Digital Age

Greg Tang **Sundin Music Hall**
K–6
Being literate in the 21st century means so much more than knowing how to read. It means being able to access and make sense of all the information that is available, no matter what form it's in. Join us as we see how technology can make bestselling children's books even better, and how online gaming can be combined with social networking to make learning more fun and effective. This mind-ending, spirit-lifting, paradigm-shifting session will show that good teaching combined with great technology can be the game changer our schools need.

Greg Tang was tutoring math in his daughter's class when he developed a new method of teaching arithmetic in a visual and spontaneous way. His method teaches both computational and problem-solving skills, and is so fun and challenging that children forget they are learning math! He believes that all kids are capable of doing well in math, and he has a mission to make math a natural part of every child's life. He has successfully taught his method to children from ages five to 10.

Grapes of Math and *Math for All Seasons* are part of a series of books that will help children gain the range of skills needed for higher math. His books challenge and encourage children to use creativity and common sense to solve problems, rather than formulas and memorization.

Greg Tang has an impressive mathematics background. He earned a BA and an MA in economics from Harvard and also holds an MA in math education from New York University. He has applied his problem-solving methods in building successful companies and products in a variety of industries.

There will be a break from 10–10:25 a.m.
Complimentary coffee and tea will be available in Drew Fine Arts lobby

11:45 A.M.–12:50 P.M.

Lunch

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1–2 P.M.

The Art of Smart

Featured Presenter Greg Tang **Klas 3rd floor**
K–6
Should good readers be good in math? Yes! Join us as we explore the similarities and differences between words and numbers and gain important insights into teaching both reading and math. Developing abstract, generalizable thinking skills just may be the secret to great teaching and smart students. Our goal isn't children who are good in reading or good in math, it is smart kids who are good in everything and happy in life.

What Good Readers Do

Adam Leicht and Nicola Huss **GLC 202E**
1–4
This session will break reading comprehension down into eight different strategies. When taught explicitly, these eight strategies break down the walls between "strong" and "struggling" readers. Whether your students are reading above or below grade level, these strategies will provide purpose and increase the quality of their reading and understanding.

Storytelling Through Yoga: Guiding Children Toward a Joyful Calm

Ann Griffin **GLC 246W**
K–2
Yoga is a great way for children to find stillness and calm in our busy classrooms, as well as helping children make connections between their body and mind. This session will share simple and engaging ways to tell familiar stories (*Mushroom in the Rain*, *The Mitten*, *A Walk in the Jungle*) while children use their bodies to create the animals in the story.

Reinventing Plots: The History of Series from *Ragged Dick* to *The Wimpy Kid*

Joan Arndt **GLC 108W**
K–8
Countless authors and ghost writers have been involved in the development of series books. In this session, participants will become acquainted with some of the most notable series.

Books and Strategies to Promote Thinking, Empathy and Imaginative Actions

Jo Montie **GLC 106W**
2–6
This session will explore books learning activities and strategies to help children develop thinking and caring skills that include literacy, social studies and social emotional goals.

Revisions for Writers

Patti Greene **GLC 110W**
1–6
Revision strategies will be shared to help writers reread and resee their writing. Participants will become more comfortable when giving feedback and less leery of what to say when sitting down beside a writer.

Our Stories Connect Us: The Power of Personal Narratives

Stephanie Reid **GLC 203E**
4–9
The power of personal narrative cannot be underestimated. When we create the right conditions for personal storytelling and invite students to share their own stories—pieces of themselves—we are helping students to build connections with each other and work towards a deeper understanding of those around them.

Literature Lessons in African American Triumphs

Subira Kifano **GLC 245W**
K–6
This session will introduce, "Literature Lessons in African American Triumphs," an online literary magazine for teachers and students of African American history and culture. Participants will experience examples of some of the acclaimed thematic units of study, including *Nobody Owns the Sky: The Stories of African American Aviators*, Bessie Coleman, Tuskeegee Airmen, Mae Jemison and *The First Mathematicians Were Women*.

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SCHEDULE **WEDNESDAY** *July 18*

8:30–11:45 A.M.

In Pictures and In Words: Teaching the Qualities of Good Writing Through Illustration Study

Katie Wood Ray **Sundin Music Hall**
K–6
Illustrators compose with pictures, and writers compose with words, but writers and illustrators make many of the same decisions as they compose in these different mediums. In this session Katie will demonstrate how students can be taught about essential qualities of good writing—ideas and content, precision and detail, tone, wholeness of text, and layout and design—in the context of a study of picture book illustrations.

Between her passion for elementary writing instruction and a love of children's literature, Katie Wood Ray found herself asking, "What if children were introduced to key qualities of good writing in the context of illustrations?" This question led to the research behind *In Pictures and In Words*. The answer was simple yet powerful: "The thinking students do while reading picture books can help them see the connection between what words and illustrations do to make meaning." As an author of bestselling Heinemann books such as *Already Ready, Study Driven*, *About the Authors*, and *What You Know By Heart* and as a member of Heinemann Professional Development Services, Katie has always given teachers resources and PD that transform writing instruction and help children discover a lifelong love of writing.

Katie is a full-time writer and researcher in the teaching of writing. With a particular focus on the study of writing craft, she leads teacher workshops related to the teaching of writing. Her professional background includes both elementary and middle school teaching experience and two years as a staff developer at The Reading and Writing Project, Teachers College, Columbia University. She also was the coeditor of the journal *Primary Voices K–6*, a publication of the National Council of Teachers of English.

There will be a break from 10–10:25 a.m.
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Using Literature to Support Conferring in the Writing Workshop

Featured Presenter Katie Wood Ray **Klas 3rd floor**
K–6
Conferring with student writers is the most challenging teaching in the writing workshop, but teachers need not meet this challenge alone. Carry good writers with you—in your head and in your hands—and let them help you show students the way. This session will use video to show how literature is used to support writers in conferences.

Using Inquiry to Engage Primary Students in Reading and Writing Informational Text

Amy Kettunen **GLC 110W**
K–2
Ignite primary students' passion for inquiry with tried and true teacher ideas that will springboard non-fiction writing in the classroom. Discuss strategies to engage young learners in science and social studies themes using their questions to guide their reading and writing.

Read, Visualize, Comprehend: Using Graphic Organizers in Reading Lessons

Betsy Parrish **GLC 246W**
4–8
Working with reading in multiple ways can enhance understanding; graphic organizers provide this support. They promote critical thinking and appeal to multiple learning styles. A variety of graphic organizers will be demonstrated, including mind maps, flow charts and more. Suitable for all stages of reading lessons.

Teachers Have the Power to Give Kids Books That Can Change the World

Deb Cordes **GLC 108W**
3–6
In this session participants will look at children's literature and ways that teachers can include powerful books into their daily plans while supporting the Core Curriculum. Come explore how teachers can be super heroes by empowering students to change their world with books.

Teachers as Writers: Creating a Dynamic Literacy Community

Jodi Baker **GLC 202E**
K–5
Teaching writing effectively is a complex challenge. In this session, explore a wonderful resource—YOU! Sharing yourself as a writer, even if you think you don't write well, can create deeply meaningful writing experiences for your students. Learn how to share your process and product to build a dynamic community of writers.

Building Responsible Listeners

Linda Pruden **GLC 106W**
K–12
Feel the magic of working with students who consistently listen both to you and to their peers, and unfailingly assume responsibility for understanding by asking clarification questions. Applying the strategies discussed in this interactive workshop will promote such results.

Literacy Intervention: Comprehension Focus Group

Ruth Schmeckpeper **GLC 203E**
3–6
Comprehension Focus Group is an intervention to help struggling readers develop efficient strategies for problem solving in texts and to comprehend the message at deeper levels. This practical session offers the step-by-step instruction needed to be an expert practitioner. Perfect for classroom teachers or reading interventionists.

Nuts and Bolts: Linking Literacy to the Brain

Jean Strait **GLC 245W**
K–12
What do you know about how the brain works? What if you could increase your students learning by 30% in just eight weeks? Would you do it? Come and learn about ways to improve your literacy teaching and increase your students' academic achievement.

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Evaluating and Selecting Culturally Sensitive Multicultural Children's Literature for Inclusive Classrooms

Rachel Endo **GLC 108W**
K–6
This interactive workshop will focus on sharing strategies for detecting bias in multicultural children's literature and learning how to evaluate and select culturally sensitive literature to promote inclusive classrooms. Review key debates and definitions, as well as share selection criteria developed by leading multicultural educators.

Literacy Intervention: Comprehension Focus Group

Ruth Schmeckpeper **GLC 203E**
3–6
Based on the work of Linda Dorn and Carla Soffos, Comprehension Focus Group is an intervention to help struggling readers develop efficient strategies for problem solving in texts and to comprehend the message at deeper levels. This practical session offers the step-by-step instruction needed to be an expert practitioner. Perfect for classroom teachers or reading interventionists.

Nuts and Bolts: Linking Literacy to the Brain

Jean Strait **GLC 245W**
K–12
What do you know about how the brain works? What if you could increase your students learning by 30% in just eight weeks? Would you do it? Come and learn about ways to improve your literacy teaching and increase your students' academic achievement.

SYMPOSIUM SESSIONS **THURSDAY** *July 19*

8:30–10 A.M.

The Science & Literacy Crossroads

Bill Lindquist and Randee Edmundson
K–6 **GLC 245W**
Room Capacity: 32
Explore the powerful crossroads of science and literacy, using science as a means to engage readers. This session will focus on effective practices in both science and reading, including the interactive use of a science notebook.

Sharing Our Opinions With the World: Teaching Argument in the Kindergarten, 1st and 2nd Grade Writer's Workshop

Debbie Bell and Karen Randall
K–2 **GLC 110W**
Room Capacity: 60
Students want to be not only seen, but heard, and the invitation to share their opinions is appealing. Students are primed and ready to produce their opinions about the books they read, the foods they eat, the movies they watch and the issues they care about. The Common Core Standards spotlight the importance of argument writing—or opinion writing. The standards require that students state an opinion and give clear reasons and evidence to support it. In this interactive session, participants will analyze standards, learning targets, learning activities, and assessments that can be incorporated into their own argument based units of study for kindergarten, first and second graders.

Making Meaning with Tweens

Karen Moroz and Jennifer Carlson
4–6 **GLC 202E**
Room Capacity: 40
Literature options that are organized around themes relevant to today's tweens will be shared. Participants will experience strategies that promote higher level dialogue, encouraging students to connect to their text(s) through conversation. Strategies shared are transferable across varied literature selections, allowing books to be used more than once and with different units.

Innovative Approaches to Intervention

Kari Ross, Jen McCarty Plucker and Teajai Schmidt
K–6 **GLC 100E**
Room Capacity: 98
Attention to aligned instructional practices that increase student achievement and strengthen core instruction throughout the school day is essential. This symposium session will explore the synonymous relationship between differentiation and intervention, the role of learning environments and student engagement, and proven practices that support all students while preventing and minimizing reading difficulties, accelerating reading achievement, and promoting life-long literacy development.

Introduction to Critical Literacy

Kevin McGee and Lauren Thurmer
K–6 **GLC 203E**
Room Capacity: 40
Critical Literacy provides educators with the tools to develop critical thinking skills with students while using texts that focus on social justice issues and topics. Educators who believe that one of the primary purposes of public education is to help students develop the skills and habits of mind to advocate for social justice are the target audience for this symposium.

Responsive Teaching: Before, During and After Reading Strategies

Marcia Rockwood, Kelly Killorn, Sabrina Werremeyer, and Daniel Barrett
3–9 **GLC 108W**
Room Capacity: 40
Responsive teaching requires continually developing an awareness of how students read and write. In this symposium, participants will explore how teachers can use their knowledge of reading, vocabulary-building and writing strategies to support content area learning within a three-part framework. They will also gain a better understanding of how to build learning around the model and strengthen metacognition through the use of before, during and after comprehension strategies. Teaching examples for each part of the framework will be shared by the team of presenters.

The Impact of School and Family on Students Literacy Achievement

Jean Strait, Robert Rivera, Chris Anderson, Andrea Lindorfor, and Bondo Nyembwe
K–12 **GLC 106W**
Room Capacity: 48
Families face several barriers to literacy education including: language and cultural barriers, basic survival issues, and poor literacy skills. Additional family and student support is needed to ensure that families have access to schools and that they fully understand the information provided. In particular, urban families are often marginalized from everyday school life by poverty, racism, language and cultural difference, and parents often perceive that public education is designed for children from middle class, white, families—at the expense of other families. This panel will discuss these issues within the context of literacy education and empowerment.

Embracing the Technology Tools of Today

Stephanie Reid, Holly Brunson, Diane Slimak, and Lindsay Crownhart
4–6 **GLC 1S**
Room Capacity: 50
It is undeniable: we are teaching and learning in exciting times. Technology is everywhere embedded in our daily lives and rightfully deserves a place in our classrooms too. Attend this session for ideas and resources that will help you embrace the technology tools of today in your own classroom setting.

There will be a break from 10–10:25 a.m.
Complimentary coffee and tea will be available in Drew Fine Arts lobby.

10:25 A.M.–11:45 A.M.

Bullying Hurts: Working Toward a Culture of Kindness Through Read Aloud and Guided Conversations

Featured Presenter Lester Laminack
K–6 **Sundin Music Hall**
Over 160,000 children in the United States stay home from school each day because they fear being bullied. The past several years have seen an increase in the number of children choosing to end their own lives rather than face the daily onslaught of bullying behaviors. It's time to reconsider our reactions and become proactive. Lester will speak from the work in his forthcoming book on how to build a culture of kindness in our classrooms and schools in an effort diffuse bullying behaviors.

Lester L. Laminack is Professor Emeritus at Western Carolina University in Cullowhee, North Carolina and a full-time writer and consultant. He is an active member of the National Council of Teachers of English and served three years as co-editor of the NCTE journal *Primary Voices* and as editor of the Children's Book Review Department of the NCTE journal *Language Arts*. He also served as a teaching editor for the magazine *Teaching K–8* and wrote the Parent Connection column.

His academic publications include several books including *Learning with Zachary* (Scholastic), *Spelling in Use* (NCTE), *Volunteers Working with Young Readers* (NCTE), and his contributions to T*he Writing Workshop: Working Through the Hard Parts* (NCTE), *Learning Under the Influence of Language and Literature* (Heinemann) *Reading Aloud Across the Curriculum* (Heinemann) and two books from Scholastic *Cracking Open the Author's Craft* (2007) and *Unwrapping the Read Aloud* (2009) from Scholastic. In addition he has several articles published in journals such as *The Reading Teacher*, *Science and Children*, *Language Arts*, *Primary Voices*, and *Young Children*. Lester is also the author of six children's books: *The Sunsets of Miss Olivia Wiggins*, *Trevor's Wiggly-Wobbly Tooth*, *Saturdays and Tea Cakes*, *Jake's 100th Day of School*, *Snow Day!* and, *Three Hens and a Peacock* all from Peachtree Publishers. His newest book, *Once there was a Bully: Teaching Kindness through Read Alouds and Guided Conversations* will be released this fall.

11:45 A.M.–12:50 P.M.

Lunch

Sorin Cafeteria
An all-you-can-eat buffet lunch is included in the cost of tuition. Please present your name tag to the cashier.

1–3:15 P.M.

Writing as a Passion

Featured Presenter Lester Laminack
K–6 **Sundin Music Hall**
Have you ever considered the role of passion and focus, imagination and wonder in a writing life? As the author of several articles, professional books, book reviews, monthly columns, poetry and children's books Lester recognizes the importance of noticing and noting, wonder and play, observing and reading and tuning in to the sensual details of the world around us. Come explore what we can do to feed the writing lives of our students.

3:15 P.M.

Book Signing by Lester Laminack

Sundin Music Hall

PRESENTER **BIOS**

Chris Anderson is the Literacy Coach at Crossroads Elementary in Saint Paul Public Schools.

Joan Arndt has been an adjunct instructor at Hamline for more than 30 years, specializing in the areas of children and young adult literature. She was a media specialist at both the elementary and middle school level for 40 years in Roseville Area Schools.

Jodi Baker is passionate about writing, learning more about writing, teaching writing and helping writing teachers become more confident as writers themselves. She has been teaching writing and writing workshops to children and adults for 20 years and recently earned a master of fine arts in writing for children from Hamline.

Daniel Barrett has been a reading intervention specialist with Colombia Heights Schools. Currently, he teaches fifth grade and strives to implement active learning strategies and collaborative practices.

Debbie Bell is a district reading instruction specialist for the Saint Paul Public Schools Center for Curriculum, Instruction, and Professional Development. Debbie is also an adjunct faculty member in Hamline's reading licensure program.

Holly Brunson considers herself a life-long learner and strives to discover innovative ways to engage her students. She teaches fifth grade at Crest View Elementary School in the Osseo Area School District. She is currently working toward the completion of her master of arts in literacy education through Hamline University.

Deb Cordes has taught fourth and fifth grade in the Anoka Hennepin School District. She serves on the Hamline Literacy Institute committee as well as her district's Reading Program Review committee.

Lindsay Crownhart has been integrating technology into her classroom since she became a teacher. She believes it is important that technology be used to create higher order thinking skills in students. She enjoys working with teachers to help them combine literacy and technology seamlessly into their curriculum.

Randee Edmundson is a secondary science teacher of 28 years, public and private, rural and urban including two years teaching in Tanzania as a Peace Corps Volunteer. She worked six years at Saint Paul Public Schools leading up to a leadership role within the district's science professional development/curriculum team. She currently teaches at Harmony Alternative Learning Center in Maplewood.

Rachel Endo is an assistant professor in the School of Education at Hamline University. Her research interests include Asian American education, critical approaches to multicultural education, and the language and literacy needs of diverse learners.

Patti Greene is currently the K–12 reading coordinator for Prior Lake-Savage Area Schools, an adjunct instructor for Hamline, a literacy consultant, and a committee member of the Hamline Summer Literacy Institute.

Ann Griffin teaches first graders at Linwood A+ in Saint Paul, an emergent literacy course at Hamline and is a member of the Hamline Summer Literacy Institute committee.

Nicola Huss and **Adam Leicht** are second grade teachers in Eden Prairie Schools. As members of a literacy task force they contributed to a literacy model that resulted in significant gains for students. Nicola and Adam have also co-led Forest Hills elementary staff through literacy training.

Amy Kettunen is in her fifth year of teaching second grade in the Prior Lake-Savage Area Schools, where she serves on the District Language Arts committee. In 2006 she earned a master's degree from Hamline and in 2010 earned a K–12 reading license, also from Hamline.

Subira Kifano was an elementary school teacher and teacher advisor for 30 years. She is currently an assistant professor in Hamline's School of Education and teaches literacy courses.

Kelly Killorn is a middle school teacher in Bloomington Schools. She teaches sixth grade reading and works with staff on implementing reading strategies into content area classes.

Jane Lescarbeau is a middle school reading teacher and secondary literacy leader. She also provides professional development for educators in the field of neuroscience and education.

Andrea Lindorfor is the director for the Saint Paul Public School Homeless Shelter Program.

Bill Lindquist is an assistant professor for Hamline's School of Education. Prior to that Bill served as science curriculum coordinator at Crossroads Elementary School and collaborated with the Saint Paul Public Schools district science team bridging science and literacy.

Kevin McGee is the educational coordinator of the Spanish Immersion School in Eden Prairie. He teaches at Hamline in the reading licensure program.

Jo Montie served on the national Jane Addams Children's Book Award committee from 2003 to 2008 and is committed to promoting a peace and justice book genre. Jo teaches children and adults to think, care and connect.

Karen Moroz and **Jennifer Carlson** both taught middle school language arts and are currently professors in Hamline's School of Education. They are working on a book manuscript entitled: *No Study Guides Allowed: Making Meaning with Tweens*, and both teach literacy courses.

Lindsey Nelson is a fifth grade teacher at Orono Intermediate School and a licensed Reading Specialist. She has spent time in various grade levels teaching and learning about expository writing.

Bondo Nyembwe is the Principal of St. Paul City School.

Julie Ostlund and **Michelle Vanden Plas** have nearly 30 years of combined teaching experience in the United States and abroad. They have collaborated to teach math through children's literature at Fair Oaks Elementary in Brooklyn Park.

Betsy Parrish, full professor in the School of Education at Hamline University, has worked as an ESL/EFL teacher, teacher educator, writer and consultant in Minnesota, France, India, Bangladesh, Vietnam, and Russia in her nearly 30 years in the field. She has worked with teachers in all content areas on reading instruction.

Jennifer McCarty Plucker is the K–12 intervention specialist for the Rosemount-Apple Valley-Eagan Schools. She supports literacy efforts in Minnesota through her work as an independent consultant, President-Elect of Minnesota Reading Association, and adjunct instructor at Hamline University.

Linda Knebel Pruden is a speech language pathologist working in the St. Paul Schools. She has studied and taught listening skills to students of all ages for over 30 years at the local, state, and national levels.

Karen Randall is currently working with teachers and administrators to align the Writer's Workshop to the Minnesota 2010 ELA standards, as elementary curriculum and assessment coordinator for the district's Common Core State Standards Project.

Stephanie Reid currently teaches eighth grade language arts in River Falls, Wisconsin. She is also an adjunct instructor in the School of Education at Hamline University and teaches literacy courses.

Robert Rivera is the assistant director for the Center for Excellence in Urban Teaching at Hamline University.

Marcia Rockwood is an assistant professor in the School of Education at Hamline University. She teaches literacy courses in the master of arts in literacy education program and the Literacy Induction series. She also works in support of new teacher development.

Jessica Rosenberg is a yoga teacher in the Twin Cities. She has developed an interactive yoga-fitness program, book, and iPad/iPhone app that provides kids with a physical outlet to express and empower themselves in a healthy and happy way.

Kari Ross is the reading specialist for the Minnesota Department of Education. She regularly works with Minnesota educators around the state in a variety of ways to support best practice and quality learning experiences for all students.

Ruth Schmeckpeper is a literacy coach and Reading Recovery teacher in Appleton, Wisconsin.

Teajai Anderson Schmidt is the K–12 elementary literacy program administrator for Saint Paul Public Schools. She shares her love of literacy and teaching as a national consultant and adjunct instructor at Hamline University.

Diane Slimak Life has never been dull for this reading and language arts teacher of students in grades seven and eight. Is it the students who are a bit nutty or the person who teaches them? Either way it is the only life for Diane and has been for almost two decades. Diane is currently working toward the completion of her master of arts in literacy education through Hamline University.

Jean Strait is an associate professor and director of the Center for Excellence in Urban Teaching at Hamline University. Dr. Strait is a 27 year veteran teacher of literacy and educational psychology. She works to blend the best of both worlds showing how little adjustments in teaching can mean a world of difference for students literacy achievement.

Lauren Thurmer is a sixth grade English, reading, and American Studies teacher at Falcon Ridge Middle School in District 196. She recently received her master of arts in literacy education from Hamline University.

Sabrina Werremeyer is a fourth grade teacher at Birchview Elementary in Wayzata. She enjoys collaborating with her colleagues to teach students how to be strategic readers.

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