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Welcome

Whenever I get stuck on what to write for the Welcome, I look to the Deep Thought of Jack Handey. Here are two of his thoughts to get us started.

"If you're a circus clown, and you have a dog that you use in your act, I don't think it's a good idea to also dress the dog up like a clown, because people see that and they think, 'Forgive me, but that's just too much.'"

"If you go through a lot of hammers each month, I don't think it necessarily means you're a hard worker. It may just mean that you have a lot to learn about proper hammer maintenance."

-- Jack Handey [Deep Thoughts], Recurring Saturday Night Live comedy bit

Meet Teresa Lynch



Teresa Lynch is currently the librarian at the **Payette Primary School**. She has worked in the library field for over five years, and recently moved from the Payette Public Library to the Payette Primary School library. She has been working at the Primary School for six months now and loves it. She works with K-3rd grade students and does 14 story times a week, as well as collection development, library instruction, outreach, and manages the Accelerated Reading program.

Teresa first knew she wanted to work in library services when she worked for the school district on a V.I.S.T.A. grant. She put together a literacy program that brought in volunteers each week to read with students who needed extra help. The program was such a success that the school district was granted money to continue her for one more year. When the funding ran out, Teresa pursued a position at the Payette Public Library.



Teresa shares, "A new program I have tried with my students is called the Library Manners program. Each student who enters the library and uses their manners, puts the books back where they belong, stands in line quietly, and knows their library number gets a ticket to fill out. Every month I have a basket of goodies for the students to try to win. Every time they earn a ticket, it is one more chance to win the basket. Each basket is filled with items that the students can share with their whole family. For example we have had family game night that includes a

game, pop, popcorn, candy and of course a book to share. The students love this chance to win a prize and try hard each time they enter the library to earn that ticket!"

Teresa's favorite thing about her job is watching these students learn how to use the library, learn to read, and then love to read and enjoy the adventures they can go on through books. Hugs and smiles are nice too!



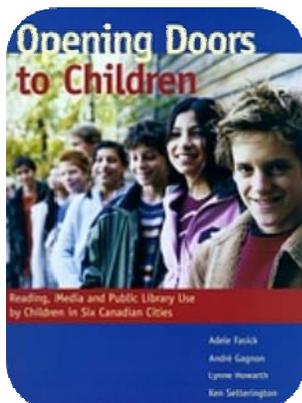
Teresa says, "As a child I read everything I could get my hands on. I even made cards for all of my books and made my brothers check them out. I would have to say my favorite children's authors are Stan & Jan Berenstain because they write great stories that teach a lesson."

In her free time Teresa enjoys camping, reading, and being with her family.

Library to Library

Norma Yager, librarian at the **Bellevue Elementary School**, had a follow up to the discussion about pop-up books in the [January 19th issue of the *Scoop*](#) [scroll down to Library to Library]. Norma writes, " A few years ago I purchased a video through the [Robert Sabuda website](#) called "[Popping up in Ecuador: How a Pop-up is Made,](#)" hosted by Robert Sabuda. It's fairly short (10 minutes) but it gives a very good introduction to the world of pop-ups, including the printing and assembly process. Every year at Christmas we watch the video, I pull out my collection of Robert Sabuda books, and give a hand-out with instructions for them to do at home with their parents. I went to the Rober Sabuda web site and the video is still available (for \$19.95) as is a second one I'm not familiar with. I don't think his books are assembled in Ecuador any more, but I may be wrong. It's valuable for the students to see the printing and punch-out process!"

Young Adult Corner



by Stephanie Bailey-White

This Young Adult Corner focuses on the youngest range of young adult services -- kids in grades 4 - 7 -- an age group that is often overlooked in library literature. Amanda Pittman, from Ada Community Library, and I attended a session at the Public Library Association Conference in April called "Opening Doors to Children: Reading, Media, and Public Library Use by Children in Six Canadian Cities." The speakers presented the findings of a Canadian study that examined the extent to which children from grades 4 through 7 were satisfied with their public libraries, the reasons they went to the library, their reading preferences, and the differences and similarities between children who used the public library and those who did not. Amanda and I both thought the results and implications for libraries were fascinating and immediately ordered their book for the ICFL collection.

The results are interesting to me for two reasons: 1) It's a great sample size – 3,486 children who answered a questionnaire distributed through the public schools. In addition, some children participated in follow up focus group sessions; and 2) It's hard to find survey results of pre-teens. The fact that they got permission from so many schools to collect the surveys is also impressive. I think many of the implications for libraries hold as true in Canada as the do in Idaho. Some of the findings are summarized below.

Library Use: "Children overwhelmingly enjoy visiting libraries and their primary reason for liking them is because they like books." The most frequently cited reason for a library visit is to borrow materials for fun, although many use them for school work. Summer reading programs attracts about half of the frequent library users, but less than a quarter of the infrequent library users.

Information Seeking Behaviors: Most children report they browse the shelves, ask people who worked in the library, or used the catalog to find materials. Library web sites were not an important source of information for most children. The most frequently reported reason for not using the library website was not knowing about it, which suggests that libraries should try harder to publicize its availability.

Media in the Home Environment: More than 90 percent of the children surveyed reported having at least one computer at home, with 80 percent saying they access the Internet from home. Virtually all children said they have a television, with about half having one in their own room.

Reading Habits and Preferences: Most children in every city -- both frequent and infrequent library users -- reported they enjoyed reading and read frequently. Girls were

more enthusiastic than boys about reading, and children in grade four ranked it higher than those in grade seven. As might be expected, children who use the library frequently read more often than infrequent library users. Children reported a wide range of interests in fiction with the top three categories being adventure, mysteries, and funny stories. Science fiction and romance ranked low. In nonfiction, frequent library users preferred legends, how-to books, and biographies, while infrequent library users chose legends, fairy tales and sports. Not only did the Canadian children use the library, 76 percent of them also reported buying books for themselves. Very few children said there were few or no books at home.

Implications for libraries:

Class visits are an effective way to give children an idea of the resources, services, and programs of the public library. Communities that do not have systematic class visits might consider them.

During class visits it would be useful for librarians to highlight the library website (and databases) as a way of using library materials between visits.

Many school-age children depend on adults to take them to the library. Libraries need to market their services, programs, and collections for that age group to parents as well as to children. The library may need to reach out further into the community with stronger bookmobile service.

Given children's frequent use of computers and the Internet, libraries could consider innovative ways of employing technologies to inform children of library resources and services.

The library's website could be developed to engage children more effectively. Libraries need to market their websites as gateways to library collections, Internet search tools that are appropriate, library programs, databases and electronic materials for library card holders.

The types of fiction that most children prefer are adventure, mysteries, and funny stories. Fiction in these categories is needed to attract children to libraries, but librarians in their programming might consider focusing on less-popular genres to call attention to high quality books in areas such as science fiction.

Libraries should consider building up collections of legends and biographies, and ensuring that they are highly visible.

Because there are sharp gender differences in reading interests, libraries will want to be sure they have materials to attract both boys and girls. Libraries may also wish to utilize different strategies to promote books to boys and girls.

A majority of the children in this study had computers in their household. Children who have access to a home computer are not as inclined to visit the public library to use a computer. Libraries may want to consider this trend when deciding on future resource allocations for public access terminals for children's use, but must remember that the library has an important role to play in providing equitable access to information technologies for less advantaged children.

Children responded enthusiastically to being asked for their opinions about reading, media use, and what they liked (or didn't like) about the public library. Libraries could consider creating regular opportunities for children to provide feedback on resources, services, and programs through such means as

- Focus groups
- Children's "advisory board" (ideas team)
- Website polls for kids

Children for whom reading is a favorite activity tend to visit the public library more frequently and stay for a longer period of time than other children. Libraries can foster an environment that is welcoming to these regular users through:

- Displays of materials
- Book clubs
- Youth advisory groups
- Posting children's book reviews on websites
- Library blogs

Children who have been exposed to the public library are more familiar and comfortable with services, such as placing holds, or asking for recommendations from a librarian. This confidence grows as the children get older. It is important for libraries to encourage children to "get into the library habit" from an early age so they develop this comfort level by:

- Offering Books for Babies programs
- Organizing Parent-child book clubs
- Promoting more school visits to the public library
- Marketing library services through family institutions like churches, gyms, day camps

Children whose households have "lots" of books tend to be readers themselves. Libraries could try to develop relationships with community bookstores and other community partners. Libraries could also provide booklists of suggested gift books on their websites and in the library.

Children like having books and other materials recommended to them. This suggests that libraries should provide booklists for parents and children at the library and also posted on library websites.

In focus groups children expressed a generally high level of satisfaction with the way they are treated by library staff. Libraries would be well advised to encourage continuing education for children's libraries in inter-personal relationships with various groups in

the community such as children with disabilities, new Canadians, children in difficult family situations.

Children identified that staff at the circulation desks were not as friendly as the children's staff -- this suggests an additional training opportunity as well.

When asked about their feelings about children's libraries, many children responded that libraries should be more colorful and attractive. Children's preferences should be taken into account in designing facilities.

For more information, read ***Opening Doors to Children: Reading, Media and Public Library Use by Children in Six Canadian Cities*** by Adele Fasick, André Gagnon, Lynne Howarth, and Ken Settington (CLA, 2005). Check out the book from the Idaho Commission for Libraries (Call Number ICFL 027.62 OPENING) or purchase a copy for your library at <http://www.cla.ca/marketplace/clabooks.htm>

Book Look

If you haven't had a chance to check out which books won the Newbery, Caldecott and other ALA book awards, take a look at <http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/2007MediaAwardWinners.htm>



More Favorite Books!

Pam Juell, media coordinator for the Meridian School District, said her favorite books read in 2006 were ***March*** and ***Year of Wonders*** both by Geradine Brooks. Publishers Weekly said this about *Year of Wonders*, "With an intensely observant eye, a rigorous regard for period detail, and assured, elegant prose, Brooks re-creates a year in the life of a remote British village decimated by the bubonic plague. Inspired by the actual town commemorated as Plague Village because of the events that transpired there in 1665-1666, Brooks tells her harrowing story from the perspective of 18-year-old Anna Frith, a widow with two young sons."

ICFL Read to Me Coordinators **Peggy McClendon** and **Stephanie Bailey-White** had to chime in with their favorites. Peggy reads a lot for her book club and just for fun. Here's her list of favorites from 2006:

- ***The Thread of Grace*** by Mary Doria Russell (novel)
- ***Waiting for Snow in Havana*** by Carlos Eire (memoir)
- ***The Life of Pi*** by Yann Martel (novel)
- ***Mountain Beyond Mountains*** (biography of Dr. Paul Farmer) by Tracy Kidder (he will be speaking at BSU on Feb. 28).

Stephanie just finished *Julie and Julia: 365 Days, 524 Recipes, 1 Tiny Apartment Kitchen*, read by the author Julie Powell. “The author admits she swears like a sailor so I couldn’t listen to it with my kids in the car. I’m one of those ‘Stop fighting right now or we’re listening to NPR/my book/smooth jazz’ moms – works like a charm so far.” She also read and enjoyed books by her favorite author Richard Yancy and discovered Janet Evanovich’s series and YA author Iain Lawrence, thanks to recommendations from Scoop readers.

To read what other **staff members from the Idaho Commission for Libraries** enjoyed in 2006, check out the Commission's Blog at <http://libraries.idaho.gov/icfl-blog> (scroll down a little).



Age Appropriate Book Lists

Recently ICFL staff received a request from a librarian for some age appropriate books lists. Whether you are looking for lists of books to hand out to parents or if you are working on collection development, or both, here are a few web sites that have age appropriate lists of recommended books (selected by librarians or teachers):

Children's Book Council

<http://www.cbcbooks.org/readinglists/>

Multnomah County Library - Portland, OR

<http://www.multcolib.org/kids/booklists/>

The Association for Library Service to Children (ALSC), a division of the American Library Association annually publishes a list of notable books for various ages.

<http://www.ala.org/ala/alsc/awardsscholarships/childrensnotable/notablebooklist/currentable.htm>

Boise Public Library - Children's Department

http://www.boisepubliclibrary.org/Kids_and_Parents/Booklists_and_Authors/

International Reading Association annually selects

- Children's Choices
http://www.reading.org/resources/tools/choices_childrens.html
- Teacher's Choices
http://www.reading.org/resources/tools/choices_teachers.html

If you are interested in Collection Development, the Commission has an **online course** for selecting materials for children that you might find helpful.

<http://libraries.idaho.gov/sable>



Upcoming Events



The **JumpStart kindergarten registration** outreach deadline is February 9, 2007. See <http://libraries.idaho.gov/jumpstart> for the simple application and more details.

March Events:

Women's History Month. The 2007 theme for Women's History Month is "Generations of Women Moving History Forward". For more go to <http://www.nwhp.org/>

Music in Our Schools Month. "Music Touches Lives" is the official slogan for Music In Our Schools Month 2007. Find more information about the celebration at: www.menc.org or <http://www.menc.org/guides/miosm/MIOSMFront.html>

March 2 - **Read Across America Day.** Happy 10th Anniversary NEA's Read Across America! Ten years ago, NEA and its members started a reading revolution. From a one-day celebration of Dr. Seuss's birthday on March 2 to a year-round literacy campaign reaching nearly every home, school, and community, NEA's Read Across America is building a nation of readers. For more on Read Across America Day and many activities go to <http://www.nea.org/readacross/index.html>

Read Across America Poem

*You're never too old, too wacky, too wild
To pick up a book to read with a child.
You're never too busy, too cool, or too hot,
To pick up a book and share what you've got.
In schools and communities,
Let's gather around,
Let's pick up a book,
Let's pass it around.
There are kids all around you,
Kids who will need
Someone to hug,
Someone to read.
Come join us March 2
Your own special way
And make this America's
Read to Kids Day.*

Author's Birthdays:

March 2 - **Theodor Seuss Geisel**, aka Dr. Seuss (1904 - 1991). Author of ***Cat in the***

Hat, The Butter Battle Book, The Foot Book and other fanciful tales.
www.catinthehat.org/history.htm or www.seussville.com or www.seuss.org

March 3 - **Patricia MacLachlan** (born in 1938). Patricia MacLachlan has written numerous critically acclaimed books for children of all ages, including the 1986 Newbery Medal winner, **Sarah Plain and Tall**, and **Journey and Baby**, both of which were named ALA Notable Books and ALA Best Books for Young Adults. You can read more at: www.harperchildrens.com/authorintro/index.asp?authorid=12425

March 4 - **Dav Pilkey** (born in 1966). Pilkey wrote and illustrated his first children's book, **World War Won**, and got it published at the age of 19. He also created the Captain Underpants comics and is the author of **The Paperboy**, Dumb Bunnies series, the Dragon series and more. For more on Pilkey go to www.pilkey.com/ .

March 12 - **Virginia Hamilton** (1936 – February 19, 2002). Hamilton was a prolific children's author who wrote over 35 books, including **M.C. Higgins, the Great**, for which she won the National Book Award in 1974 and the 1975 Newbery Medal. Some other titles include **The Girl Who Spun Gold, The People Could Fly, Paul Robeson** (a biography) and others. For more on Hamilton go to www.virginiahamilton.com/home.htm.

March 20 - **Lois Lowry** (born in 1937). Lowry has been awarded the Newbery Medal twice: first for **Number the Stars** in 1990, and again in 1994 for **The Giver**, her most famous and controversial work. Addition works include The Anastasia Series, Books About Sam and more. Go to www.loislowry.com .



Summer Reading News



Libraries Work on Lining Up Support for Summer Reading

At least 77 libraries are working on lining up support for their summer reading program so they can participate in the Bright Futures summer reading incentive programs. Many of the requirements to participate are due on March 10th. To check the requirements, visit the summer reading web site at: <http://libraries.idaho.gov/2007summer-reading>.

Over 70 libraries will be making personal visits to schools to promote summer reading. They will be contacting school principals and librarians to schedule these visits. The "Get a Clue at Your Library" manual has some great skits to use for school presentations.

Forty-seven libraries will be reaching underserved children in their communities. They are working with community partners to schedule programs and activities outside the library during the summer in order to reach those kids who can't make it to the library for various reasons.

Read for Your Library is now in its third year. Under this incentive program public libraries partner with up to three schools. Librarians and principals look at student IRI scores to help set goals for student participation. The school principal writes a letter of support and the librarians schedule at least two presentations to parents, educators or community members on the benefits of library summer reading programs. This year 51 public libraries have applied to participate.

A Steering Committee is a group of community members who come together to assist the summer reading coordinator plan, publicize, raise money for and support the summer reading program. Twenty-nine libraries are planning to form a committee for 2007.

A new opportunity this year is the Website incentive program. Libraries who provide a link from their main page to a summer reading web page will receive some great incentives. Libraries are also encouraged to upload photos of their summer reading program to their website or set up a library [Flickr](#) account.

We plan to share many more ideas for summer reading at the Read to Me Outreach Meeting in February in Boise. And, we will share ideas generated at the meeting with *Scoop* readers in future issues.



Commission Staff Gears Up for Summer Reading Program



It takes a whole lot of team work to get mounds of books and incentive items that support the summer reading programs to libraries across the state.

Luckily we have a great staff and a crew of eager volunteers who are always willing and able to get the job done. Summer Reading Coordinators Peggy McClendon, Anne Abrams and Stephanie Bailey-White recently met with the Commission's support team to do an overview of the summer reading program and lay out the timeline and tasks that are coming up. We had fun with this year's mystery theme with a skit and handouts. Click on the tiny photo to see the "wise guys" who help make the Idaho Summer Reading Program a success!



GET A CLUE @ YOUR LIBRARY web sites

Here a few sites for those of you interested in real historical mysteries!

Mysteries of History

<http://www.usnews.com/usnews/doubleissue/mysteries/index.htm>

Unexplained America

http://www.prairieghosts.com/unex_america.html

Mysterious People

<http://www.mysteriouspeople.com/>

(Thanks to Rhonda K. Puntney, Youth Services and Special Needs Consultant, Lakeshores Library System, Wisconsin)



School Zone

January is carnival time and the 40 members of **Gooding High School's Reading Club** sponsor a carnival for the third graders who have completed their Accelerated Reader goals. Members organize over 13 booths with carnival prizes as rewards for completing the games. "We buy a special prize for each student and offer them cookies and a drink," Gooding High School Librarian and Club Advisory Cora Caldwell said.

"On March 2, we will perform Barthlomew Cubbins and the Oobleck in Reader's Theatre format for the second grade class in honoring Dr. Seuss' birthday. We will also make oobleck and eat green rice krispie treats," Cora said.

If your school does something fun to celebrate reaching Accelerated Reader goals or has something planned for Dr. Suess' Birthday, send an e-mail to [Stephanie](#) and we'll share what you're doing with others in The Scoop.

Know the Numbers

"**Households' Use of Public and Other Types of Libraries: 2002**" has been released on the NCES (National Center for Educational Statistics) web site. This report presents a series of tabulations that highlight households' use of public libraries. Patterns of library use by household demographic, social, economic, and geographic characteristics are presented. The data for this report were collected as part of the October 2002 Current Population Survey (CPS) Library Supplement. The Current Population Survey (CPS) is a monthly survey of households conducted by the Census Bureau for the Bureau of Labor Statistics. A sample of information from 50,000 to 60,000 households is collected through personal and telephone interviews. To download, view and print the publication as a PDF file, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007327>. (Thanks to Rhonda K. Puntney, Youth Services and Special Needs Consultant, Lakeshores Library System, Wisconsin)



A Closer Look at PDS

Welcome to PDS -- Professional Development Service

One of the ways the Idaho Commission for Libraries (ICFL) wants to assist libraries is by providing a service that is geared towards your professional development needs. PDS (the Professional Development Service) is evolving from a specialized collection of books, videos, and DVDs to an ever expanding service that aims to provide the Idaho library community with a variety of resources and services. These services compliment the continuing education that ICFL already offers and provides the assistance and materials needed to assist your teachers and students. PDS will also be a resource for those taking courses or working on degrees.

The latest addition to the Professional Development Service is the Library Literature and Information Science Full-Text Database (from H.W. Wilson). This subscription provides ICFL's library users free online access to over 155 full-text journals and magazines covering all aspects of Library and Information Science literature. Some of the full-text titles available include:

- Children & Libraries
- Journal of Youth Services in Libraries
- Knowledge Quest
- Media Information and Technology
- The School Librarian's Workshop
- School Library Journal
- Teacher Librarian
- The Horn Book
- Rural Libraries
- School Library Media Activities Monthly
- The Unabashed Librarian
- Voice of Youth Advocates
- and many more.

Go to the PDS website at: <http://libraries.idaho.gov/pds> and click on the Library Literature and Information Science link. Please remember that to use this new resource you will need to have an ICFL Library Card. If you do not have one, there is a link to the library card application form at the bottom of the login page (<http://libraries.idaho.gov/node/1160>).

Tips & Tools



New Books!

The Idaho Commission for Libraries Professional Development Service (PDS) provides access to numerous titles in the field of library and information sciences. Free shipping to and from your library is provided!

See <http://libraries.idaho.gov/pds> for more information. The following are a few of the recent additions.

Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms, by Will Richardson. Corwin Press, 2006. [ICFL 371.3 RICHARD 2006]

The author demystifies words like “blog,” “wiki,” and “aggregator,” making classroom technology an easily accessible component of classroom research, writing, and learning. Detailed, simple explanations, definitions, how-tos, and helpful links with specific teaching applications for web logs, wikis, RSS, aggregators, social bookmarking, and online photo galleries.

Librarian’s Guide to Online Searching, by Suzanne S. Bell. Libraries Unlimited, 2006. [ICFL 025.5 BELL]

Conversational style, emphasis on real world applications, Searcher’s Toolbox, and screen shots all work together to create a useful resource. Particularly unique are chapters on how to teach others – peers and users, about databases and how to work with numeric databases.

Technology on a Shoestring: A Survival Guide for Educators and Other Professionals, by Thane B. Terrill. Teachers College Press, Columbia University, 2006. [ICFL 371.3 TERRILL]

This book is a simple, easy-to-follow guide that steers you through the complicated and often confusing world of operating systems, viruses, websites, and troubleshooting. Features include: cost, support and requirements, vendors and users, design of networks and websites, and viruses and troubleshooting.

News Beyond Idaho

What are the top 10 things for kids to do at your library?

That is the question posed by the **Association for Library Service to Children (ALSC)** in their tool kit for librarians, part of the "**So Much to See. So Much to Do.**" **Kids @ Your Library** national campaign. ALSC's @ your library® initiative provides promotion tips, sample press materials, downloadable art, and other tools to help local libraries reach out to kids, their parents and caregivers. The goal is for all school age children to use their public library! Parents will know that taking their kids to the library is one of the best and most important things they can do for their children.

Suggestions for top 10 activities include:

- Find great new books that other kids are reading.
- Be with your friends after school at a fun place.
- Learn more about your favorite baseball player, artist or animal.

These ideas are just a starting place for your top 10 list. For more ideas, see the campaign web site:

<http://www.ala.org/ala/alsc/projectspartners/KidsPublicityProgTK.htm>.



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

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