

SECOND
EDITION

ROUTLEDGE

CHILDREN READING PICTUREBOOKS

Interpreting visual texts

EVELYN ARIZPE AND MORAG STYLES



Nice Children Reading Picturebooks Interpreting Visual

Jade Dillon-Craig



Nice Children Reading Picturebooks Interpreting Visual:

Children Reading Picturebooks Evelyn Arizpe, Morag Styles, 2015-11-27 *Children Reading Pictures* has made a huge impact on teachers scholars and students all over the world The original edition of this book described the fascinating range of children s responses to contemporary picturebooks which proved that they are sophisticated readers of visual texts and are able to make sense of complex images on literal visual and metaphorical levels Through this research the authors found that children are able to understand different viewpoints analyse moods messages and emotions and articulate personal responses to picture books even when they struggle with the written word The study of picturebooks and children s responses to them has increased dramatically in the 12 years since the first edition was published Fully revised with a review of the most recent theories and critical work related to picturebooks and meaning making this new edition demonstrates how vital visual literacy is to children s understanding and development The second edition Includes three new case studies that address social issues special needs and metafiction Summarises key finding from research with culturally diverse children Draws upon new research on response to digital picturebooks Provides guidelines for those contemplating research on response to picturebooks This book is essential reading for undergraduate and postgraduate students of children s literature as well as providing important reading for Primary and Early Years teachers literacy co ordinators and all those interested in picturebooks

Children Reading Pictures Evelyn Arizpe, Morag Styles, 2004-08-02 This book describes the fascinating results of a two year study of children s responses to contemporary picturebooks Children of primary school age from a range of backgrounds read and discussed books by the award winning artists Anthony Browne and Satoshi Kitamura They then made their own drawings in response to the books The authors found that children are sophisticated readers of visual texts and are able to make sense of complex images on literal visual and metaphorical levels They are able to understand different viewpoints analyse moods messages and emotions and articulate personal responses to picturebooks even when they struggle with the written word With colour illustrations and interviews with the two authors whose books were included in the study this book demonstrates how important visual literacy is to children s understanding and development Primary and Early Years teachers literacy co ordinators and all those interested in children s literature will find this a captivating read

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demonstrates how important visual literacy is to children's understanding and development Primary and Early Years teachers literacy coordinators and all those interested in children's literature will find this a captivating read *A Multimodal Approach to Picturebooks on Migration and Migrants* Carmen Santamaría-García, Eija Ventola, 2026-03-12 This volume is the first edited collection that offers various theoretical and analytical perspectives on migration narratives in children's picturebooks The chapters presented have benefitted from theories such as multimodal social semiotics systemic functional multimodal discourse analysis computer assisted discourse analysis multimodal critical discourse analysis cognitive approaches and conceptual metaphor The book highlights the affordances of a multimodal approach in illuminating how texts and illustrations do joint semiotic work to encourage young readers understanding of the difficulties faced by young migrants and thus help young migrants make sense of new languages and settings The volume foregrounds the importance of critical perspectives in analysing visual narratives of migration in children's picture books examining both successful and less successful examples of this joint semiotic work at play and in turn suggestions for improvements for the future The book makes the case for multimodal perspectives on migration in children's picture books toward promoting equality diversity and social acceptance of young migrants and the integration of migration issues in early childhood education This volume will be of interest to students and scholars in multimodality discourse analysis social semiotics children's literature and early childhood education *Integrating Reading and Writing Through Children's Literature* Kathy Everts Danielson, Jan LaBonty, 1994 Grade level 1 2 3 4 5 6 7 8 t

Theorising Oliver Jeffers' Picturebooks Jade Dillon-Craig, 2025-10-16 Theorising Oliver Jeffers Picturebooks From *How to Catch a Star* to *Now* examines semiotic affective and metafictional storytelling in Oliver Jeffers postmodern picturebooks from a multi theoretical approach This volume provides fresh insight into Jeffers iconotextual narratives through textual and visual analysis exploring how his multimodal texts construct childhood and evoke emotional resonances The book deconstructs the postmodernity of these narratives highlighting Jeffers contemporary methods of storytelling through an exploration of the texts metafictional and self reflective elements From *How to Catch a Star* 2004 to *Where to Hide a Star* 2024 this book journeys through the mindscapes of Jeffers design and analyses the nuances of metafictional storytelling from a postmodern perspective **Elementary Children's Literature** Nancy A.

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Children's Literature Mary Lou White, 1976 Bloemlezing van eerder verschenen artikelen over de beoordeling van jeugdliteratuur vanuit psychologisch sociologisch archetypisch en structureel standpunt **Reconsidering Primary Literacy** Kelly Stone, 2017-03-16 This is an accessible guide to critical literacy a process in which learners are encouraged to

challenge and critique language and social practices and actively transform what they see as unjust or unfair. Crucial critical literacy concepts such as access, power, reconstruction and transformation are explored in respect of both the wider literature and as they relate to the experiences and practices of those educators who feature in the book. The key practice areas for developing children's criticality are also covered, including the use of toys, children's literature, comic books and graphic novels, photographs and new technologies. Threaded throughout the book are the intersecting social justice issues of gender, race, disability, displacement and social class. Material is drawn primarily from educators' own narratives about transformative change in their practice, including their struggles to understand and enact critical literacy alongside examples of their pedagogies for social change. The author identifies a number of clear directions for educators interested in using a critical pedagogical approach in their work with children and young people, helping them to understand what critical literacy is, how they can weave it into their own practices with which ages, stages and grades critical literacy can be used, and how they can get started using critical literacy in their classrooms.

Literature & the Learner Frances S. Goforth, 1998. As a genre text, not an anthology, this text teaches students about literature forms and discusses ways of using literature in the classroom. It is used to give students the background they need to evaluate, select and use children's literature in their own teaching. A database of current literature is provided with the text and will be updated annually.

Education of the Visually Handicapped in California Public Schools Dorothy L. Misbach, Joan Sweeney, Marlene Suson, 1970. *Teaching with Picture Books and Chapter Books* Beverley Kula, 1999. **Phaedrus**, 1986. *The Riverside Anthology of Children's Literature* Judith Saltman, 1985. An anthology of nursery tales and rhymes, nonsense verse, poetry, folklore, mythology, epics, fiction and non-fiction from a variety of sources.

Kaapse bibliotekaris, 1989. Issues for Nov 1957 include section Accessions. Aanwinste Sept 1957. *Resources in Education*, 1995. *Grade Teacher*, 1954.

Oral Story Making Experiences to Improve the Oral Language Proficiencies and "sense of Story" of Fourth Grade Remedial Reading Students Janet Coleman-Mitzner, 1981. Strategies for Active Learning James E. Twining, 1991. *Through the Eyes of a Child* Donna E. Norton, 1987.

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