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Welcome

Veterans Day
by Cheryl Dyson

On Veterans Day we honor all,
Who answered to a service call.
Soldiers young, and soldiers old,
Fought for freedom, brave and bold.
Some have lived, while others died,
And all of them deserve our pride.
We're proud of all the soldiers who,
Kept thinking of red, white and blue.
They fought for us and all our rights,
They fought through many days and nights.
And though we may not know each name,
We thank ALL veterans just the same.



During World War I, many soldiers were buried in graveyards in Europe including in Belgium's Flanders Fields. These fields are covered with red poppies. As a result, these wildflowers have come to symbolize all the soldiers who gave their lives during wars. On November 11, Remembrance Day, people wear poppies to show their appreciation for soldiers' sacrifices.

Here's a short history of Veteran's Day:

World War I officially ended on June 28, 1919, with the signing of the Treaty of Versailles. The actual fighting between the Allies and Germany, however, had ended seven months earlier with the armistice, which went into effect on the **eleventh hour of the eleventh day of the eleventh month** in 1918. Armistice Day, as November 11 became known, officially became a holiday in the United States in 1926, and a national holiday 12 years later. On June 1, 1954, the name was changed to Veterans Day to honor all U.S. veterans. Here are a few links to some Veteran's Day activities and crafts for children's library programming:

www.enchantedlearning.com/crafts/veterans/

www.artistshelpingchildren.org/veteransdaycraftsideasdecorationskids.html

Meet Francine Rudeen



Francine Rudeen is Program Director--a half-time position she shares--at the American Falls District Library. Francine has been at the library for two and a half years. Prior to that she served for two years as president of the Friends of the Library and served as a library trustee for 13 years.

The American Falls District Library serves a large portion of Power County. The district has the same boundaries as the school district, which has about 1,640 students. The library went through a renovation in 2006. A 2.2 million dollar bond provided for construction to expand the library to over 12,000 sq. feet in size.



Francine works with ages birth through twelve and also does some adult programming. Her responsibilities include Book Babies, preschool storytime, after school "Kids Club," Every Child Ready to Read family workshops, and summer reading.

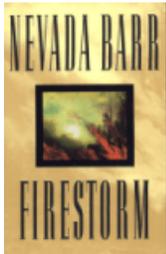
Francine says, "I've always enjoyed teaching and working with children. After 16 years as an elementary school teacher (1st grade through 4th grade) I was ready for a change and wanting to slow down a bit. Well, life is just as busy, but I love the challenges and creativity that doing library programming entails."

Currently Francine is working on a special Veteran's Day celebration, "Defenders of our Freedom." It includes a program that will feature essays read by high school students and a flag ceremony by the local veterans.

Francine's biggest success has been setting up the learning centers in the children's area that she developed with a Read to Me mini-grant. Her biggest challenge is doing her job on part-time hours. A wonderful benefit of her job has been getting to know families and watching children graduate from Book Babies to Preschool Storytime or from Storytime to Kid's Club.

Francine has a hard time choosing a favorite from all the wonderful children's books available, but recently she's enjoyed classics like *Caps for Sale* and *Blueberries for Sal*. As a child her favorites were Pippi Longstocking books, and recently she introduced them to her six- and eight-year old nieces. For her





own reading, Francine likes mysteries. This past summer she read all the Nevada Barr books in order.

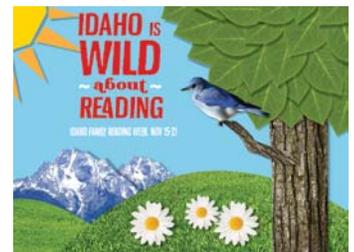
Francine's favorite ice cream is anything with chocolate, but she's willing to try new things. On a recent trip to Germany, she sampled Riesling-flavored sherbet. In her free time, Francine enjoys outside activities, including hiking, horseback riding, and gardening. One of her hobbies is nature photography which she uses as subjects for painting.

Library to Library



Idaho Family Reading Week is coming up!

The drawing for 12 fabulous nature-related books will be held on Monday, November 9. There's still time to [register online](#) to get a copy of *Bear Snores On* and *Wild Tracks* for any Idaho school or public library planning a Family Reading Week Event. Everyone who registers will also be eligible for Monday's drawing.



Here is what some of your colleagues have planned:

- Oregon Trail Elementary in Twin Falls will be hosting a family campfire reading night. "Families will be able to enjoy dinner and lots of good stories around our campfire. We will have reading projects for families to make and fun prizes to give away," Oregon Trail's Vista Coordinator said.
- "Being an area with a high timber industry, we are researching items available from the Idaho Forest Products Commission to incorporate into the Family Reading display. Both Family Reading Week and National Forest Week coincide and overlap. We are encouraging families to collect items outside to make creatures or pictures for our autumn display," Boundary County Library Children's Librarians Cari Haarstick and Teri Neumayer reported.
- Staff in McCall are also taking advantage of community resources to promote the week. "We are partnering with the McCall Outdoor Science School and Snowdon Wildlife Sanctuary for a 'Where the Wild Things Are' evening at the library. Our plans include a science school introduction to how nocturnal animals see at night, a night walk through the forest in the back of the library, and a visit from Ollie the Great Horned Owl from the wildlife sanctuary. If there is time, students will have the opportunity to create their own 'Wild Thing' from recycled materials," McCall Public Library Programming Librarian Meg Lojek said.
- Kuna District Library will be having two main events: an interactive visit from Adaire Evans of the Idaho Fish & Game Department and a family campfire singalong. Staff member Sara Pemberton writes, "For the singalong, we'll have a (fake) fire, 'scary' stories, and live music. We'll also have a drop-in activity for families who can't make it to the programs, most likely an outdoor book-themed scavenger hunt." They will also tailor all of their weekly programs to fit the theme, from afterschool programs to Mini Monets, Storytime, and Music & Movement. "We love having the opportunity to get Kuna families excited about reading, especially as outdoor activities wind down and families look for

alternate activities. (Sneaky!) We consider Family Reading Week a chance to thank the community and give back to everyone who supports us all year long. Kids still remember how much fun they had at 'pirate parties' last year, and treasure their copies of *How I Became a Pirate*. Family Reading Week ensures that the library isn't just the place to be during the summer, it's a source of fun and great reads all year long," Sara said.

- "We are having a sing-along and our local musician will perform on banjo and guitar. We are also having a local dance troupe perform the Maurice Sendak book *Where the Wild Things Are*," Spirit Lake Branch Manager Kathleen Werthman-Gizdich said.

To read more about what libraries have planned, go to <http://libraries.idaho.gov/files/what-libraries-are-doing-for-FRW.pdf>.



Navigating Youth Services Workshops in Southwest and Eastern Idaho



Library staff in eastern Idaho enjoyed a day of learning and sharing on October 23 at the Portneuf District Library. Participants shared ideas for Family Reading Week, reaching teens and parents who don't come to storytimes, and got some great tips on event planning and new books. Presenters Ray Lusk and Tamra Hawley-House shared what works in their libraries and others chimed in with their ideas. Above, librarians learn "the woodpecker song" with Tamra (it took a lot of concentration to follow along!!).

On the same day in Caldwell, librarians and Vista volunteers from southwestern Idaho libraries and schools also came together to learn and share. Featured topics were after-school programs, reaching parents who don't/can't attend storyhours, and ideas for Family Reading Week. Amanda Pittman from Ada Community Library facilitated an enthusiastic session on lapsits and toddler storytimes, and got the whole room driving their "cars" and singing silly songs (*Amanda is pictured to the right, with Meridian Library District's Barbra Hendricks and the*



Little Old Lady Who Swallowed a Fly). Librarians also shared their favorite recently published books, which can be accessed on the RTM resource page for downloading (see [Book Look](#)).

“We had a great turnout at all six Navigating Youth Services workshops and it was fun to see so many different people,” Stephanie Bailey-White said. The Read to Me coordinators are working hard on the next training opportunity – the annual Read to Me meeting March 11-12 in Boise. “We’ll focus on reaching underserved families and plan on bringing Saroj Ghoting back for another dose of ‘the 6 Skills’ and how to share that information with families,” Stephanie said.

A special thank you to the public libraries and staff who hosted these series of workshops: Lewiston, Coeur d’Alene, Jerome, Portneuf, and Caldwell.



Artwork and Fun Display Ideas from Idaho Libraries

We had a great response to our request to share photos of your library displays. We will be spreading them out over several issues. They are sure to provide inspiration for your next “what do I do with this space now” dilemmas.

Macey Snelson works in Youth Services at the **Ada Community Library** and she shared several photographs. “The first two are photos from our *Where the Wild Things Are* party decorations. Max and a Wild Thing are water colored on white butcher paper and hung from our



‘trees’ which are fabric covered pillars.

The third photo is in our stairwell and greets patrons as they enter the Children’s Department. They are also water colored on white butcher paper and are Pigeon, Elephant, and Piggie from Mo Willems’ books. They say ‘Welcome... We are so happy...that you are here!’” Macey said.





Jerome Public Library: Every Child Ready Read Workshops Blogspot

The Jerome Public Library has created a Blog for their ECRTR Family Workshops. Their first post features workshop facilitator Susan Reid, a local elementary school Title I teacher, singing a song with participants. Check back for more ECRTR postings, as well as other library topics. <http://jeromecitypubliclibrary.blogspot.com/2009/10/every-child-ready-to-read.html>

Young Adult Corner

Taking Risks in Rexburg Pays Off for Teens and Library



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 will be contributing some of the Young Adult Corners for The Scoop in the upcoming year.

What began as a question about an underserved population in the Madison Library District has blossomed into a wildly successful teen summer reading program. The library district in Rexburg serves a population of about 32,000 people, including 11,000 K-12 students. The children's summer reading programs have been an integral part of library services for decades. However, the library had never had a summer reading program, or any regular programming for that matter, for adolescents before we organized their first summer program five years ago.

The Rexburg area is largely agricultural and nearly 40 percent of the library's service population resides outside the city limits. This led us to question whether teens would come to the library for programming. Another difficult question to answer was whether the teens needed, or even wanted, their own summer reading program. We determined in 2005 that the only way to answer those questions was to take a risk, and organize the first teen summer reading program at our library.

Once we were determined to make the program happen, we had to figure out who would run the program, how it should be structured, and how it should be funded. After much discussion among the youth services staff it was decided the program would reward teens ages 12-18 based on the number of pages they read and whoever read the most would receive a grand prize at the end of the program. The library director gave us a budget of just \$300 for the program. We also solicited input from the pages at the library, whose insights were invaluable. After all, they were currently or recently teens themselves. With their help, we planned a final party with free food and games after hours to end the program.

Because the entire program was uncharted territory, we had no idea what to expect. The library had never had any YA programming of any kind prior to this year. It was a major risk. What would happen if it flopped? Would we ever try again? Would it be a waste of our time?

We took the risk. We were so excited to have approximately 90 teens at our final party and a total of 200 teens sign up for the summer reading program. Wow! What a successful first year!

We never would have known how many teens we could reach had we not tried. But now we faced another question. Could we do it again? What had we done to make the program a success? For the past five years we have modeled our program on the same basic structure – the person with the highest page count winning a prize, and a final party for all. However, each year we learn more about what our teens want and each year we make changes to accommodate those needs.

In the years since the program started, the number of teen participants has remained largely static. This last year the participation more than doubled to 442 teens who signed up for the program. What made the big difference? Last spring, a few of us who work with teens decided to try reaching out to teens at the local public high schools and junior high during their lunch period. At the time, we didn't know whether those visits would have an effect on our summer reading statistics. The impact of those visits was more than we could have imagined.

In order to accommodate our growing program, we have reached out to community organizations who have recognized our success and the importance of our programming. They now contribute many of our prizes at no cost to us. By partnering with other organizations both parties receive benefits. Sponsors have an increase in visitation while the library can offer greater incentives to participants.

Also, this past summer we decided to have weekly activities. Some weeks we invited guest presenters, others we prepared a quick craft. The craft-based activities totally flopped, but presenters that were interactive were very successful. Teens in every community are different, so you may find that an activity that was successful in a nearby community just doesn't appeal to your teens. Our teens, we learned, would rather have a comedy improvisation group perform and teach them about acting and expressing themselves, than make masks and have a masquerade. How did we learn that? By taking a risk and trying.

Did we take a risk? Yes. Did some risks flop? Yes. But the most important thing is that no matter the outcome, we learned what worked and what didn't and we can apply those lessons in the future to better serve our teen population. "Only those who risk growing too far can possibly find out how far one can go." T.S. Elliot



Teens and Technology Course Returns

Are you looking for ways to integrate more technology into your teen programs? Do you wonder how online tools like Facebook affect literacy? Want to develop programs that will get teens into the library? Teens and Technology 2010 is for you!

In 5 weeks you will combine online learning with face to face interaction and come away with the tools and skills to take teen programming to the next level-- just in time for Teen Tech Week. ICFL provides the training and travel funding to attend 2 meetings in Boise. You will need to attend the course with a partner from another school or public library, be able to commit 3 hours a week to the online course during February, attend 2 day-long meetings in Boise, and agree to develop and present a program during Teen Tech Week, March 7-13. For more information contact [Sue Walker](#), 208.334.2150 or 800.458.3271 [Registration information](#) (Registration deadline is Friday, December, 18th)

Book Look



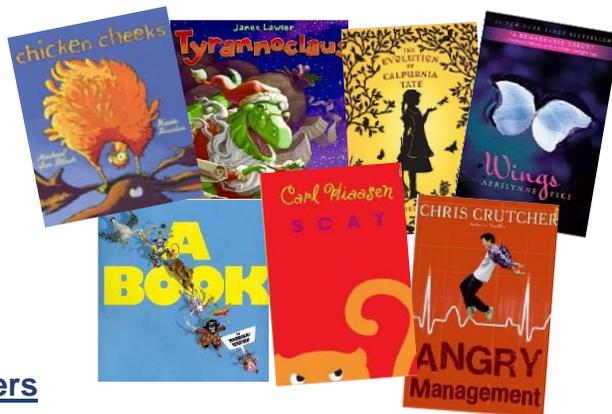
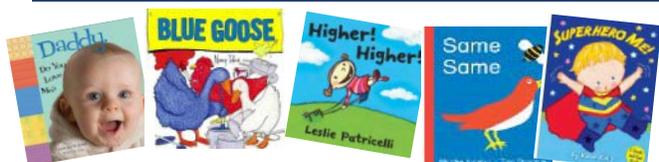
Booklists from “Navigating Youth Services” Fall Workshops, 2009

Each list can be viewed in full and downloaded from the [Read to Me Resources](#) web site.

Southwest Idaho: The top picks from participants (public and school librarians, directors, staff, and volunteers) in the Jerome session, Sept. 15 and Caldwell, Oct. 23.

Great Books, from Dr. Gwen Taylor, Lewis and Clark State College

New Board Books for Babies and Toddlers



Upcoming Events

In November and December, the Idaho Commission for Libraries will facilitate 16 small group gatherings in elementary and middle school library settings. The two-hour sessions are designed to bring together school librarians, parents, and school administrators to discuss the role of a strong school library program in student academic success. To see how you could win a flip camera for participating, visit <http://libraries.idaho.gov/SLPartners>.

Other Events...

Did you know that December is **Read a New Book Month**? Who wouldn't want to promote more positive reading! Books feed anyone's likings. Reading is not only a great means of entertainment but is also a way to unleash one's imagination. Read a New Book Month is definitely a perfect time to initiate your desire to read more so visit your [local library](#) and get a new book!

December is **Write to a Friend Month**. The holidays are an awesome time to catch up and reconnect with friends! Read more at www.awarenessdates.com/2008/12/write-to-friend-month.html.

December 3 – **International Day of Disabled Persons**. This day was initially proclaimed to commemorate the anniversary of the General Assembly's adoption of the World Program of Action concerning Persons with Disabilities to promote understanding about disability issues

and to increase awareness. Read more at www.timeanddate.com/holidays/un/international-day-persons-disabilities.

December 7 – **Pearl Harbor Remembrance Day** (1941). For more go to www.history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm.

December 10 – **Human Rights Day**. This day is observed by the international community every year. It commemorates the day in 1948 the United Nations General Assembly adopted the [Universal Declaration of Human Rights](#).

December 11 – **Chanukah** (also spelled **Hanukkah**) aka the **Festival of Lights** is an eight-day Jewish holiday commemorating the rededication of the Holy Temple in Jerusalem. Check out www.chabad.org/holidays/chanukah/default_cdo/jewish/Hanukkah.htm for more.

December 16 – **Las Posadas**. One of the most colorful traditions in Mexico is the *posada* party, celebrated every evening from December 16 to 24. Each one of these nights before Christmas a party is held in a home in the neighborhood. www.mexconnect.com/articles/2816-las-posadas.

December 21 – **First Day of Winter** or **Winter Solstice**. The winter solstice occurs at the instant when the Sun's position in the sky is at its greatest angular distance on the other side of the equatorial plane from the observer's hemisphere. The seasonal significance of the winter solstice is in the reversal of the gradually lengthening nights and shortening days. Read more at www.infoplease.com/spot/wintersolstice1.html or <http://scienceworld.wolfram.com/astronomy/WinterSolstice.html>.

December 25 – **Christmas** - Is the most widely celebrated festival in the world today, after New Year. Find out more at www.history.com/content/christmas.

December 26 – **Kwanzaa** - Is a week-long holiday celebrated in the United States honoring African heritage and culture and is celebrated from December 26th to January 1st. Read more about [Kwanzaa](#).

Birthdays to Note:

December 1 – **Jan Brett** (born in 1949). With over 34 million books in print, she is one of the nation's foremost author/ illustrators of children's books. Some of her works include: *Town Mouse*, *Country Mouse*, *Christmas Treasury*, *The Easter Egg* and more. www.janbrett.com/biography.htm

December 10 – **Emily Dickinson** (1830-1886). Dickinson was a prolific, private poet, though fewer than a dozen of her nearly 1,800 poems were published during her lifetime. Find out more at www.online-literature.com/dickinson/.

December 11 – **William Joyce** (born in 1957). Joyce has written and illustrated over 25 children's books. Some of his best known are: *George Shrinks*, *Rolie Polie Olie*, *The Leaf Men and A Day with Wilbur Robinson*. Find out more at www.williamjoyce.com/.

December 16 – **E.B. (Earl Bradley) Lewis** (born in 1956). Some of his works include: *The Bat Boy and His Violin*, *Coming Home Soon*, *Fire on the Mountain*, *Dirt on Their Skirts: The Story of the Young Women Who Won the World Championship* and more. <http://www.eblewis.com/illustration/eblewis.html>

December 19 - **Eve Bunting** (born in 1928). Bunting is the author of more than 250 books. Her books are diverse in age groups, from picture books to chapter books, and topic, ranging from Thanksgiving to riots in Los Angeles. Read more at www.kidsreads.com/authors/au-bunting-eve.asp.

December 26 – **Jean Van Leeuwen** (born in 1937). Van Leeuwen is the author of over 40 children's books, including: *Timothy's Flower*, *Tales of Oliver Pig*, *Oliver and Albert*, *Friends Forever* and more. Check out www.jeanvanleeuwen.com/meetjvl.html for more.

December 27 – **Diane Stanley** (born in 1943). In 20 years of writing and illustrating, Stanley has published more than 35 books for children of all ages. Read more at www.dianestanley.com.

December 28 – **Elizabeth Fitzgerald Howard** (born in 1927). An accomplished teacher and writer, she didn't start out with the intention of writing, rather she just told stories. She is the author of *Aunt Flossie's Hats*, *Virgie Goes to School with Us Boys*, *The Train to Lulu's* and more. Read more about [Elizabeth Fitzgerald Howard](#).

December 29 – **Jan Greenberg** (born in 1942). She is one of America's most prominent writers about art and artists for young readers. She has been writing for more than two decades and it all began with fiction for young readers. Her art-related books co-written with Sandra Jordan include *Action Jackson*, as well as books on Van Gogh, Frank O. Gehry, Andy Warhol, and Chuck Close. Read more at www.childrenslit.com/childrenslit/mai_greenberg_jan.html.

December 30 – **Rudyard Kipling** (1865-1936). Kipling is best known *The Jungle Book*, *Rikki-Tikki-Tavi*, *Kim*, and many short stories and poems. Find out more at www.online-literature.com/kipling/.



Summer Reading News



Idaho Libraries Help Underserved Children Fight the Summer Slump

Fifty libraries reached out to underserved children in their communities last summer to encourage them to read over the summer. They held programs in parks, summer schools, daycare centers, migrant programs, Boys and Girls clubs, and other community locations and gave away 14,000 free books through the Bright Futures program. Idaho libraries reported reaching 20,700 children through their outreach efforts, which represent about one-third of all children who participated in summer reading. Why is this significant?



“About two-thirds of the academic achievement gap between disadvantaged youngsters and their more advantaged peers can be explained by what happens over the summer. Statistically, lower income children begin school with lower achievement scores, but during the school year, they progress at about the same rate as their peers. Over the summer, it's a dramatically different story. During summer months, disadvantaged children tread water at

best or even fall behind. It's what we call 'summer slide' or 'summer setback.' But better off children, who are more likely to use a library, build their skills steadily over the summer months." (Source: "[Summer Can Set Kids on the Right—or Wrong—Course](#)," by Dr. Karl Alexander, published by the Center for Summer Learning, Johns Hopkins University)

Idaho librarians offered their perspective on the impact of outreach when they filled out the annual summer reading survey:

- The more outreach we do the more we see children in the library and reading. We have been very busy and enjoy watching our library be used more. (Gooding Public Library)
- Yes [participating in Bright Futures encouraged us to try something new]. Our Underserved program during the summer lunch program in a local park was well received. We would like to do it again. (American Falls District Library)
- We expanded the number and range of sites to do promotions to underserved children and families. (Blackfoot Public Library)
- Bright Futures opportunities are definitely a motivator to go beyond our comfort zone and strive to do things we haven't done before. (Coeur d'Alene Public Library)
- We used the paint sheets and books for the underserved when we went to the parks. The kids loved it and it stretched us to make a bigger effort to reach children who otherwise we may never see at the library. (Marshall Public Library)
- We took a special Science program to the Boys and Girls Club where we saw children who do not come to the library. Our final program was open to anyone in a local park and we attracted several new faces as well as many we saw all summer. (Meridian District Library)
- It enabled us to be able to reach 92 children and help them to earn things by being excited about reading all summer. It also made our relationships with the school and day care more solid. (Lava Branch, South Bannock County Library District)

In 2010, Bright Futures is again providing age-appropriate paperback books for give away at community outreach programs during the summer. Libraries must identify a community partner who serves underserved children during the summer (summer school, daycares, and others qualify) and then schedule at least two summer reading programs for these children. Libraries will also receive a yard sign to use at their outreach program and two activity resources: for younger children: moose antlers to color and for older children: a fun kid's newspaper.



Visit the Bright Futures' web page for more information and to sign up for [Underserved Children](#) by March 19, 2010.



Thanks to Rhonda Puntney, Lakeshores Library System and Mid-Wisconsin Federated Library System Youth Services Update, Issue 333; September 22, 2009, for sharing with The Scoop:

Water-Themed Food Ideas from Disney's Family Fun Website

Fish Cake <http://jas.familyfun.go.com/recipefinder/display?id=50135>



Mermaid Cake <http://jas.familyfun.go.com/recipefinder/display?id=50165>

Pool Party Cake <http://jas.familyfun.go.com/recipefinder/display?id=50183>

Pail of Sand Cake <http://jas.familyfun.go.com/recipefinder/display?id=50172>

Pirate Ship Cake <http://jas.familyfun.go.com/recipefinder/display?id=50180>

School Zone



Real Men Read

This is the name of a campaign started last year in a New Jersey elementary school to locally address a national concern -- boys falling behind in literacy.

The idea started with a teacher at Thomas E. Bowe Elementary School in Glassboro, who got the idea from the ALA's celebrity posters. The teacher started approaching local heroes - teachers, district employees, police officers, community and government leaders, all men the students see around school and town - and having them pose for posters with a book or magazine of their choice.



RON TARVER / Staff Photographer / Philadelphia Inquirer

Next, about 40 boys, identified by their teachers as reluctant readers, were invited to a breakfast with some of the men in the posters, who talked to them about books and reading.

These same students also took part in a reading challenge that awarded good reading grades with coupons to use at the school's annual book fair. An end-of-year pizza party brought the boys and the male readers back together again for more food and discussions. Since this program began, the number of students participating in the REAL MEN READ activities has jumped to almost 70 and the school is working hard to ensure that the program will continue next year.

"We have been simply overwhelmed with the district and community support that we have received for this endeavor," says Principal Kriston Matthews. "The more our posters have been featured throughout the school and around town, the more men we have had asking to participate. To see our male students, perhaps for the first time in their lives, actually seeking out a particular title or magazine that one of our READ models has recommended is really something wonderful to witness. This program is definitely a keeper!"

To learn more about the Real Men Read program, visit the [school's website](#), or link to September, 2009 article in the [Philadelphia Inquirer](#).



From the [Idaho State Department of Education Newsletter...](#)

Veterans Day is Wednesday, November 11 -- According to Idaho Code 33-512, "Each Veterans Day, each school in session shall conduct and observe an appropriate program of at least one (1) class period remembering and honoring American veterans ..." To assist Idaho schools program planning, the State Department of Education has posted the lesson plan *Medal of Honor: Portraits of Valor Beyond the Call of Duty* online at http://www.sde.state.id.us/site/social_studies/ . This lesson plan is to be used in conjunction with the book by the same name. A donation of this book has been made to each high school library through the generosity of Albertsons and in cooperation with the Congressional Medal of Honor Foundation. The lesson plan will allow students to focus on the true meanings of courage, sacrifice and patriotism as they explore America's history. Many other lesson ideas, school kits, and teacher resources about Veterans' Day can also be found at the U.S. Department of Veterans' Affairs web site at www1.va.gov/opa/vetsday/ .

Parents, Principals, and Librarians to Discuss School Libraries -- This month, State Librarian Ann Joslin sent a letter of invitation to all school principals and librarians to attend a "Partnerships and Conversations" meeting near them. In November and December, the Idaho Commission for Libraries will facilitate 16 small group gatherings in elementary and middle school library settings. The two-hour sessions are designed to bring together school librarians, parents, and school administrators to discuss the role of a strong school library program in student academic success. In addition, the use of technology in the school library and the value of partnerships will be explored. To learn more, visit <http://libraries.idaho.gov/SLPartners>.

H1N1 information for schools -- The State Department of Education is working with the Idaho Department of Health and Welfare to update the H1N1 information webpage online at <http://www.sde.idaho.gov/site/flu/> .

Nov. 20, 2009 -- The deadline to postmark an application for the 2009 Qwest Foundation for Education Grant, which is awarded to Idaho K-12 public school classroom educators who demonstrate innovative uses of technology in the classroom. Visit http://www.sde.idaho.gov/site/tech_services/grants_contracts.htm to download the application form. If you have questions, please contact Jimmy Takata at (208) 332-6937 or JTakata@sde.idaho.gov.

Know the Numbers

Idaho's Refugee Population

(from the Idaho Office for Refugees, <http://www.idahorefugees.org/>)

In 2008, 1,193 refugees and special immigrants arrived in Idaho, from 23 different countries, speaking 27 different languages.

Idaho entered the refugee resettlement arena in 1975 in response to the need for all states to participate in the resettlement of refugees fleeing the overthrow of U.S. supported governments in Southeast Asia. While the resettlement effort initially focused on refugees from Vietnam, Cambodia and Laos, it soon expanded in scope to include Eastern European refugees fleeing oppressive regimes of the Soviet era. Over the years, the refugee groups resettling in Idaho have changed and become remarkably diverse, but the essential resettlement experience has remained constant throughout.

Who are the refugees in Idaho?

- 1980's: Primarily Southeast Asian ("Boat People," Amerasians, re-education camp detainees, Hmong and Lowland Lao, and Cambodians from the "Killing Fields"), and Eastern European (Political dissidents, oppressed workers, and persecuted Christians and Jews from the Soviet Union).
- 1990's: Idaho resettled over 5,000 refugees, more than half of which were from Bosnia and Herzegovina, and the other half were from other European countries, Africa, East Asia, the Near East, Central Asia and the Caribbean.
- 2000's: From 2000 to 2005, Idaho resettled nearly 2,800 refugees. In addition, at least 200 refugees originally resettled in other states moved to Idaho during that period. The breakdown based on country of origin is as follows:
 - Two-thirds, or 67%, came from Europe and Central Asia (primarily Bosnia and Herzegovina, Uzbekistan, Afghanistan and Russia)
 - 24% from Africa (a large majority from Somalia, Sudan, and Liberia)
 - Remaining 9% are from six countries in East Asia, Latin America and the Near East.
- In 2006 and 2007, 1,284 refugees were resettled in Idaho. African refugees from Burundi, Congo, Somalia, Togo, Eritrea, Ethiopia, Liberia, Nigeria, Rwanda, Sudan and Cameroon accounted for 40%.
- 2008-2009: The nations of origin for the other top two groups of refugees arriving in Idaho during the last two years include the former Soviet Union (35%) and East Asia (40%). Although not a large refugee population currently, the numbers of refugees from the Near East/South Asia (i.e. Iraq, Iran, and Afghanistan) will continue to grow as the recent resettlement efforts sparked by the war in Iraq increase in the United States.

The refugee's journey is long and dangerous. For those fortunate enough to complete the journey to the designated resettlement community it is a dramatic, emotional and life-changing event.

Refugees and their families who are afforded the opportunity to begin a new life in Boise or Twin Falls find themselves in a safe and secure community where they begin a very difficult

adjustment process. Among the many challenges of becoming Americans are the need to develop new language and work skills, to find jobs that support their families and to manage newfound opportunity and freedom.

A Closer Look at ELL Storytimes

The Boise Public Library staff know all too well the challenges facing the growing refugee population, as well as the challenges of Idaho's English Language Learners (ELL). In response to this growing need they recently launched "Read Together," a new series of storytimes for Limited English Proficient (LEP) families.

According to the Boise School District website, the LEP subpopulation is by far the fastest growing in the District. Students from all parts of the world, speaking over 80 languages, now make Boise home and attend its schools. In response, the District now has elementary programs for LEP students at 11 magnet sites where certified ELL teachers and assistants provide integrated language and content instruction. Secondary students receive support through the Language Academy, ELL Study Skills, in-class support, and sheltered content classes. However, as Idaho is one of only 12 states in the U.S. that does not provide state funding for pre-kindergarten classes (National Institute for Early Education, 2007), the need to provide language experiences for our youngest LEP children still must be met.

Funded by a "Strengthening Youth Services in Idaho" Wal-Mart grant, the Boise Public Library is now providing "Read Together" storytimes targeted for preschool children and their parents who are learning the English language. The storytimes are based on a model used by the [Johnson County Library](#) in Kansas, and are designed especially for preschoolers whose first language is not English. Emphasis is on familiar themes, shorter stories, traditional nursery rhymes, fingerplays and songs with lots of repetition and opportunities to participate. Follow-up activities are planned to reinforce new English vocabulary, and time to visit with other participants is offered after the 30-minute storytime.



ESL instructor Kate Hoff, facilitating a storytime at the International Rescue Committee offices in Boise.

The first two sessions recently concluded, and more sessions are planned for the spring. Youth services librarian Tobie Garrick said, "We've used these first two as pilots and have discovered some important information that we'll use in planning the next four." One of the programs was held at the Library! at Hillcrest on Saturdays, and the other was at the International Rescue Committee (IRC) offices on Mondays in the early afternoon. Though the Saturday program was not well-attended, the IRC program had between eight and 12 people who attended consistently. Two English as a Second Language instructors are facilitating the storytimes, Kate Hoff and Danyelle Quincy Davis. RTM Coordinators Staci and Peggy attended the last storytime session at the IRC and chatted with Kate about the success of the program so far.

According to Kate, one of the challenges for families has been transportation. Buses are sometimes late, attendees occasionally miss the bus, or bus service to the location is limited. The programs will not continue during the winter because many families have to walk long distances. Another challenge is that the concept of time is not the same in some other cultures, and “start times” are not a priority for some of the attendees. The staff involved with the project will meet to debrief the first sessions and brainstorm some solutions.

Overall, Kate has been impressed with the level of engagement from the children and parents who attend the programs, and feels the storytimes are providing rich language experiences. Kate said that at the first program the kids were running around a lot and didn’t really understand that the idea was to participate in the activities and stories. By the last sessions the kids knew to come in and sit in the circle, and they really got into the swing of storytime. She was amazed at how much English language imitating one three year-old boy was willing to try by the last session, because he had been virtually silent for the first weeks. Kate has seen an increase in the participants’ use of English, especially in the children, and she thinks the experience strengthens the parents’ levels of trust and comfort. “We’ve all made some really good friends!”

For a schedule of spring ELL storytimes, visit Boise Public’s website at <http://www.boisepubliclibrary.org/>

Tips & Tools



We the People Grant Opportunity

The following was sent out on Libidaho by Val Fenske, State Department of Education.

The National Endowment for the Humanities (NEH), in cooperation with the American Library Association (ALA), is again accepting applications for the We the People Bookshelf Project. This program encourages young people to read and understand great literature while exploring themes in American history. To stimulate programming, the bookshelf features a DVD edition of *The Civil War*, the renowned documentary by Ken Burns, including the rights to show the series to public audiences.

In April, NEH and ALA will select 4,000 libraries to receive 17 books for young readers, bonus materials for readers of all ages, and the option to receive three titles in Spanish translation. Libraries selected will be required to use the bookshelf selections in programs for young readers in their communities.



Parma Schools was one of 375 Idaho schools who received past grants. Teacher-Librarian Darlene Hotchkiss helped teachers integrate the books into their curriculum last year. “All hardcover, most with full color illustrations, the books represent culture, art, poetry, adventure, regionalism, legend, and many other aspects of distinctly American literature and history.” Pictured here are Parma students from kindergarten through 12th grade, along with (from left) Superintendent Jim Norton, Middle School Principal Peg Sharkey, Elementary School Principal Maxine

Johnson and High School Principal David Carson.

Eligibility: All public and school libraries are eligible to apply.

Deadline: January 29, 2010

Info: ALA, 800/545-2433, ext. 5045; e-mail, publicprograms@ala.org; NEH, 202-606-8337; e-mail, wethepeople@neh.gov; for grant guidance, please visit <http://publicprograms.ala.org/bookshelf>



Idaho Community Foundation Opens Grant Round for Northern Idaho

Libraries and schools in northern Idaho can apply for Idaho Community Foundation grant funds. The grant cycle opened November 1 and runs through January 15. Grants are awarded in June, 2010. See www.idcomfdn.org for more information.



Early Literacy Skills Resource

Check out [Johnson County Library's Early Literacy site: "6 by 6"](#)



Build-A-Bear Workshop Bear Hugs Foundation

Deadline: November 30, 2009

The Build-A-Bear Workshop Bear Hugs Foundation provides literacy and education grants to support children in summer reading programs, early childhood education programs, and special needs literacy programs. Grants generally range between \$1,000 to \$10,000, but the average grant is \$1,500.

Website: [Build-A-Bear Workshop Bear Hugs Foundation](#)



Sara Jaffarian School Library Program Award

Deadline: December 15, 2009

Sponsored by the ALA, the Sara Jaffarian School Library Program Award recognizes and supports humanities programs in elementary and middle school libraries. A humanities program aims to expand students' minds in social studies, poetry, drama, art, music, language arts, foreign language, and culture. The winning library program will receive a plaque and \$4,000 for materials. Both public and private school libraries are invited to apply.

Website: [Sara Jaffarian School Library Program Award for Exemplary Humanities Programming](#)



Alibris Collection Award

Deadline: December 1, 2009

The Alibris Collection Award is an annual grant of up to \$3,000 worth of books for academic, public, special, or K-12 libraries supporting specific collection development projects that will advance the mission, priority areas, and goals of the selected library. The purpose of the award is to provide materials for libraries with replacement projects, retrospective collection development projects, or routine collection building needs.

Website: [The Alibris Collection Award](#)

CE News You Can Use



Free Webjunction Course: The Potential of Self-Directed Learning

How often have you heard these buzz words of the '90s: self-directed learning; continuous learning; the learning organization; the knowledge worker? If you wonder what these terms really mean, why they are so important, and how you rate as a worker for the 21st century, this course is for you. Find out what you can do to take control of your own skill and career development. Learn to identify resources, build relationships, assess your organization's support for self-directed learning, and manage and assist other self-directed learners and self-directed teams. What you've learned in school is not enough. It's time to take control of your own learning.

This online course is available to all Idaho librarians through WebJunction Idaho for free. Just make sure you are registered and affiliated with Idaho. Once approved, click on the ID Courses tab and you will find this course under Customer Service & Interpersonal Skills -- Learning (personal). This course along with over 500 others are made available for your use by the Idaho Commission for Libraries. We still have about 70 course units that need to be accessed before December 31, 2009 or we lose them. Check it out today!

As always if any problems or issues occur, contact Shirley Biladeau, shirley.biladeau@libraries.idaho.gov

Remember D.E.A.L. (with it!) Drop Everything And Learn!

News Beyond Idaho



Center for the Book and Author Jon Scieszka Create Exquisite Corpse

Have you discovered the *Exquisite Corpse Adventure*?

An Exquisite Corpse is an old parlor game in which people write a phrase on a sheet of paper, fold it over to conceal part of it and pass it on to the next player to do the same. The game ends when someone finishes the sentence, which is then read aloud. Over the years people have used this technique to create stories, art, and music.

In a new twist to the old game, the Library of Congress' Center for the Book has gathered some of the most celebrated writers and illustrators of children's literature and launched the online "Exquisite Corpse Adventure."

During the National Book Festival Jon Scieszka, the National Ambassador for Young People's Literature, launched the first episode of the story, which he wrote. He then challenged a cast of well-known authors and illustrators to continue the story and eventually bring the story to an end. Where one author leaves off, the other must begin, even if they must incorporate unlikely characters or events (such as a roller skating baby). Every two weeks there will be a new episode and a new illustration. The story will conclude next year at the National Book Festival 2010.

Episode 1

Contributed by [Jon Scieszka](#)

Illustration by: [Chris Van Dusen](#)

[HTML version](#) »

Read It »

Episode 2

Contributed by [Katherine Paterson](#)

Illustration by: [James Ransome](#)

Episode 3

Contributed by [Kate DiCamillo](#)

Illustration by: [Calef Brown](#)

[HTML version](#) »

And coming November 6, 2009:

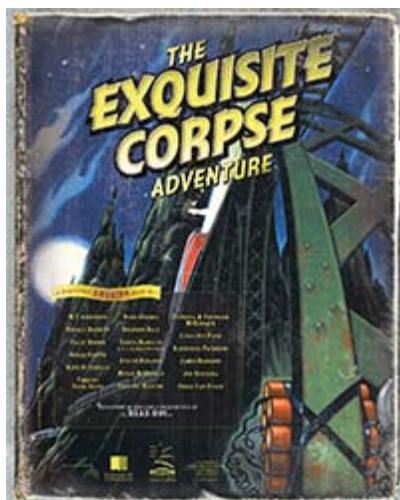
Episode 4

Contributed by [Susan Cooper](#)

Illustration by: [Timothy Basil Ering](#)

Other authors and illustrators will include M.T. Anderson, Natalie Babbitt, Nikki Grimes, Shannon Hale, Daniel Handler aka Lemony Snicket, Steven Kellogg, Gregory Maguire, Megan McDonald, Patricia and Fredrick McKissack, and Linda Sue Park. "Exquisite Corpse" educational support materials for families, teachers, librarians and community leaders will be provided throughout the year on both the Library's [read.gov](#) website and The National Children's Book and Literacy Alliance (NCBLA) website at [www.thencbla.org](#).

To get bi-weekly updates with new Exquisite Corpse Adventure chapters, subscribe at <http://www.read.gov/exquisite-corpse/>.



Excerpt: 'The Exquisite Corpse Adventure'

by Jon Scieszka

[\(from National Public Radio story with Guy Raz\)](#)

Episode One

A Very Unusual and Completely Amazing Story Pieced Together Out of So Many Parts That It Is Not Possible To Describe Them All Here So Go Ahead and Just Start Reading

This story starts with a train rushing through the night.

The full moon lights the silver rails winding around dark mountains, through deep woods, and over steep gorges of jagged rock and one freezing cold rushing black mountain river.

I wish there was enough time to describe all of the funny (and touching) twists and turns - especially the Elephant Clown Party - that led up to now. But there isn't. Enough time. Because there is a ticking clock. And the two passengers we care most about don't know anything about it.

In a sleeping berth, in the third car from the end of the train, are two children, eleven-year-old twins, who have just run away from the circus.

The girl's name is Nancy. The boy's name is Joe.

They have no idea that those are not their true names. Though they will figure it out soon enough.

Up until two hours ago, Nancy and Joe thought they were orphans. That turned out to be not true either.

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Talk Back: *We welcome your feedback on anything in *The Scoop*. Just e-mail Peggy, Stephanie or Staci and we'll print your comments in *The Scoop*.*

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