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Published monthly by [Read to Me](#), a service of the Idaho Commission for Libraries (ICFL)

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Welcome!

“Spring is when you feel like whistling even with a shoe full of slush.” ~Doug Larson

I don't think the weather has been the only crazy thing going on lately. It seems like spring brings on a rush of new projects; kids running from one sport to the next, and lots of library work to do. We hope you get to enjoy some of the big thaw and get to at least pop an audio book in your car while you're running around. Cheers!

A few short announcements: We have two sets of leftover handouts from the 2010 Read to Me meeting. If you want one, email [Stephanie](#) soon.

Fred Meyer[®]

Sign Up NOW for Free Books for Summer Readers!

Thanks to a \$10,000 grant from the **Fred Meyer Corporation**, Idaho public libraries can sign up to

receive free paperback books for children attending summer reading programs. Branch libraries are also eligible. The Commission for Libraries staff will mail the books to participating

libraries around May 21st (if all goes as planned!). Quantities will be determined by the summer reading participation numbers you reported on your 2009 Summer Reading reports.

Sign up online for "Books for Summer Readers" at www.surveymonkey.com/s/SSWJRQQ. So far 68 Idaho libraries have already signed up! It's quick and easy. If you have any questions, please contact [Stephanie Bailey-White](mailto:Stephanie.Bailey-White@idaho.gov).



Applications to participate in the 2010-2011 **First Book program** are due **Thursday, May 13, 2010**. The [application is available in a Word format here](#). If you have any questions about the program, please contact Stephanie or Staci at 1-800-458-3271. For more information, see <http://libraries.idaho.gov/landing/first-book>.

Meet Bianca Brito



Bianca Brito is a bilingual library assistant for the Mountain Home Public Library and has been in the library field for two years. Bianca was born and raised in Mountain Home and was motivated to give back to her community through work at the library. She was particularly interested in assisting with bilingual programming and services.

The [Mountain Home Public Library](#) passed a bond initiative in 2006 which doubled the size of the existing building. Their beautiful building features a public use conference room, a commons area with concession area, outdoor patio seating, and a great children's area. The library hosts a variety of both adult and children's events throughout the year. They are located near several schools and get a big after-school crowd as well as other students throughout the year. They also serve a large Spanish-speaking population.



Bianca works mostly with children ages birth to 12 and leads bilingual storytimes the second and fourth Thursday of the month from 3:30 to 4:30 p.m. These have become very popular and are a wonderful resource for the local Hispanic community. She also assists with the

library's childcare outreach program, visiting a nearby daycare facility and reading to approximately 20 children per week. Her favorite part of her job is helping patrons find books and providing great customer service.

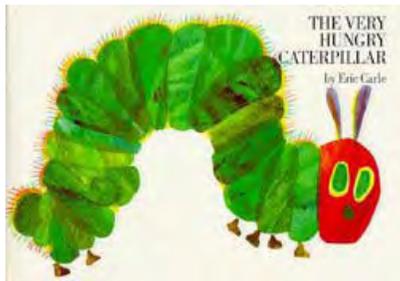
Bianca says that her biggest success so far was the 2009 El Día de los Niños celebration she helped to plan. Not only was it well attended by the community, but they also created a successful partnership with Head Start. Both organizations host a Día event on the same day and they promote and attend each other's event. The library also hangs children's artwork from the Head Start program in their lobby area for all to see. Last April they brought in Gustavo Acosta, a local Spanish radio station host, to read to the



children and provide fun give-aways. They also had the Elmore County Hispanic Organization (ECHO) Dancers perform and assist with the celebration.

She is now fully engaged in planning this year's event and states that her biggest challenge is designing another Día celebration that meets or exceeds last year's event. She already has ECHO and Gustavo Acosta committed to participate and once again they are partnering with Head Start. Last year they had 172 people attend and this year they are planning for approximately 200. She is confident that this year's event will be a great time for all!

As a child, Bianca enjoyed reading fantasy books. She particularly loved *Alice in Wonderland*. She was not an avid reader as a child and only discovered a love of reading in high school. She was lucky enough to have a great English teacher who introduced her to books that held her interest. She most recently read *The Bad Seed*, by William March. It was so good that she went out and bought the movie. She loved that as well and says it was so suspenseful she was sitting on the edge of her seat through much of it!



Her favorite children's book is *The Very Hungry Caterpillar*, by Eric Carle. She loves the illustrations and the way it is so easy for any child to get interested in reading.

Bianca's favorite flavor of ice-cream is strawberry. When she's not working, she loves swimming, dancing, ice skating and four-wheeling.

Library to Library



Garden City Public Library Creates Cognitive Play Kits and Programs Thanks to Wal-Mart Grant

The **Garden City Public Library** had a vision to create programs to target the underserved, ethnically diverse, and low income families in their community. With the help of Beverly Taylor, a retired teacher and patron, they began developing their vision. Ideas included a "Cognitive and Constructive Play" collection and programming around the use of the collection that would enrich existing literacy activities at the library and extend the learning through outreach partnerships. After speaking with local educators, parents, caregivers, and organizations such as Head Start and The Learning Lab Preschool, they determined there was a need for these kinds of resources in their community. Applying for the Wal-Mart grant to help accomplish their goal was the next logical step.

Upon receiving the \$4,000 grant from Wal-Mart they went to work to fulfill their vision. Beverly helped the library select appropriate resources and they built the "Cognitive Development Toy" collection. Utilizing these materials, they also designed a six-week workshop called *Play to Learn*. One of their goals was to reinforce the early literacy and cognitive development skills emphasized in their current children's programming and add depth to available



resources. The sensory cognitive processes and guided play activities included in their programs were chosen because they encourage literacy and develop skills related to school readiness.

[Read the entire article here.](#)



Fairies and Elves Take Flight at Nampa Public Library

Youth services librarian Laura Abbott hosted a Fairies and Elves tea party in March, and it drew a huge crowd. The Saturday morning event featured dancing, stories, fairy dust, and a special appearance from Captain Smiles, friend of the Tooth Fairy. NPL youth services librarian Dawn Kindberg, who attended with her daughter, said that everyone had a lot of fun!

At the 2008 ALSC conference in Utah, the Provo City Library presented a session on hosting Fairy Tea Parties, which has become a much-anticipated annual event at the library. For those of you wanting to take the fairy storytime theme to a more formal level, the PCL staff has given permission to share suggestions from their conference handouts:

- Add a touch of class. Use linens, fresh flowers and music.
- Keep the cost down. If you must charge, keep tickets to \$5 or under.
- Involve the community. Seek sponsors and/or partners that can donate space, linens, flowers, food, etc.
- Decorations. Pick up the following at garage sales, thrift stores, and close-out sales: netting, white lights, arches, artificial Christmas trees for the fairy forest.
- Program. Enlist help from storytellers, high school drama classes, library director, mayor or other figureheads, and high school music classes for trumpets, flutes and harps.
- A promenade is a highlight! Use helper fairies to help lead the procession.
- “Never Fail” menu items include mini muffins, individually wrapped pieces of cheese, shortbread cookies dipped in chocolate, shortbread cookies with raspberry center, fresh fruit (strawberry or small cluster of grapes), and ice water with lemon.



For more Fairy Secrets from the Provo City Library, as well as their Fairy Booklist, see our website: <http://libraries.idaho.gov/page/read-to-me-resources>.



Thanks to children’s librarian Carla Morris for granting permission to share these materials!

Young Adult Corner

Tech-savvy Librarians Think about Wise Ways to Spend Funds

My name is Sammy Samuelson and I am the IT Coordinator/Business Manager for a small Charter School in Caldwell, Idaho. I've been in this position since September of 2009 and was formerly the Youth Services Coordinator for a public library. I have worked with kids of all ages in a variety of contexts and was invited back for a second year as a mentor for the Teens and Technology course offered by ICFL.

Recently a teacher dropped by to submit a purchase request: a classroom set of dictionaries for her students. Because I was right in the middle of mentoring the Teens and Technology course, I asked her if she had ever considered using an online dictionary resource, since we have computers in the classrooms, and she said, "Oh No! We need to teach these kids dictionary skills. They don't know how to USE a dictionary – they need to learn these skills first before using something online."

Because I am equal parts Luddite and Techno Geek, I completely sympathized with her opinion while at the same time wondering if hardbound dictionaries were somewhat obsolete in education. And if not, how long before they are obsolete? Is there a different set of skills for using an online dictionary than a paper dictionary? What is the inherent value of the paper and the binding? Let's take a look at an online dictionary entry for the word "herbicide."

her-bi-cide **'(h) r-b -'sɪ-d\ *n* [L *herba* + ISV =*cide*] (1899) : an agent used to destroy or inhibit plant growth — **her-bi-cid-al** **'(h) r-b -'sɪ--d \ *adj* — **her-bi-cid-al-ly** \-d l-e- \ *adv*

Using the dictionary entry above as an example, I still need to understand how to read the pronunciation guide, how to determine the parts of speech, the etymology, and so on. In both circumstances I would need a basic idea of how to spell the word. An online dictionary does not use guide words. But apart from that, I don't see too much of a difference in terms of the necessary skills set.

I posed this question to the librarians participating in Teens and Technology and it inspired lively debate with plenty of great reasons to be on either side of the fence, or perched right in the middle. Great points were made about the natural evolution of the tools we use. New technologies replace old technologies all the time. Someone made the point that while writing with a quill and ink is a cool thing to know how to do, the ball point pen is a more expedient, and therefore the more prevalent tool. I all but wrote off the phone book as an unnecessary waste of paper and ink, but some insisted it still has its place in the modern home and business. I don't think we came up with a definitive answer, but we came up with more great questions, like: In this economy of ever-shrinking budgets, where are those precious budget dollars most wisely spent? I think the tech-savvy librarian, especially in a school setting, will be an invaluable resource as we ask each other these questions.

Since the Teens and Technology class I have had a number of opportunities to introduce our teachers and teens to free online resources to supplement curriculum as well as for recreation. Our school's leadership class used Xtranormal.com, a free cartoon animation program, to create an animated invitation/advertisement for their Presidential Banquet. I also introduced our sixth-grade teacher to Pixton for Schools (<http://pixton.com/schools/overview>), a

click and drag comics program. The middle and high school teachers were thrilled with the idea of LitTrips—interactive journeys through books using Google Earth or Google Maps (www.googlelittrips.com/GoogleLit/Home.html) and historical voyages using the same tool (see this elementary school's charting of Hudson's voyage: <http://maps.google.com/maps/ms?ie=UTF8&hl=en&msa=0&ll=62.835089,22.763672&spn=28.42637,100.195313&z=4&msid=112759577279136290168.000457b84d3027f1ce74e>).

By the end of the school year, the leadership class will move beyond PowerPoint and create interactive presentations using Prezi (<http://prezi.com/>) – another ridiculously cool online tool with endless uses for both teens and teachers.

And the most exciting thing for everyone is the fact that so far every tool I've mentioned is either completely free or really cheap. In some cases, you can use a free interface or pay a little bit to expand your options.

So, while I don't know if classroom dictionaries have gone the way of horse-drawn buggies, navigation by the stars, or even phone books, I do know that money is tight, and every creative resource we can find makes a difference. And that's what librarians do best: find.



Click here for a recent [Teens and Technology Booklist](#) on Idaho Webjunction!

Book Look

Cross Over Advisory: Adult Books for Teens and Teen Books for Adults

[Editor's Note: I went to a great session at PLA on the above topic and thought you'd enjoy this list. Special thanks to Kaite Mediatore Stover, Head of Readers' Services at the Kansas City Public Library, for compiling the list and giving us permission to share!]

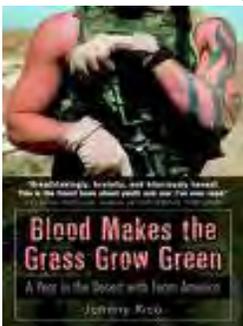
Adult Books that Teens will Enjoy

***American Shaolin*, by Matthew Polley**

A Kansas boy cashes in his college fund to move to China to study with the Shaolin monks and become a martial arts master.

***Bad Monkeys*, by Matt Ruff**

A clandestine government agency removes people they deem do not make worthy contributions from society, "bad monkeys." Charlotte has just been arrested by local authorities for terminating a bad monkey and doesn't know how to explain her job.



***Blood Makes the Grass Grow Green*, by Johnny Rico**

Teens with an interest in joining the military will appreciate the direct approach Rico takes about basic training, being stationed overseas, and what happens before, during and after combat missions.

***Book of Lost Things*, by John Connolly**

Disgruntled David wishes his baby brother away and finds himself falling through a time portal into a world of twisted fairy tales. He must complete his quest for the ruling king's "book of lost things" if he is to return to his home.

***Double Bind*, by Chris Bohjalian**

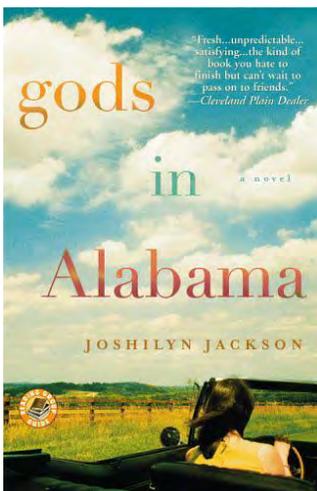
A young woman who narrowly escapes a violent attempt on her life becomes obsessed with finding the truth behind a collection of old photographs that once belonged to a homeless man. One of the photos is of the woman moments before her attack.

***The English American*, by Allison Larkin**

Pippa has always known she is not like her posh British family and now she knows why. Her birth parents are Southern suburbanites. Uppercrust British school girl meets down home rednecks and hilarity and heartbreak ensue.

***Film Club*, by David Gilmour**

For every teen who ever wondered what it would be like to drop out of high school and watch movies all day, Gilmour answers the question with help from his son, Jesse. Along the way, they find films that unwittingly serve as a backdrop to life's daily challenges.



***gods in Alabama*, by Joshilyn Jackson**

Arlene left her Southern home while making a deal with The Almighty. She would give up sex, lying and visits home if He'd keep the body hidden. When it looks like one of the bargains has been dropped, Arlene packs up and starts driving South to set things right.

***Heart-Shaped Box*, by Joe Hill**

An aging rock star buys a ghost off an online auction website to add to his collection of macabre objects but the ghost has revenge and murder in mind for his new owner.

***The Kids Are All Right*, by Diana and Liz Welch with Amanda and Dan Welch**

After the deaths of their parents, four young teens take different paths to adulthood and back to each other.

***Mainspring*, by Jay Lake**

Hethor has been charged by the Angel Gabriel to find the Key Perilous in order to rewind the Mainspring at the center of this steampunk alternative Victorian world or it will stop. A wildly imaginative quest involving philosophy, spirituality, and the mechanics of industry.

***Sharp Teeth*, by Toby Barlow**

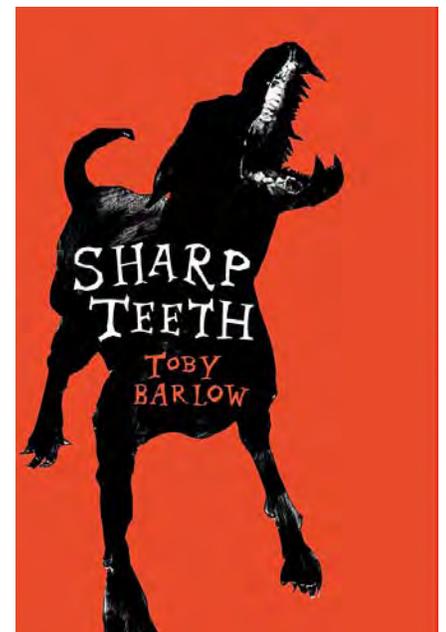
Written entirely in free verse with jazz riffs, this stylish horror novel follows two rival gangs of LA werewolves and the dog catcher who inadvertently falls in love with the she-wolf trying to save her pack.

***The Thirteenth Tale*, by Diane Setterfield**

A bookish loner has been summoned to the home of England's most famous novelist to finally record the novelist's true life story. This story-within-a-story is full of plot twists and the ending is completely unexpected.

***Three Girls and Their Brother*, by Theresa Rebeck**

Three beautiful redheaded girls are thrust into a dizzying media circus after a fame-making photograph is posted in Times



Square. Their brother tries to keep them grounded, but the publicity whirlpool sucks them into the dark and violent side of fame.



Best Read Aloud Picture Books, www.mnstate.edu/cmc/BestReadAlouds.cfm, is a new online bibliography available from the Curriculum Materials Center at Livingston Lord Library, Minnesota State University Moorhead. The bibliography provides lists of picture books, published between 2004 and 2008, that are highly recommended for reading aloud to children. The bibliography is divided by age levels: toddlers-age 5; ages 6-8, and ages 9-12. Each of the books has been read aloud to numerous children to obtain feedback. Each annotation includes a description of the book and details of how children and readers responded to the book.

This bibliography was supported by a Carnegie-Whitney Grant from the American Library Association; the Wanda Gág Book Award Fund of the Minnesota State University Moorhead Alumni Foundation, Moorhead, Minnesota; and the Livingston Lord Library.

Upcoming Events



Applications to participate in the 2010-2011 **First Book program** are due **Thursday, May 13, 2010**. The [application is available in a Word format here](#) so you can type in your answers, get it signed, and mail it in along with a letter of support from your community partner(s). If you have any questions about the program, please contact Stephanie or Staci at 1-800-458-3271. For more information about the Read to Me First Book program, see <http://libraries.idaho.gov/landing/first-book> .



Summer Reading News

Have you checked out the ICFL [Summer Reading Resources](#) website lately? We've uploaded several new resources...



From [Booklist's Summer Reading Webinar, March 30, 2010](#)

Stephanie, Staci & Erica had a great lunch hour listening to this session facilitated by Carole D. Fiore, Owner/CEO of Training and Library Consulting; Sharon K. Hancock, Executive Director of School and Library Marketing at Candlewick Press; Jeanette Larson, Adjunct Professor at Texas Woman's University; and Patty Rosati, Director of School and Library Marketing at HarperCollins Children's Books. You can access the webinar archive, the booklist, and the slides from the presentation below:

- ["Sensational Summer Reading: Programming Tips and Titles for Children and Teens"](#)
- [Booklist of titles presented](#)
- [Slides from presentation](#)
- [Video archive](#)



Flying Disks Warning

For those of you who ordered the flying disks from the CSLP catalog or are receiving them as part of Bright Futures: School Visits, please be warned that when the disks are released from their storage pouches they pop out very quickly. This can be dangerous, as they tend to aim right for the user's head. Please advise your students, teachers, parents and library staff. Some librarians around the nation have elected to take the disks out of the pouches before offering them to kids as prizes.



From Collaborative Summer Library Programs (CSLP):

News and Notes from the National Conference, April 6-9

- Libraries cannot photocopy Upstart materials such as reading records and certificates. You must order additional copies from the catalog.
- Libraries who want to customize their own materials and have them professionally printed must first receive approval from Upstart. Contact Staci Shaw staci.shaw@libraries.idaho.gov if you have questions about copyright rules.
- The American Red Cross and the Army Corps of Engineers have agreed to become official CSLP partners for the 2010 "Make a Splash- Read!" theme.
 - The Red Cross is equipped to conduct water safety presentations at your library. For more information or to schedule presentations, contact Brenda Wood, Director of Health and Safety at the Idaho Red Cross: 1-208-855-4932.
 - Army Corps of Engineers Education Site: <http://education.wes.army.mil/water/resmgmt.html>
- There are now tactile graphics sheets for the 2010 "Make a Splash" theme to be used with children who are visually impaired. These materials have been made available through the cooperation of the Outreach Department of the Wisconsin Center for the Blind and Visually Impaired. The set includes six tactile graphic sheets:
 - Word Find from page 128
 - Parrot Pattern from page 164
 - Skull and Crossbones Pattern from page 166
 - Fish Pattern from page 191
 - Shell Game from page 197
 - Smiling Crocodile Pattern from page 223The cost for the set is \$20, with no shipping fee. See the [Summer Reading Resources](#) website for ordering information.
- The illustrators for next year's theme are:
 - Children's slogan: One World, Many Stories- Raphael Lopez
 - Teen slogan: You Are Here- Svetlana Chmakova
- Corrections to the 2010 CSLP manual:
 - The movie "Titanic" is listed as being rated PG. It is actually rated PG-13.
 - There is a correction to the crossword puzzle on page 196 of the children's manual. The answer key lists the answer to 5-across as RARRR. The puzzle has been adapted so that it has a word that works. Some boxes to 5-across were added, and the clue was changed to "It has five arms and is often found in tidepools." The answer is starfish. You can access the corrected puzzle and

School Zone



Summer Slide: Ode to Summer Reading (See [Know the Numbers](#))



Many of your schools will soon receive a visit from public librarians to promote summer reading programs at your local library. Though we tend to focus more on the kindergarten through fourth grade students, middle and high school students also highly benefit from summer library programs. Research indicates that children who read as few as six books over the summer can significantly decrease summer slide. School librarians play an important role in helping students maintain reading levels over the summer by encouraging participation in summer reading programs.

Advantages of Summer Reading Programs for Students who Struggle with Reading

- Summer reading programs usually take special needs into account and make adjustments for individual children.
- Reading four or five books over the summer can have a significant impact for middle school readers.
- One advantage of public library summer library programs is that they are not located in school buildings, which helps reduce the negative perception about summer learning for students who are struggling.
- Summer reading programs in public libraries usually encourage readers, especially those who are struggling, to use alternate formats such as magazines, recorded books, graphic novels, and material on the Internet.
- Library summer programs offer extensive enrichment activities related to literature that is often not included in schools, because of the time constraints.
- Participants often return to summer library programs in successive years, which helps children build reading into their summer routine.

Eight Ideas to Get Students Reading this Summer ([New York State Library](#))

1. Encourage your students to get a library card at their local public library. It's free!
2. Invite a public librarian to your class to introduce this year's summer reading program and theme: Make a Splash – Read!
3. Collaborate with your school library media specialist to introduce fun reading about water related themes to your students.
4. Show your class a beach bag of books and magazines that you plan to read during summer vacation.
5. In your classroom post a list of favorite books. Encourage students and parents to add their favorites.
6. Have students start a list of books they'd like to read during the summer.
7. Collaborate with the local public library to ensure your students get the best possible summer reading experience.
8. Encourage your students to share their summer reading experiences when they return to school in the fall.



Sources for advantages and ideas:

- Celano, Donna and Susan B. Neuman. 2001. *The Role of Public Libraries in Children's Literacy Development: An Evaluation Report*. Pennsylvania Library Association, Mechanicsburg, PA.
- *Summer Can Set Kids on the Right—or Wrong—Course*, [National Summer Learning Association](#), Research brief. Johns Hopkins University. *Facts About Summer Learning*. Center for Summer Learning.
- Kim, Jimmy. March 18, 2004. *Summer Book Reading and the Achievement Gap The Role of Public Libraries*. Harvard, MA: Center for Evaluation, Harvard University.

Resources for School Librarians to help promote summer reading:

- [Summer Learning Loss Handout](#)
- [PowerPoint Presentation for Parents, Educators, Community](#)
- [PowerPoint Presentation for Teachers](#)
- [School Tips](#)

Family Literacy Bags

Reading Rockets has developed a set of family literacy bags to encourage hands-on fun and learning at home with fiction and nonfiction books. Teachers and school librarians can encourage reading at home through the use of these family literacy bags — a paired set of theme-based fiction and nonfiction books and related interactive activities that kids bring home from school to share with their family. Assemble everything into a two-gallon zip top bag, and they're ready to go! For schools that are open over the summer, these bags would be great way to encourage summer reading. Here's an [index of topics](#).



Want 21st Century tools in your school library? See how it happened at Melba!

Teacher Librarian Glynda Pflieger talks about how her school district changed policy to allow student blogging, uploading, and social networking (2:52):

www.youtube.com/watch?v=fSPf9oQ2qo0.

Then she tells us how she got buy in from teachers using Google calendar and blogs (1:57):

www.youtube.com/watch?v=8m58nSqKSRQ.

Know the Numbers

Summer Slide: Ode to Summer Reading

- 19 percent of low-income kindergarteners were reading below grade level in the spring of 2008. When they returned as first graders in the fall, 38 percent were reading below grade level. (Idaho State Department of Education)
- 33 percent of low-income first graders were reading below grade level in the spring of 2008. When they returned as second graders in the fall, 53 percent were reading below grade level. (Idaho State Department of Education)



Kids of *all* ages who do not read consistently over the summer lose the gains they achieved over the school year. This summer learning loss is known as “summer slide.” Consider this data:

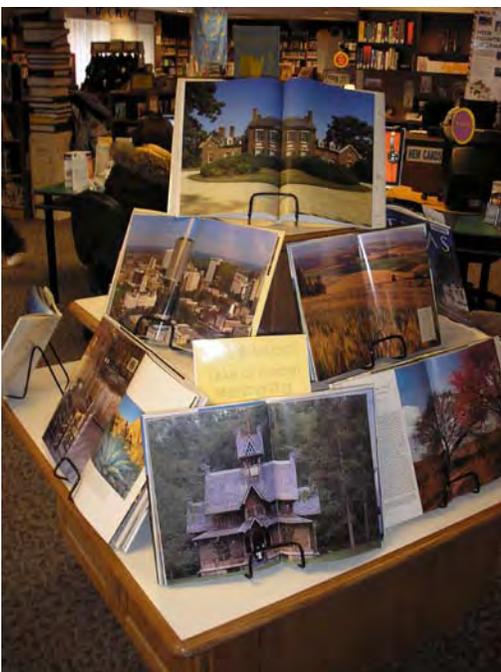
“Many low income and minority students lose some literacy and academic abilities during the summer months. Some students lose as much as three to four months of academic progress while children in high-income areas gain at least a month of progress during the summer. (1)

Summer slide especially affects low-income kids and minority students, (in Idaho “minority” refers most directly to Hispanic and Limited English Proficient children). Research conducted by Johns Hopkins sociology Professor Karl Alexander and his colleagues shows that low-income youth suffer significantly from a loss of academic skills over the summertime. (2) And the losses pile up, contributing to an achievement gap that can make the difference between whether students set out on a path for college or decide to drop out of high school. The study found that summer learning loss accounts for about two-thirds of the difference in the likelihood of pursuing a college preparatory path in high school. Forty percent of the children in the study who were picked up as first graders left high school without diplomas. These early patterns of out-of-school learning have significant consequences that last throughout the years.

Sources: (1) Celano, Donna and Susan B. Neuman. 2001. *The Role of Public Libraries in Children's Literacy Development: An Evaluation Report*. Pennsylvania Library Association, Mechanicsburg, PA. (2) *Summer Can Set Kids on the Right—or Wrong—Course*, National Summer Learning Association, Research brief. Johns Hopkins University. *Facts About Summer Learning*. Center for Summer Learning.

About Idaho's Kids...

- There are an estimated 413,000 children in Idaho ages birth to 18 (2008 US Census)
- 17.2 percent are living in poverty
- 23.2 percent live in a single-parent household
- The population of school-age children is 275, 051
- 14 percent are Hispanic
- 39.7 percent of children in public school qualify for free or reduced lunch (EdFacts, State Profile, 2010)
- Over 17,000 children enrolled in public school are Limited English Proficient (EdFacts, State Profile, 2010)
- Over 100 languages are spoken by children in Idaho public schools (2009 Limited English Proficiency Report)



A Closer Look at the Importance of Displays

Putting Your Best Face Forward

By Ray Lusk

Editor's Note: Ray is the Events Coordinator at the Madison Library District. Ray started his library career by working in his school library as a 6th grader and since then has always been involved in libraries. He works with all ages, but likes developing ideas and programs to get teen involved most of all. He has been contributing articles for The Scoop in 2010.

We've all heard the age-old adage, "don't judge a book by its cover," but we all know this rarely happens. People see a book and they instantly decide if they want to read it based on what it looks like. What makes book selection even harder is the overwhelming nothingness of judging a book by its spine. This, my friends, is why I firmly believe in the importance of face-out displays.

When I first started at the Madison Library District in 2005, we had almost no face-out displays. Now we have at least eight dedicated face-out displays. We estimate that between 30-40 percent of our circulation comes from these types of displays, especially on the children's side of the library.

While the purpose of the face-out display does vary, they all seem to attract lots of attention. We have one large display that has a very large, hard-to-miss theme that changes every month or so. We also have a few smaller displays that we use to feature different subjects or collections that people may not know about. And we have three that are dedicated to the new books in the library.

Face-out displays are very good at helping the patron who is in a hurry or who has full hands. It allows the patron to quickly see a book and judge it by its cover instead of its spine. This allows the book to have a greater shelf appeal than it would have had otherwise and allows the patron to see things they might not have had it been shelved spine out.

By placing the new items that we have on a face-out display it gets those books featured, and then people can see that we do indeed have the latest book they've heard about on a TV show or radio program. Had the book been spine out, they would not have recognized the cover they had seen.

Vivian Milius, the children's librarian at Madison Library District, made the point that the more often you fill your face-out displays, the faster the books will check out. One example is that if you fill the display once during the day then those will all check out. If you fill it two different times, once again they will all check out. If you are continually filling it up many times during the day, they will all check out. People will take books faster and take more if you keep the display full all day long. Vivian said that she shelves a third of her books face-out on a display. One out of every three shelves on her shelving cart will go face-out somewhere, and it is most likely that those will all check out many more times over their life than another book that isn't shelved on a display. Another great thing about a display is that shelving books on a face-out display is much faster than shelving them in the stacks.



Displays don't have to be large and extravagant to get attention, although the larger and more extravagant the more attention they get. I really enjoy planning and setting up large displays. On these displays we feature booklists and books from many different collections. By doing this we are allowing the patrons to encourage their children to read something similar to their parents, informing them of something that they didn't know we carried, and it allows them to see that the library offers a wide range of information from a variety of areas inside the library.

Smaller displays have the same appeal. By putting all of the books about horses on top of a set of shelving with a calendar picture above them, the patron will see the horse picture and walk over and usually take a handful. While this display was much faster to set up and much more simple, it too allows the books to circulate faster than they would have been in the stacks.

In the end, putting a book face-out will allow the book to reach a wide variety of people that it wouldn't have been able to do otherwise. I hope that everyone will try at least one display-face out and see how it impacts your library. To see some of our displays check out our blog at <http://blog.madisonlib.org> .

Tips & Tools



Target provides Early Childhood Reading Grants. Reading is essential to a child's learning process. That's why Target awards grants to schools, libraries, and nonprofit organizations to support programs such as after-school reading events and weekend book clubs. Together we're fostering a love of reading and encouraging children, preschool through third grade, to read together with their families.

Early childhood reading grants are \$2,000. **Grant applications are due April 30, 2010**, with grant notifications delivered in September. Go to: <http://sites.target.com/site/en/company/page.jsp?contentId=WCMP04-031821> to apply for these Early Childhood Reading Grants.



Literacy Stations @ Your Library

Literacy Stations are a great tool for librarians to use during parent workshops, family events, or storytimes. They can include books and activities for babies, toddlers, preschoolers, and early school-age children and are based on the Six Early Literacy Skills. There are many reasons to create Literacy Stations for your library. Here are just a few!

Easy To Use

- Setting up stations is easy to do
- Low cost to develop – most materials are low cost, free, or already in your library
- Rotating stations is easy and keeps interest alive
- Can be as extensive or compact as your space dictates



Efficient and Effective

- Literacy Stations are self serve! No extra staff needed
- Bilingual stations allow you to reach ELL patrons without bilingual staff present
- Extends the learning from storytime and other literacy programs
- Promotes and builds existing library programs

Extend Your Reach

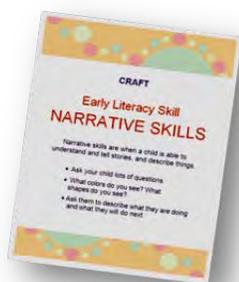
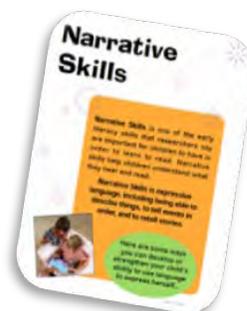
- They're portable! Set them up at community events; incorporate them into outreach displays
- Increase parent awareness of the six literacy skills so they can engage them at the library and at home

Educational

- Inspire children to explore and learn through self-discovery
- Demonstrate the purpose of reading and writing, and inspire children to explore
- Demonstrate the purpose and power of print
- Encourage social interaction and oral language development
- Invite children to gradually understand print concepts
- Provide practice with real life experiences that require reading and writing
- Add an element of fun to the library – and kids learn when they are having fun!

Resources

Idaho Commission for Libraries, Early Literacy Stations: Created for librarians to use during parent workshops, family events, or storytimes. The website has activity cards for babies, toddlers, preschoolers and early school-age, based on the Six Early Literacy Skills. Instructions for preparation are included on the last page of each document. See <http://libraries.idaho.gov/page/read-to-me-resources>



San Francisco Public Library, Mission Branch, Early Literacy Tips (for Stations): Presented in a July 2009 WebJunction webinar titled, "Bilingual Storytimes: Building Early Literacy and Community." Sample cards in English and Spanish can be found at www.webjunction.org/early-literacy/-/articles/content/73252103

Texas State Library and Archives Commission's "Early Literacy Kits on a Dime:" Resource wiki from a workshop series they offered features good ideas for literacy stations as well as materials you could offer to check out. <http://earlylitkits.wetpaint.com/>

Ready at Five Partnership (Maryland): School readiness activities that would be easy to use for stations. www.readyatfive.org/images/pdfs/language_literacy.pdf

"Meeting Young Children's Individual Literacy Learning Needs," Activities for Early Literacy: Presentation at International Reading Association Regional Conference, New Orleans, 2009 by Dr. Kathy Barclay, Professor of Early Childhood & Reading at Western Illinois University. This website has lots of great ideas for Literacy Stations. www.reading.org/Libraries/Regional_Handouts_New_Orleans/Meeting_Children_s_Individual_Literacy_Learning_Needs.sflb.ashx

Baltimore County Public Library, Video on Early Literacy Activity Centers:

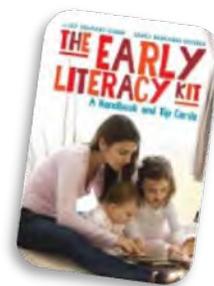
www.youtube.com/watch?v=yjgZZilw164 –

Books:

The Early Literacy Kit: A Handbook and Tip Cards, by Betsy Diamant-Cohen and Saroj Nadkarni Ghoting, 2009

Early Literacy Storytimes @ Your Library: Partnering With Caregivers for Success, by Saroj Nadkarni Ghoting and Pamela Martin-Diaz, 2005

Literacy Work Stations: Making Centers Work, by Debbie Diller, 2003



Cheerios® 100,000 Book Giveaway

Cheerios has teamed up with Jon Scieszka and First Book to distribute 100,000 new books to kids in need across the country. Through the 100,000 Book Giveaway, the five states receiving the highest number of votes will each receive 20,000 new books for local kids.

By answering the picture book trivia questions featured in this challenge, you can help select the states that will receive new books for local kids. For every trivia question you answer correctly now through August 31, 2010, you can cast one vote for the state you want to receive new books. The more questions you answer correctly, the more votes you cast! Go to <http://booksforkids.firstbook.org/jonscieszka/> to keep answering questions for Idaho! We're in 40th place now, but there's plenty of time until August!



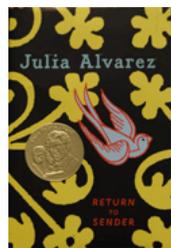
April is National Poetry month and a great time to check out Poetry.org. The site lets you search for a poem by author, title and first line. It recommends poems for "every occasion," lists the 25 most popular poems (based on the site's traffic data), features hundreds of essays and interviews about poetry and poets, and now offers Poem Flow - a free iPhone app. The site also includes a National Poetry Map, with information from all 50 states.

Multicultural Connections

Look for this new section every month!

2010 Pura Belpré Award

This award is named after Pura Belpré, the first Latina librarian at the New York Public Library. The Pura Belpré Award, established in 1996, is presented annually to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth. It is co-sponsored by the Association for Library Service to Children (ALSC), a division of the American Library Association (ALA), and REFORMA, the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking, an ALA affiliate.



The 2010 Author Award Winner was *Return to Sender*, by Julia Alvarez.

Read more about the winners and honorees at the [Pura Belpre Homepage](#).



Celebrate El Día de los Niños /El Día de los Libros this April!

El día de los niños/El día de los libros (Children's Day/Book Day), known as Día, is a celebration EVERY DAY of children, families, and reading that culminates every year on April 30. The celebration emphasizes the importance of advocating literacy for children of all linguistic and cultural backgrounds.

Sponsoring a Día event is an excellent way for libraries to increase patronage and extend their reach into the community.

Host a Día event and help celebrate cultural diversity in Idaho. If you register your event on the [ALA website](#), the Read to Me program will send you a **FREE** copy of *Book Fiesta!*, by Pat Mora for your collection. Please register by April 30th to be eligible for the free book. **Register at <https://cs.ala.org/websurvey/alsc/dia/>**. We also encourage you to send us information and photos on your celebration after the event so we can include it in next month's *Scoop*. Email your information to Erica Compton at erica.compton@libraries.idaho.gov.



More Resources

- [National Día website](#) hosted by ALA and ALSC.
- [National Latino Children's Institute](#)
- www.patmora.com/dia.htm
- [Colorin Colorado](#) - provides resources for parents and teachers of English Language Learners.
- Texas Library Association: [Día Celebration Toolkit and Resources for Teachers and Librarians](#)
- [Criticas magazine](#) - Great article on planning an event.
- [Get Caught Reading](#) – Día Bibliography from 2009
- [REFORMA](#) - the national association to promote library and information services to Latinos and the Spanish speaking community
- [Día Toolkit](#) from Random House
- [Webjunction](#) – Día Programming and Outreach Quick Links
- Reading is Fundamental – [Hispanic Book Collection Resource Guide](#)
- [San Antonio Public Library](#) – Fun activities for El Día!
- Perma-Bound – Suggested [booklists](#) for El Día – All ages!
- [Barahona Center](#)-For the Study of Books in Spanish for Children and Adolescents. The website is available in both English and Spanish.
- [Texas State Library and Archives Commission](#) - Bilingual Library Programs for Children and Families



Día Celebrations Currently Registered by Idaho Libraries

As of April 13th several Idaho Libraries have registered their events on the ALA website! Here is a summary of what some libraries are doing this year:

- **Buhl Public Library** held their event on April 3rd and combined it with an Easter celebration. They met at a local parking lot and broke a piñata shaped like a book. They read bilingual stories and walked to the school football field to hunt Easter eggs. They

also have a town parade which all businesses and community members support. The children were encouraged to dress up and wear hats for the celebration!

- **Burley Public Library** will celebrate Día on April 30th. Children will enjoy *Book Fiesta*, make a piñata to take home, and break a piñata.
- The **Eagle Public Library** is hosting their event on May 1. Author Judy Cox will be reading her book, *Cinco de Mouse'O* at the library and then children will have time to work on a craft project to take home.
- **Gooding Public Library** is going to have Hispanic stories and crafts available to all on April 30th. Since there is no school for their school district that day, they will center all activities on the Hispanic culture.
- **Jerome Public Library** is celebrating Día two different times on the 30th. At 10 a.m. they will host a special storytime in celebration of El Día. The stories will relate to the Latin/Hispanic culture and will be read in both Spanish and English. There will be a “papel picado” craft project for the children to take home. The Head Start Spanish room and ELL classes from the elementary schools are being invited to join the celebration. Then from 3 - 5 p.m., the library will host a street festival with food and dancing for everyone to enjoy. The Catholic Charities of Idaho is hosting a celebration from 6-8 p.m. on the same day. They will begin their event with an explanation of El Día and a proclamation read by the mayor. They will have a bilingual story and activities with piñata and cultural dancers.
- On May 1, the **McCall Public Library** will host a Día celebration focusing on literacy, children, the community, and families. In particular, they are reaching out to the non-native speaking and low-income families in their community. They have formed a partnership with the local Hospital Auxiliary Thrift Shop for this event since so many in the target audience shop there. The auxiliary is providing a free used book and other incentives for every child attending, as well as coupons for other family members. Those attending will plant spring flowers in the Thrift Shop’s front yard as a “Thank You.” The library will have booth set up in front of the store including library information and activities for children. The families will be encouraged to visit the library, which is just up the street, to sign up for a free library card. This is a great opportunity since their library has a \$53 per year charge for out-of-city residents. They will also have a bilingual storytime and local Spanish learners will be presenting Spanish dances and songs. Their other partners also include the Head Start and Barbara Morgan Elementary School.
- The **Silverstone Branch of the Meridian District Library** is going to celebrate Día at 10:30 a.m. on April 27th and 29th during their toddler and preschool storytimes. They will feature bilingual books, games, and lessons. They will be discussing Día in their ‘Junior Librarians’ program and during their Bilingual storytime as well.



ProgrammingLibrarian.org

The ALA Public Programs Office recently launched new features and a monthly e-newsletter for its website, ProgrammingLibrarian.org. Designed for librarians who plan and present cultural programs and events, ProgrammingLibrarian.org is both a resource center and a

community of librarians committed to bringing increased access to literature, music, contemporary issues, art, history, poetry, scholars, writers and musicians to their communities.

In order to keep up with new content on ProgrammingLibrarian.org, and to stay informed of upcoming grant opportunities, current job listings and new programming resources, ProgrammingLibrarian.org offers a monthly e-newsletter. To sign up, visit www.programminglibrarian.org/newsletter_signup.

CE News You Can Use



Archived Webinar You Might Like: Creating a Successful Teen Advisory Board

Our friends at the Texas State Library hosted a webinar on teen advisory boards. Creating a successful teen advisory board can invest your teen audience in the library and in their community. What if teens aren't currently coming into your library? Well, no better way to get them interested than to put them in charge of their own library destiny by creating a teen advisory board. Valerie Jensen, Assistant County Librarian of the Chambers County Library System in Anahuac, Texas discusses her library's efforts to get the teens in the door and keep them interested.

[View the Archived Webinar](#)

[Presentation Slides \(pdf\)](#)

[Links from Webinar \(doc\)](#)

[Sample Teen Survey \(pdf\)](#)

[Sample Teen Advisory Board application \(pdf\)](#)



Let's Get Graphic: Kids' Comics in Classrooms and Libraries

Graphic novels continue to be red hot, and in this authoritative hour-long webinar from Booklist, a panel of comics experts talk about the latest trends in this fast-growing genre.

Whether you are new to comics or a seasoned graphic-novel veteran, you'll come away from this session with an array of ideas for collection development, tips on integrating comics into the curriculum, and sneak peeks of the newest titles. Don't miss out! Panelists include:

- **Eva Volin**, Children's Librarian, Alameda Free Library, Alameda, California
- **Françoise Mouly**, Publisher and Editorial Director, TOON Books
- **Roger Rosen**, CEO and President, Rosen Publishing
- **David Saylor**, VP Creative Director and Editorial Director, Scholastic Graphix
- **Mark Siegel**, Editorial Director, First Second, an imprint of Roaring Brook Press
- **Ian Chipman**, Associate Editor, *Booklist* Books for Youth

Date & Time: Thursday, April 29, noon Mountain Standard Time or 11a.m.Pacific Time.

Register at www2.gotomeeting.com/register/523213187

These free one-hour webinars are a great way to spend your lunch hour. To see other upcoming free webinars, including one on Trends in Teen Lit in May, go to www.booklistonline.com/default.aspx?page=general_info&id=63



Attend a WebJunction Idaho Workshop and Earn a FlipCam for Your Library

The Idaho Commission for Libraries will be providing a full day of hands on activities working with WebJunction Idaho. This is your chance to learn about navigating the site, social networking tools, and continuing education opportunities -- all of which are available to you at no cost via WebJunction Idaho. You can also earn a FlipCam for your library (if you haven't already received one from ICFL). It's easy -- here's how:

1. Attend both morning and afternoon sessions.
2. Make a 1-3 minute video about your online learning experience and how you will use WebJunction Idaho.
3. Submit video to Idaho Commission for Libraries.

Dates & Locations

- Monday, May 10 - Idaho Commission for Libraries River Room, Boise
- Friday, May 14 - Gooding High School Library, Gooding
- Monday, May 17 - Caldwell Public Library, Caldwell
- Thursday, May 20 - Blackfoot Public Schools Training Center, Blackfoot
- Friday, May 21 - Blackfoot Public Schools Training Center, Blackfoot
- Thursday, May 27 - Burley Public Library, Burley
- Wednesday, June 2 - LSCS Workforce Training Center, Lewiston
- Thursday, June 3 - NIC Workforce Training Center, Post Falls

To learn more and to register for a workshop near you, go to <http://libraries.idaho.gov/webjunction>

News Beyond Idaho

2010 ALSC “Light the Way: Library Outreach to the Underserved” grant winner named

The Association for Library Service to Children (ALSC), a division of the American Library Association (ALA), awarded the Fayetteville (Ark.) Public Library its 2010 “Light the Way: Library Outreach to the Underserved” grant. As winner of the grant, the library will receive \$3,000 to continue its exceptional outreach to underserved populations.

The grant, which is presented in honor of Newbery Medalist and Geisel Honoree Kate DiCamillo, was first given in 2008 as a one-time award. Through the generous contributions of Candlewick Press, the Light the Way grant has been able to continue.

“When I was a child from a broken home in search of comfort, librarians handed me a book,” said DiCamillo. “I am proud to join with ALSC today in this ongoing effort to put books into the hands of children who need the books—the light—the most.”

The Fayetteville Public Library will use the money toward expanding and developing their Books for Borrowing program, which is designed to put books into the hands of underserved children and their families. The program allows parents, caregivers and children to borrow

books from small lending libraries housed in places where those families gather, aiding in the child's school readiness and future success. Books for Borrowing currently operates in four Head Start centers and plans to expand to Children's House, a year-round therapeutic child development and crisis intervention center, and the Elizabeth Richardson Center, a day treatment center for children with orthopedic, neuromuscular and/or developmental disabilities.

The ALSC Library Service to Special Population Children and Their Caregivers Committee (LSSPCC) selected the Fayetteville Public Library based on an application process. Special population children may include those who have learning or physical differences, speak English as a second language, are in a non-traditional school environment or a non-traditional family setting (such as teen parents, foster children, children in the juvenile justice system and children in gay and lesbian families) and those who need accommodation service to meet their needs.

Candlewick Press is an independent, employee-owned publisher based in Somerville, Mass. Candlewick publishes outstanding children's books for readers of all ages; including books by award-winning authors Kate DiCamillo and M. T. Anderson.

ALSC, a division of the American Library Association (ALA), is the world's largest organization dedicated to the support and enhancement of library service to children. With a network of more than 4,300 children's and youth librarians, literature experts, publishers and educational faculty, ALSC is committed to creating a better future for children through libraries. To learn more about ALSC, visit www.ala.org/alsc.



Talk Back: We welcome your feedback on anything in The Scoop. Just e-mail [Stephanie](mailto:Stephanie@idaho.gov) or [Staci](mailto:Staci@idaho.gov) and we'll print your comments in The Scoop.

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