

READING CONTEMPORARY PICTUREBOOKS

Picturing Sex

DAVID LEWIS



Reading Contemporary Picturebooks Picturing Text

**Riitta Oittinen, Anne Ketola, Melissa
Garavini**



Reading Contemporary Picturebooks Picturing Text:

Reading Contemporary Picturebooks David Lewis, 2001 This work analyzes how picture books work the role of picture books in learning to read how children make meaning from pictures and how teachers can make best use of picture books in the classroom

Playing with Picturebooks C. Allan, 2012-10-10 Offers new insights into the continuing influence of postmodernism on a wide range of international picture books for children published between 1963 and 2008 Its chapters include metafiction disruption to narrative conventions interrogation of truths historiographic metafiction difference and ex centricity globalisation and media

Children's Literature and Intergenerational Relationships Justyna Deszcz-Tryhubczak, Irena Barbara Kalla, 2021-04-23 Children s Literature and Intergenerational Relationships Encounters of the Playful Kind explores ways in which children s literature becomes the object and catalyst of play that brings younger and older generations closer to one another Providing examples from diverse cultural and historical contexts this collection argues that children s texts promote intergenerational play through the use of literary devices and graphic formats and that they may prompt joint play practices in the real world The book offers a distinctive contribution to children s literature scholarship by shifting critical attention away from the difference and conflict between children and adults to the exploration of inter age interdependencies as equally crucial aspects of human life presenting a new perspective for all who research and work with children s culture in times of global aging

Planning Creative Literacy Lessons Andrew Lambirth, 2013-05-13 This book builds on the guidance given by the Primary Strategy for Literacy By filling in the gaps that the planning documentation leaves the book provides teachers with the structures and ideas to plan creatively and effectively for their children whilst following and enhancing the recommendations of the strategy It includes clear and practical ways to plan units of work that embrace reading writing speaking and listening in exciting and active ways examples of effective practice using children s work that highlight the effects of creative planning suggestions for texts and resources that can be included in half termly and termly planning Written by a team of leading educationalists and teacher educators in the primary literacy field this edited collection is a must have for primary teachers wishing to inject creativity into the planning of their literacy lessons

Postmodern Picturebooks Lawrence R. Sipe, Sylvia Pantaleo, 2010-04-26 Over the past 15 years there has been a pronounced trend toward a particular type of picturebook that many would label postmodern Postmodern picturebooks have stretched our conventional notion of what constitutes a picturebook as well as what it means to be an engaged reader of these texts The international researchers and scholars included in this compelling collection of work critically examine and discuss postmodern picturebooks and reflect upon their unique contributions to both the field of children s literature and to the development of new literacies for child adolescent and adult readers

Teaching Geography Creatively Stephen Scoffham, 2016-10-04 Teaching Geography Creatively was Winner of the Geographical Association Gold Award 2014 and Winner of the Geographical Association Silver Award 2017 This fully updated second edition of Teaching Geography

Creatively is a stimulating source of guidance for busy trainee and experienced teachers Packed full of practical approaches for bringing the teaching of geography to life it offers a range of innovative ideas for exploring physical geography human geography and environmental issues Underpinned by the very latest research and theory expert authors from schools and universities explore the inter relationship between creativity and learning and consider how creativity can enhance pupils motivation self image and well being Two brand new chapters focus on creative approaches to learning about the physical world as well as the value of alternative learning settings Further imaginative ideas include games and starter activities as entry points for creative learning how to keep geography messy the outdoors and learning beyond the classroom how to teach geography using your local area the links between geography and other areas of the curriculum looking at geography creativity and the future fun and games in geography engaging with the world through picture books teaching about sustainability With contemporary cutting edge practice at the forefront Teaching Geography Creatively is an essential read for all trainee and practicing teachers offering a variety of practical strategies to create a fun and stimulating learning environment In the process it offers a pedagogy that respects the integrity of children as joyful and imaginative learners and which offers a vision of how geography can contribute to constructing a better and more equitable world **The World**

Told and the World Shown Eija Ventola, Arsenio Jesús Moya Guijarro, 2009-10-29 Positioned within the field of linguistics and multisemiotic discourse analysis the theme of this book is the multifaceted interaction between text and image in different discourse genres and it offers critical views on how we talk and show our experience of the world around us

Handbook of Early Childhood Literacy Nigel Hall, Joanne Larson, Jackie Marsh, 2003-12-06 This volume examines early literacy research on a global scale and puts social cultural and historical analyses in the front seat without losing sight of individual and family level matters in the process It is comprehensive ground breaking and provocative and should help literacy researchers to think differently about the field Marjorie Faulstich Orellana School of Education and Social Policy Northwestern University No other publication that I am aware of brings together views from such diverse disciplines contributing to a comprehensive statement about early childhood literacy The Handbook not only reviews the current field of situated literacy but presents some important and exciting new research It is a significant resource which promises to become a landmark text Eve Bearne University of Cambridge Faculty of Education This Handbook brings together an astonishing array of writers who explore contemporary political cultural and cognitive understandings of early childhood literacy Literacy and literacy acquisition are broadly defined here to encompass not just traditional notions of reading and writing but multimodalities multiliteracies and critical literacies It is rich and comprehensive an invaluable resource for scholars educators and students of early childhood literacy Elsa Auerbach Professor of English University of Massachusetts Boston This book is unique in its broad consideration of topics and its global focus I particularly appreciate how the Editors have situated current research in an historical context They have also included development issues pedagogy research and

the newest areas of interest critical literacy and popular culture Diane Barone University of Nevada Reno The editors and their contributors place a strong emphasis on literacy as a social practice that occurs outside school settings This broad interpretation is a healthy counter blast to the current political views and legislation in many developed countries and should be welcomed by practitioners Another very welcome dimension is the can do approach that celebrates young children s literacy achievements This is an informative and insightful text for researchers and students to dip into and think about for some years to come Marian Whithead writing in Nursery World An inspired and stimulating read aimed at researchers academics professionals and students in the fields of early years education and research and early childhood literacy It will also be of interest to those working in other disciplines such as cultural studies and sociology I think this collection of work by the range of authors some of which are the most distinguished and renowned in the field not only represents real value for money but also makes an essential in depth perceptive and invaluable contribution to this relatively new and dynamic field It offers some cutting edge contemporary and exciting material combined with well founded wisdom and indeed excellent sources for further reading British Journal of Educational Studies In recent years there has been a virtual revolution in early childhood studies with a mass of books and papers seeking to re examine and reposition childhood At the same time an equally significant area has developed within literacy studies reflecting a growing interest in the nature of literacy as a socially situated phenomenon There is increased interest in literacy as a multimodal concept in which symbolic meaning is a central concept rather than more conventional and narrower notions of literacy The Handbook of Early Childhood Literacy is central in providing access to all these different perspectives The Handbook offers a way through the vast diversity of publications on early childhood literacy by providing comprehensive and up to date reviews of research and thinking in early childhood literacy The arrangement of chapters reflects a contemporary perspective on research into early childhood literacy Major sections include the global world of early childhood literacy childhood literacy and family community and culture the development of literacy in early childhood pedagogy and early childhood literacy and researching early childhood literacy Contributions by leading authorities focus on literacy as a socially situated and global experience one that is evolving in relation to changes in contemporary culture and technological innovation Creative Readings of Multilingual Picturebooks Esa Christine Hartmann, Áine McGillicuddy, 2025-03-31 This edited volume offers fresh perspectives on linguistic and cultural diversity in multilingual picturebooks examining their potential to support multilingual learning in different educational contexts Drawing on international transdisciplinary perspectives from over fifteen countries the book provides a comprehensive view of this unique literary genre The collection showcases a wide range of languages featured in multilingual picturebooks including Chinese Farsi Georgian Irish Korean Malagasy Mexican Indigenous languages Mirandese Northern S mi Portuguese Spanish Te Reo M ori Ukrainian and Welsh Various chapters examine how multilingual picturebooks foster language and literacy development for emergent bilinguals in multilingual and multicultural

environments highlighting benefits such as linguistic and semiotic code switching as well as their ability to stimulate intercultural awareness in readers The book also considers the creation translation and complex publishing processes of multilingual picturebooks while exploring modern technologies such as eye tracking to analyse the reading processes of these books Reflecting current insights and innovations in picturebook research this volume will appeal to scholars academics and researchers in language and literacy education multilingual education and early childhood education Those involved in children s literature studies multimodality and bilingualism more broadly will also find this collection valuable

More Words about Pictures Perry Nodelman, Naomi Hamer, Mavis Reimer, 2017-05-08 This volume represents the current state of research on picture books and other adjacent hybrid forms of visual verbal texts such as comics graphic novels and book apps with a particular focus on texts produced for and about young people When Perry Nodelman s Words about Pictures the Narrative Art of Children s Picture Books was published almost three decades ago it was greeted as an important contribution to studies in children s picture books and illustration internationally and based substantially on it Nodelman has recently been named the 2015 recipient of the International Grimm Award for children s literature criticism In the years since Words About Pictures appeared scholars have built on Nodelman s groundbreaking text and have developed a range of other approaches both to picture books and to newer forms of visual verbal texts that have entered the marketplace and become popular with young people The essays in this book offer more words about established and emerging forms of picture books providing an overview of the current state of studies in visual verbal texts and gathering in one place the work being produced at various locations and across disciplines Essays exploring areas such as semiological and structural aspects of conventional picture books graphic narratives and new media forms and the material and performative cultures of picture books represent current work not only from literary studies but also media studies art history ecology Middle Eastern Studies library and information studies and educational research In addition to work by international scholars including William Moebius Erica Hateley Nathalie op de Beeck and Nina Christensen that carries on and challenges the conclusions of Words about Pictures the collection also includes a wide ranging reflection by Perry Nodelman on continuities and changes in the current interdisciplinary field of study of visual verbal texts for young readers Providing a look back over the history of picture books and the development of picture book scholarship More Words About Pictures also offers an overview of our current understanding of these intriguing texts

Re-thinking Picturebooks for Intermediate and Advanced Learners: Perspectives for Secondary English Language Education Grit Alter, Thorsten Merse, 2023-11-27 Der didaktische Wert von Picturebooks für den Englischunterricht in der Grundschule gilt als unumstritten Jedoch gibt es in Forschung und Unterrichtspraxis derzeit kaum Ansätze wie der Transfer dieses vermeintlich kindlichen Literaturmediums in die Sekundarstufe gelingen kann Dieser Band legitimiert Picturebooks als komplex angelegte Textform die sich auch mit fortgeschrittenen Lernenden zu kompetenz und inhaltsorientierter Arbeit im Englischunterricht anbietet Die im Band

versammelten konzeptuellen und empirischen Perspektiven zeigen angehenden und praktizierenden Lehrkräften konkret auf, wie vielfältig Picturebooks den Unterricht bereichern können. Eine große Bandbreite praktischer Beispiele verdeutlicht ihr Potenzial für den Englischunterricht der Sekundarstufen von der Förderung verschiedener Literacies und literarischen Lernens bis hin zur Fokussierung von Themen wie Umwelt, sozialer Gerechtigkeit oder kultureller Diversität.

Exploring Teachers in Fiction and Film Melanie Shoffner, 2016-03-31 This book about teachers as characters in popular media examines what can be learned from fictional teachers for the purposes of educating real teachers. Its aim is twofold: to examine the constructed figure of the teacher in film, television, and text and to apply that examination in the context of teacher education. By exploring the teacher construct, readers are able to consider how popular fiction and film have influenced society's understandings and views of classroom teachers. Organized around four main themes: Identifying with the Teacher, Image Constructing the Teacher with Content, Imaging the Teacher as Savior, The Teacher Construct as Commentary, the chapters examine the complicated mixture of fact, stereotype, and misrepresentation that create the image of the teacher in the public eye today. This examination in turn allows teacher educators to use popular culture as curriculum. Using the fictional teacher as a text, pre-service and practicing teachers can examine positive and negative and often misleading representations of teachers in order to develop as teachers themselves.

Developing Children's Critical Thinking through Picturebooks Mary Roche, 2014-07-25 This accessible text will show students and class teachers how they can enable their pupils to become critical thinkers through the medium of picturebooks. By introducing children to the notion of making meaning together through thinking and discussion, Roche focuses on carefully chosen picturebooks as a stimulus for discussion and shows how they can constitute an accessible multimodal resource for adding to literacy skills while at the same time developing in pupils a far wider range of literary understanding. By allowing time for thinking about and digesting the pictures as well as the text and then engaging pupils in classroom discussion, this book highlights a powerful means of developing children's oral language ability, critical thinking, and visual literacy while also acting as a rich resource for developing children's literary understanding. Throughout, Roche provides rich data and examples from real classroom practice. This book also provides an overview of recent international research on doing interactive read-alouds, on what critical literacy means, on what critical thinking means, and on picturebooks themselves. Lecturers on teacher education courses for early years or primary levels, classroom teachers, pre-service education students, and all those interested in promoting critical engagement and dialogue about literature will find this an engaging and very insightful text.

The Reception of Ancient Greece and Rome in Children's Literature, 2015-09-07 Greece and Rome have long featured in books for children and teens, whether through the genres of historical fiction, fantasy, mystery stories, or mythological compendiums. These depictions and adaptations of the Ancient World have varied at different times, however, in accordance with changes in societies and cultures. This book investigates the varying receptions and ideological manipulations of the classical world in

children's literature Its subtitle *Heroes and Eagles* reflects the two most common ways in which this reception appears namely in the forms of the portrayal of the Greek heroic world of classical mythology on the one hand and of the Roman imperial presence on the other Both of these are ideologically loaded approaches intended to educate the young reader

Translating Picturebooks Riitta Oittinen, Anne Ketola, Melissa Garavini, 2017-10-10 *Translating Picturebooks* examines the role of illustration in the translation process of picturebooks and how the word image interplay inherent in the medium can have an impact both on translation practice and the reading process itself The book draws on a wide range of picturebooks published and translated in a number of languages to demonstrate the myriad ways in which information and meaning is conveyed in the translation of multimodal material and in turn the impact of these interactions on the readers experiences of these books The volume also analyzes strategies translators employ in translating picturebooks including issues surrounding culturally specific references and visual and verbal gaps and features a chapter with excerpts from translators diaries written during the process Highlighting the complex dynamics at work in the translation process of picturebooks and their implications for research on translation studies and multimodal material this book is an indispensable resource for students and researchers in translation studies multimodality and children's literature

Horror Literature from Gothic to Post-Modern Michele Brittany, Nicholas Diak, 2020-03-02 From shambling zombies to Gothic ghosts horror has entertained thrill seeking readers for centuries A versatile literary genre it offers commentary on societal issues fresh insight into the everyday and moral tales disguised in haunting tropes and grotesque acts with many stories worthy of critical appraisal This collection of new essays takes in a range of topics focusing on historic works such as Ann Radcliffe's *Gaston de Blondville* 1826 and modern novels including Max Brooks' *World War Z* Other contributions examine weird fiction Stephen King Richard Laymon Indigenous Australian monster mythology and horror in picture books for young children

Considering Children's Literature Andrea Schwenke Wyile, Teya Rosenberg, 2008-02-21 The study of children's literature is not just about children and the books said to be for them it is also about the societies and cultures from which the literature comes and it is about the assumptions and ideas we hold about children and childhood For adults reading children's literature is ultimately both an act of nostalgia and of self examination When we consider children's literature we must include ourselves in the equation What kinds of readers are we How do we relate to books and stories To what degree should we impose our experience upon others Reading children's literature actively can lead to all kinds of remarkable and sometimes unsettling revelations about ourselves and our society from the Introduction *Considering Children's Literature* is a collection of previously published essays on a variety of topics that inform the study of children's literature Exploring issues such as censorship the canon the meanings of fairy tales and the adaptation of children's literature into film the essays in this anthology are as diverse as they are illuminating Along with authors like Natalie Babbitt and Margaret Mahy teachers scholars and publishers of children's books are also contributors Accessible and comprehensive this book will appeal to anyone interested in children's literature

Learning from Picturebooks Bettina Kümmerling-Meibauer, Jörg Meibauer, Kerstin Nachtigäller, Katharina J.

Rohlfing, 2015-02-20 Picturebooks understood as a series of meaningful text picture relations are increasingly acknowledged as an autonomous sub genre of children's literature. Being highly complex aesthetic products, their use is deeply embedded in specific situations of joint attention between a caregiver and a child. This volume focuses on the question of what children may learn from looking at picturebooks, whether printed in a book format, created in a digital format or self-produced by educationalists and researchers. Interest in the relationship between cognitive processes and children's literature is growing rapidly, and in this book theoretical frameworks such as cognitive linguistics, cognitive narratology, cognitive poetics, and cognitive psychology have been applied to the analysis of children's literature. Chapters gather empirical research from the fields of literary studies, linguistics, and cognitive psychology together for the first time to build a cohesive understanding of how picturebooks assist learning and development. International contributions explore language acquisition, the child's cognitive development, emotional development, literary acquisition, literary literacy, visual literacy. Divided into three parts considering symbol-based learning, co-constructed learning, and learning language skills, this cross-disciplinary volume will appeal to researchers, students, and professionals engaged in children's literature and literacy studies, as well as those from the fields of cognitive and developmental psychology, linguistics, and education. **Interpreting Literature With Children**

Shelby A. Wolf, 2014-04-04 A remarkable book that addresses the ways in which children respond to literature across a variety of everyday classroom situations. The result is a balanced resource for teachers who want to deepen their understanding of literature and literary engagement. **The Routledge Companion to Children's Literature and Culture** Claudia

Nelson, Elisabeth Wesseling, Andrea Mei-Ying Wu, 2023-11-30 Focusing on significant and cutting-edge preoccupations within children's literature scholarship, *The Routledge Companion to Children's Literature and Culture* presents a comprehensive overview of print, digital, and electronic texts for children aged zero to thirteen as forms of world literature participating in a panoply of identity formations. Offering five distinct sections, this volume familiarizes students and beginning scholars with key concepts and methodological resources guiding contemporary inquiry into children's literature. Describes the major media formats and genres for texts expressly addressing children. Considers the production, distribution, and valuing of children's books from an assortment of historical and contemporary perspectives, highlighting context as a driver of content. Maps how children's texts have historically presumed and prescribed certain identities on the part of their readers, sometimes addressing readers who share some part of the author's identity, sometimes seeking to educate the reader about a presumed other, and in recent decades increasingly foregrounding identities once lacking visibility and voice. Explores the historical evolutions and trans-regional contacts and inter-connections in the long process of the formation of global children's literature, highlighting issues such as retranslation, transnationalism, transculturality, and new digital formats for considering cultural crossings and renegotiations in the production of children's literature. Methodically presented and contextualized.

this volume is an engaging introduction to this expanding and multifaceted field

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