



Vol. 5 No. 16 – October 9, 2009

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Welcome



October 24th is Make a Difference Day and that got me to thinking about Idaho librarians and how they make a difference every day in their work with children and families. Often taken for granted, youth service librarians and school librarians are in the trenches working to share the joy of literacy, promote the value of lifelong learning, and to mentor parents to be their child's first teacher.

They teach information literacy and become role models for teens when some would rather just say "no." The image of the shushing librarian is fading, replaced by a librarian who looks beyond the stacks to the community and how to reach all children. With creativity and verve, they make their library spaces inviting and fun and expand the concept of library space to include the entire community—from day cares to shelters to parks to juvenile detention facilities.

So for all you do, every day thanks! To see how the country is celebrating Make a Difference, visit this website: www.usaweekend.com/diffday/howto.html.

Meet Teri Neumayer

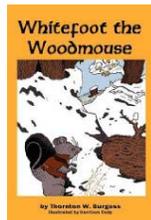
Teri Neumayer is a children’s librarian at the **Boundary County District Library** in Bonners Ferry, near the Canadian border. Although Bonners Ferry is a small town of 2,500 people, the library also serves the entire county of approximately 10,900. In 2002, the library received a national award from the Institute for Museum and Library Services. The award is given for exceptional service in reaching out to children, families and communities and through innovation and imagination addressing the urgent and ever-changing needs of the communities they serve.



Teri has worked at the library for seven years. She does summer reading, library storytimes and also participates in 4-H Friday school storytimes. Bonners Ferry has a 4-day school week, and children are not in school on Fridays. A group of ladies received a grant through 4-H to provide a full day daycare program for ages K-6th grade for approximately 30+ kids per Friday. Teri goes once per month and does a storytime/game hour with the children.

What attracted Teri to the library was the library’s great children’s collection. It is fun to share with the kids who come to the library. Teri is proud that storytime attendance has boomed! Her challenges include finding time to do planning for kids’ activities but also doing regular jobs too. Because the library is small, staff does it all.

Teri’s favorite thing about the job? “The kids!” she enthusiastically exclaims. Her favorite children’s author is Margie Palatini, author of *Moo Who?*, because she loves the silly stories and illustrations by Keith Graves. As a child Teri read Thorton W. Burgess’ animal stories (see an example: *Whitefoot the Woodmouse*). Recently, her reading has included Ted Dekker Christian fiction thrillers, like *Heaven’s Wager*, *When Heaven Weeps*, *Thunder of Heaven*. *Blessed Child*, *A Man Called Blessed*, and *Blink*.



When not working at the library, Teri can be found crafting, gardening (figuring out how to beat the deer!) and huckleberry picking. Teri is also excited to share books with her new grandson who was born in July. Her favorite flavor of ice cream is Peppermint.

Library to Library



Idaho librarians

The Navigating Youth Services regional workshop spaces are filling up fast!

Librarians in **northern Idaho** can still sign up today for the workshop in Coeur d’Alene on October 15th ([register here for Coeur d’Alene](#)). We have some great workshop sessions planned, but space is limited, so register today!

Folks in **eastern Idaho** can register for the October 23 workshop at the Portneuf District Library in Chubbuck. We have room for 12 more people and encourage anyone who is interested to register now at <http://youthservice2.eventbrite.com/> .

Southwestern Idaho librarians will meet at the Caldwell Public Library on October 23rd. There are a few seats still available, so [Register now](#). (Click link to register or to see the agenda.)



Idaho Is Wild about Reading - November 15-21, 2009

Is your library planning something fun for this year's Idaho Family Reading Week? Let us know and we'll send you two free hardcover books -- *Bear Snores On*, by Karma Wilson and *Wild Tracks*, by Jim Arnosky, plus enter you in a drawing for 13 fabulous titles ([see list here](#)) that will help you get into the "Idaho is Wild about Reading" theme. Register at <http://libraries.idaho.gov/page/idaho-family-reading-week>. As of today, 63 libraries have registered. Here's what a few of them have planned for November:

Along with special guests to read nature-oriented books and/or stories, we are planning for each family to create a nature wreath to take home. Weather permitting we are planning a scavenger hunt to gather the materials to create the wreath. If not we will already have items ready to use. - *Gail Rowe, Osburn*

We plan to build our evening of fun around tracks. Our speaker will be a Fish and Game officer who can bring some displays of tracks, hides and scat for guessing games. We'll have "Dirt Cake" for dessert. - *Tammy Dahle, Salmon Public Library*

We are planning an evening storytime with tents set up around the library with reading stations in them. The kids can come to snack on campfire foods, read books about the great outdoors, and see a puppet show put on by the local Forest Service. - *Krissi Hansen, Council Valley Free Public Library*

We are planning on having several stations set up that they can learn about different places right here in our area. We will have a stamp for each station and they will need to get their passport all filled to get a prize. - *Laurie Willmore, Menan Annis Library*

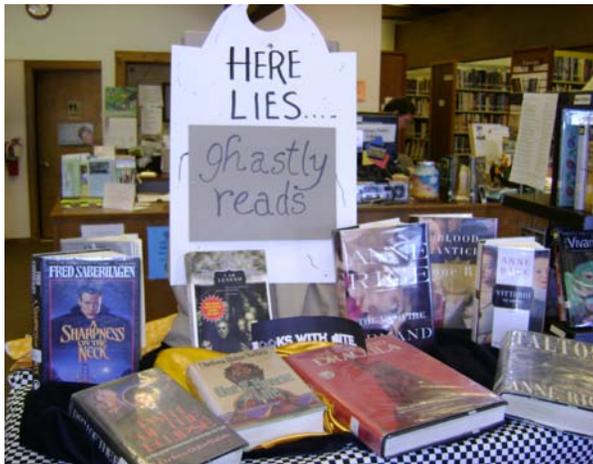
We plan to have an outdoor craft and snack for an after-school program. We hope the students will then go home and encourage their parents to come a family evening at the library. Also we will give books away all week in drawings held every day the library is open. - *Sharon Harris, Nezperce Community Library*

Mark Miller, author of "Adventures in Yellowstone," is working on a children's book. He will be presenting an evening story hour for families at the library. - *Amber Kent, Madison Library District*

The evening event will be for students and their families. Everyone will be encouraged to bring their sleeping bags, flashlight and a book. We will read stories together, have a scary story time with our principal, and our fifth grade teacher will set up his telescope to help students see all of the stars and planets in the sky that night. It is great to get a closer look at the moon we see all of the time. We will have S'more cookies at the end before everyone goes home. - *Shelly Fannesbeck, Jefferson Elementary, Rigby*

We will be displaying the "Sensory Safari" from the Idaho Chapter of the Safari Club. This features touchable mounts of wild animal mounts. Due to the huge response of our last year's program, we will be holding Family Reading Night as an open house with various activities, games, booths, readers, etc. rather than a discrete program. Children can earn a free book by filling in a scavenger hunt card as they view the animals and participate in activities. - *Francine Rudeen, American Falls District Library*

Don't forget to post your event on the Be Outside website. They are more than happy to promote any events that encourage Idaho families to "be outside."



Fun Fall Displays

We love seeing the different displays libraries do to promote their books, programs, etc. Here are a few shots taken last fall. The one at the left is from Salmon Public Library. The football-themed bulletin board was featured at the Grace District Library.



We'd love to share more pics in *The Scoop*. Are you planning something fun for this year's "Idaho is Wild About Reading" Family Reading Week? Have a favorite display? Send a photo or two to [Peggy](#), [Stephanie](#) or [Staci](#) and we'll enter your name in a drawing for a *Mudgie and Millie* book and puppet set!

Young Adult Corner



Did you vote for your favorite Teen Read Week idea yet?

Wow! We were blown away by all the creative ideas submitted by Idaho public and school libraries for this year's Teen Read Week. If you haven't voted yet, go to www.surveymonkey.com/s.aspx?sm=TitDElfJo6R4DF3Lk0pNPg_3d_3d and select your favorite idea. We think you'll have a hard time selecting! While you're there, jot down ideas for your teen programs. Remember, only one entry per email address. Voting continues through Sunday, October 11. Winners will be announced on October 13th and will be featured in the next *Scoop*.

We don't want to bias your votes, so here are a few entries we picked totally at RANDOM to share in this issue. Again, be sure to click the link above to see all the entries and place your vote. The entries on that site also show how the libraries are marketing their events and there are even more great ideas to borrow!

Boise Public Library! at Collister -- Urban Legend Night Teens! Come join us for a ghastly good time as we exchange urban legends over spooky sweets. Allow your imagination to stretch as you hear tales that are too eerie to be real, or are they? Urban legends play a rich part of our storytelling history and we are happy to festively incorporate them into this year's Teen Read Week. Event starts at 7:30 and will last an hour.

Burley High School Media Center -- Take A Break From Reality -- "Paws" For Reading (Note: We are the Burley Bobcats, therefore the "paws") Take A Break From Reality -- "Paws" For Reading is designed to accomplish the following goals: 1) Give students an opportunity to share their favorite titles with each other. 2) Draw students into the media center to have fun and, by the way, discover new and exciting books. 3) Promote reading as a cool thing to do with your friends or by yourself.

Emmett Public Library - TAG-Expect the Unexpected @ Your Library We have launched a kick-off program (September 1) membership drive at schools, youth groups (4-H, Scouts & Rec District). We are promoting participation of a kick-off meeting with new guidelines and goals for the year. TAG will be able to earn fine vouchers with each TAG function they attend as well as each time they volunteer at the library. Goals for this year include reading @ assisted living homes and a community partners project. We will be encouraging reading among their peers as well as promoting library usage within the community and its residence. We will use the Teen Read Week to get our A+ program off to an even more exciting start and build the momentum into success with TAG.

Hillside JHS -- Rams Read Beyond Reality Monday - Catch a Teacher Reading Day (kids fill out slips). Tuesday - Tie Dye Tuesday - treats for those wearing tie dye. Wednesday - Hunger Games book club at lunchtime. Thursday - Red, White, and Blue Day (school colors are Red and Blue). Friday - Cirque du Freak book club at lunch ...and lots of little things all week!

North Bingham County District Library -- Here Lies The Librarian We are planning a Library Mystery Party for our Teen Reading Week. Miss Electra Dietz was found slumped over the reference desk computer by the library board as they meet for the monthly board meeting. Who in town could have wanted the cantankerous, but beautiful Miss Dietz dead? Is it the city recreation manager Dawneen Love, the board chairman Ladrain Rainwater or some other colorful character in the community of Firshell, Idaho? We think that this will be a great way for the teens to socialize and help them feel more comfortable at the library while learning more about the materials available.

Weippe Public Library -- Express Yourself @ Your Library Film Festival. My Teen Read Week program is going to be centered around two contests. The first is an "Express Yourself @ Your Library Film Festival" in which junior high and high school students may submit short films for judging and the winner and runner up will receive prizes. The second is a photo contest for high school students where submissions will be made to the Idaho State Historical Society's Digital Photo Contest and Exhibit. Teens will take digital pictures of historic federal, state, county and city buildings within the state of Idaho for the chance to win cash prizes and have their pictures exhibited at the Idaho State Historical Museum. I am teaming up with the Digital Editing teacher at Timberline School for technical help for the students. I am handing out the entry forms next week which will give the teens almost a month to prepare their submissions.

West Bonner Library District -- Enter the Realm of Athenaeum The Program will offer three contests to teens 13 and up. The contests will be 1. Two Categories: A. Photo Contest, B. Video Clip Contest (to be posted on YouTube), 2. Costume Contest, and lastly 3. A Pumpkin

Decorating Contest (entries for October 26). Keeping within the theme Read Beyond Reality the photo/video contest will have the title "My Unreal Library" and the Costume Contest will be titled, "Who or What Are You?" Technically the Pumpkin Decorating Contest is outside of the official Teen Read Week, but we felt it would be a great way to include Halloween festivities for the teens and extend the fun a little longer. We will finish the week with a Costume and Award Party on October 23 and a Needle Felting Class on the Saturday. Prizes will be awarded for the photos, videos and costumes. The following week we will award winners of the Pumpkin Decorating Contest.



Cathy Ensley, youth services manager for **Latah County Library District** started blogging recently. It's mostly a personal project where she reviews children's books or goings' on in the children's book industry, but she also includes information about things she's been doing at the library.



Recently Cathy was a guest blogger at "Through the Tollbooth." http://community.livejournal.com/thru_the_booth/136973.html, where she was interviewed by Zu Vincent (writer in the class of 2K9) about her experience using Skype for a virtual author tour with Rosanne Parry, author of *Heart of a Shepherd*. The virtual author visit happened during Summer Reading, in conjunction with the library's Teen Writing Series, and so she also answered questions about summer reading as well. You can find additional information on her blog, Words World and Wings, <http://wordsworldandwings.blogspot.com/2009/10/guest-blogging-today-at-through.html>.

The class of 2K9 and Cathy are trying to spread the word to librarians about the efficacy of virtual author tours, especially in rural areas. Cathy will be doing a brief presentation about it at a regional Navigating Youth Services workshop in Lewiston, on October 8.

You might think that no one reads blogs, but oh, you would be surprised. So if you want to read a recap about what Cathy did this past summer, check the two links above.

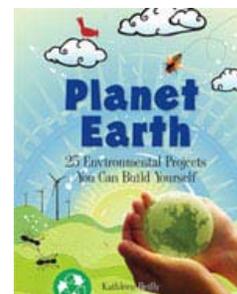
Thank you Cathy for sharing with us!

Book Look



Book Wins Moonbeam Children's Book Bronze Award

Here's a book that might be a good fit for Idaho Family Reading Week: *Planet Earth: 25 Environmental Projects You Can Build Yourself*, by Kathleen M. Reilly (2008). *Planet Earth* highlights the beauty of our planet as well as the importance of conservation. Children ages 9 and up investigate the natural world while getting their hands dirty and actively connecting with the environment. The Moonbeam award is presented by the Jenkins Group and Independent Publisher Online, and is designed to bring increased recognition to exemplary children's books and their creators, and to support childhood literacy and life-long reading. Awards are given in 36 categories covering the full range of subjects, styles and age groups that children's books are written and published in today.



Board Book Resources

Since our Closer Look features lapsit programs for babies, we wanted to share a few booklists that we have found recently.

[Babies Top 20](#) (Public Library of Charlotte and Mecklenburg County's website)
[Toddlers Top 20](#) (Public Library of Charlotte and Mecklenburg County's website)

[Board Book Trends](#) – Mother and children's lit specialist Stephanie Ford writes in her blog about favorite board books.

www.familyreading.org/i-boardbooks.htm The Family Reading Partnership's (Ithica, New York) list of favorite board books are categorized, like "books with rhyming and word play," "books that say I love you," etc.



Books to Check Out



Sarah Svedin, youth services director for the Idaho Falls Public Library, can't keep these books by Rufus Butler Sedar on the shelves. His books include, *Swing!* *Gallop!* and *Waddle!* (just released).

GALLOP!

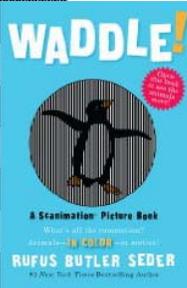


A Scanimation

What's in

ANIME

RUFUS B



The books use "Scanimation technology," developed by Butler Sedar. "Open the die-cut cover and see a baseball player swing his bat at a ball, then watch as the ball zooms ever-larger to fit the acetate window showcasing all this action. Yes, there's motion on each of these spreads, or the illusion of motion, as hidden engineering triggers codes on the black and white Scanimation images." The text is nice and big and works well with the pictures. Ages 3–up.

Be sure to check out the author interview on Amazon's website to see how he makes these books:

www.amazon.com/gp/mpd/permalink/m2VAQD35OJLSMW . This would

be a fun thing to share with children.



Upcoming Events

November 1 – **National Family Literacy Day** - Approximately 8,000 literacy programs will hold readings, workshops, and family activities at libraries and community centers across the country. Read more at

www.infoplease.com/spot/literacyday1.html.

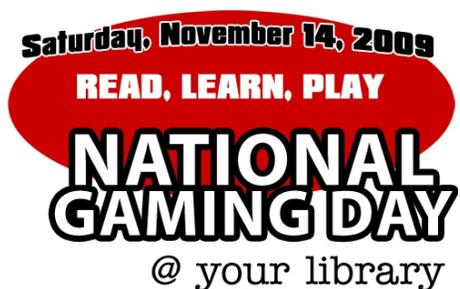
November 1 – **Daylight Savings Time Ends** - In August of 2005, Congress passed an energy bill that included extending Daylight Saving Time by about a month. As of 2007, DST starts the second Sunday of March and ends on the first Sunday of November. Learn more at www.infoplease.com/spot/daylight1.html.

November 1 – **National Author’s Day** – Was adopted by the General Federation of Women’s Clubs in 1929 and in 1949 was given a place on the list of special days, weeks and months prepared by the U.S. Dept of Commerce.

November 8 – **National Parents as Teachers Day** – On this day in 2001, the first annual Parents as Teachers Day was observed. This day was established to create awareness of early childhood programs in local communities, and to bring the early childhood education issue to the forefront of community legislative agendas. Read more at www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=272091.

November 9-13 – **National Young Readers Week** – Pizza Hut and the Center for the Book in the Library of Congress established National Young Readers Day which became a week-long celebration. Schools and libraries can promote Young Readers Week by recruiting local role models and celebrities to come and read aloud to children. For more go to www.bookitprogram.com/teachers/nyrd.asp.

November 11 – **Veteran’s Day or Remembrance Day** - At the 11th hour of the 11th day of the 11th month of each year, people around the world stop and pay tribute to all the hundreds of thousands of men and woman who gave their lives for their countries, in all of the wars around the world. Check out www.KnowledgeHound.com for craft and celebration ideas.

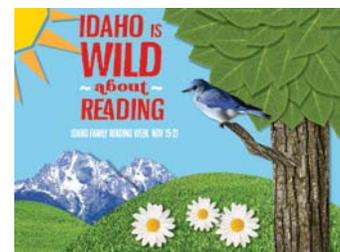


November 14 – **National Gaming Day @ your library.** ALA’s second annual National Gaming Day is a fun opportunity to highlight gaming resources at your library. Libraries will set up board games, video games, and more. Visit <http://ngd.ala.org> for information and resources. Free games are being donated again this year, but only for the first 1,000 libraries that sign up for each title. Academic and school libraries are eligible as well as public libraries. Go straight to <http://bit.ly/ngd2009> to sign up. Registration will remain open until mid-October, but once the

first 1,000 requests for the games have been met, there is no guarantee that more will be available. Resources for school libraries: See the [School Zone](#) below.

November 15 – **America Recycles Day** – Go to www.monroecounty.gov/File/DES/ARD%20Presentation%202009.pdf to read about recycling and to make your pledge to recycle and to buy recycled products.

November 15-21 – **Family Reading Week** - This year’s theme is “Idaho is Wild about Reading.” This year the Read to Me program is partnering with [Idaho’s Be Outside project](#) to promote the wonders of nature we Idahoans enjoy right in our backyard along with the joy of family reading. Find out more at <http://libraries.idaho.gov/page/idaho-family-reading-week>. Be sure to [Register online](#) to win free books! So far 63 Idaho libraries have signed up.



November 15-21 – **American Education Week** - *Great Public Schools: A Basic Right and Our Responsibility*, reflects the National Education Association's calling upon America to provide students with quality public schools so that they can grow, prosper, and achieve in the 21st century. Check out the association’s website for spotlights on each day of different aspects of school life at www.nea.org/grants/19823.htm.

November 17 – **National Community Education Day** - Public education is a community project, and the lifelong mission of education involves everyone in the community. On November 5, 1987 President Ronald Reagan... read more at www.reagan.utexas.edu/archives/speeches/1987/110587j.htm

November 26 – **Thanksgiving Day** - In America it is a time to offer thanks, of family gatherings and holiday meals. A time of many eats: turkey, stuffing, and pumpkin pie are just a few of the traditional favorites. And, it is a time for holiday parades and giant balloons. Check out the [Thanksgiving](#) website for some fun celebration ideas and history of the holiday.

November Birthdays to note:

November 1 – **Hilary Knight** (born in 1926). He is best known as the illustrator of Kay Thompson's *Eloise* and others in the *Eloise* series. www.eloisewebsite.com/hilary_knight.htm

November 5 – **Megan Lloyd** (born in 1958). She is the talented illustrator of many picture books, including *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams, *Thanksgiving at the Tappletons'* by Eileen Spinelli, and more. Read more at http://pabook.libraries.psu.edu/palitmap/bios/Lloyd_Megan.html.

November 5 – **Margaret Willey** (born in 1950). She is a versatile writer of novels for young adults. She is the author of *The 3 Bears and Goldilocks*, *Clever Beatrice* and more. www.margaretwilley.com/.

November 8 – **Abraham "Bram" Stoker** (1847-1912). Bram was an Irish novelist and short story writer, best known today for his 1897 horror novel *Dracula*. Check out www.online-literature.com/stoker/ for more about Bram.

November 10 – **Sandra Lee Markle** (born in 1946). She once worked as a science teacher and now devotes much of her time creating science books for children. Some of her works include: *Icky Squishy Science*, *Creepy*, *Spooky Science* and many more. For a complete listing go to www.answers.com/topic/sandra-l-ee-markle.

November 14 – **Astrid Anna Emilia Lindgren** (1907-2002). A famous Swedish writer of children's books, she is best remembered for writing the Pippi Longstocking and Karlsson-on-the-Roof book series. Read more about Lindgren at www.kirjasto.sci.fi/alindgr.htm.

November 14 – **Nancy Tafuri** (born in 1946). She is probably best known as the creator of *Have You Seen My Duckling?* Trained as a graphic designer, Tafuri has authored more than 45 books over 27 years for the very young. Check out the [Tafuri](#) website.

November 15 – **Daniel Pinkwater** (born in 1941) is the author and sometimes illustrator of over 80 books. Visit Daniel's website for more at www.pinkwater.com/pzone/about.php.

November 19 – **Ann Herbert Scott** (born in 1926) is the author of *On Mother's Lap*, *Hi!*, *Sam*, and more. For more go to www.annherbertscott.com.

November 23 – **Gloria Whelan** (born in 1923). She is a poet, novelist, and short-story writer for children. She is best known for her novel *Homeless Bird*. Read more about Whelan at <http://www.gloriawhelan.com/about.htm>

November 25 – **Marc Tolon Brown** (born in 1946). Marc is an American writer of children's books. He writes as well as illustrates his *Arthur* books. Check out his home page at www.marcbrownstudios.com/

November 29 – **Louisa May Alcott** (1882-1888). She is best known for the novel *Little Women*, written and set in the Alcott family home, in Concord, Massachusetts and published in 1868. Read more at www.online-literature.com/alcott/

November 30 – **Mark Twain** was the pen name of **Samuel Langhorne Clemens** (1835-1910). Twain, an American author and humorist, is most noted for his novels *Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*. Check out the official website of [Mark Twain](#).



Summer Reading News



Summer reading by the numbers

We can't help bragging about the super summer reading programs that Idaho libraries had in 2009. Look at these numbers:

Participation:

115 libraries filled out the online 2009 summer reading survey
70% reported participation increased or stayed the same as previous year
63,300 children registered for summer reading statewide, a 38% increase over 2008

Outreach:

20,700 children participated through outreach
41% of libraries targeted children in daycares or Head Start
32% of libraries targeted children who were non-library users
31% of libraries targeted low income children

83% of reporting libraries made school visits
263 schools were visited by Idaho public librarians to promote summer reading

96 libraries participated in Bright Futures
61% said BF motivated them to try something new
67% said BF brought more kids to summer reading



2010 program manuals mailed

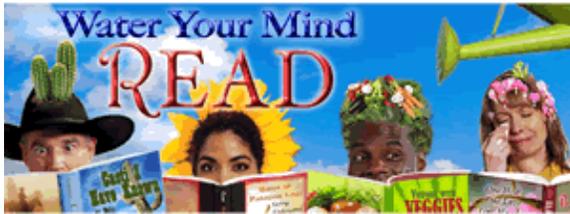
The 2010 program manuals have been mailed. If you have not received yours, please check around your library and let us know. They come with a DVD (not a CD) with the graphics and other manual contents for three age groups: preschool – elementary / teens / adults. **If your computer is unable to open the DVD**, please let [Peggy](#) know



immediately so we can order the CD format for your library. CSLP just announced that the Upstart on-line catalog order link for member states only is operational. You may order by phone, fax, or on-line! The URL is: <http://upstartpromotions.com/CSLP>.



Summer reading – not for children only



Did you know that CSLP now includes a summer reading section for adults in their manual? In 2009, 20% of Idaho libraries offered an adult summer reading program. Next summer's theme is "Water Your Mind-READ."

If you need some inspiration, the CSLP manual suggests: "The theme can flow in many directions. Play off the poster design with the mind as a garden growing a variety of interests. Plan programs about gardening and lawn care; consider programs about the wetlands, lakes, and rivers in your area focusing on environmental concerns like pollution; or present programs about recreational activities including fishing, canoeing, sailing, or water skiing. Programs on spas, cruises, and island travel are other directions you can take. Finally, programs that explore enrichment—watering your mind—might include navigating the Internet, book discussion or a Socrates café. Do it with enthusiasm and have fun!"



Changes in Bright Futures...

In the last issue, we told you about some changes in Bright Futures for 2010, and you received a Bright Futures announcement with your manual. You can apply for School Visits and Underserved Children online, but Read for Your Library requires a written application this year. If you want to get an early start on planning for a **Read for Your Library school partnership**, here is a link to the [one-page application](#) that needs to be submitted along with partner schools' IRI scores.

The School Zone



National Gaming Day Resource for Schools

School libraries are learning centers that provide a variety of instructional, informational, and entertainment resources for teachers and students. Providing game resources is a natural extension of that service. Games are valuable assets because they introduce and reinforce a variety of social, curricular and literacy skills. Gameplay also provides an opportunity for students to explore a host of social and life skills not inherent in the curriculum, but important for their success. However, sometimes it can be challenging to communicate the importance of gaming to your stakeholders.

["LIBRARIES GOT GAME: Mapping Modern board games with the new American Association of School Library Standards for the 21st century learner,"](#) is a document created by the School Library System of Genesee Valley Educational Partnership (LeRoy, New York). It is a great summary of how gaming supports the AASL learning standards and can be used as a handout for teachers, administrators and parents:

- Learning Standard One: Inquire, think critically and gain knowledge
- Learning Standard Two: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge
- Learning Standard Three: Share knowledge and participate ethically and productively as members of our democratic society
- Learning Standard Four: Pursue personal and aesthetic growth

Also see "[AASL Game Alignment](#)" for a complete list of how games align to the standards, and a suggested game list.



School Librarians Well-Represented at ILA, Burley

Several school librarians from around the state are pictured here at the 2009 Idaho Library Association Annual Conference September 30 – October 2. Glynda Pflieger facilitated the School Library Division meeting, where media specialists learned about resources the ICFL has to offer:

- Shirley Biladeau, Continuing Education Consultant, explained the "SWIM: Regional Collaborative Library Education Project" for those interested in pursuing a MLIS or school library endorsement. See the ICFL Continuing Education [website](#) or contact [Shirley](#) for more information.
- Advocacy and Marketing Consultant Anne Abrams discussed the School Library Campaign, a collaborative effort among the Idaho Commission for Libraries, the Idaho Parent-Teacher Association, Idaho school libraries, BSU Albertson Library and the Department of Education. The focus of this campaign is to bring together parents, educators, administrators, and community members to advocate for and understand the value of school librarians, paraprofessionals, and materials. For more information about how you can get involved, visit our website at <http://libraries.idaho.gov/page/school-library-partnerships> or contact [Anne](#).
- Staci Shaw, a Read to Me Project Coordinator, discussed summer reading and how school librarians can help get their students involved in summer reading programs. One way to collaborate with the libraries is through an outreach program called "[Read For Your Library](#)," which is explained in detail above. School librarians and their principal work with the public librarian to set participation goals, plan a collaborative promotional event in the school, and then host a fall recognition event for kids who completed a summer reading program. Both the school library and public library then receive \$300 worth of hardcover books for their collections. See our [summer reading website](#) or contact [Staci](#) for more information.



On a special note, congratulations to **Kit Parker** (pictured at the head of the table above), Teacher-Librarian at Les Bois Junior High School in Boise, who was this year's recipient of the ILA "Idaho School Library Media Program of the Year" award. Thanks for all you do, Kit!



Books Without Barriers: Accessible Books and Periodicals for Readers with Print Disabilities

BookShare is a members-only online club that allows students with a qualifying Individual Education Program (IEP) to obtain a **free** membership to access hundreds of books, newspapers and magazines. The project, supported by the U.S. Department of Education, Office of Special Education Programs, lets students with print disabilities download books to their computer or handheld device and through the use of software, then reads the books aloud to them. There is also the option to have the books downloaded in Braille for students with visual impairments. As a result, students with IEPs now can have access to books that they would not be able to read independently.

BookShare catalogs titles from the New York Times Bestsellers List, Newbery Award winners, and popular and international titles. Students can also download books in Spanish. Having access to this technology is beneficial to parents, teachers, as well as students.

Students with print disabilities want to have availability to books on their grade level, but are unable to because the book is higher than their reading level. Using a technological resource such as BookShare in the classroom allows the teacher another way to modify the curriculum for special education students and allows students to feel more included with their peers. This is a great solution for those who use book clubs/literature circles as part of their reading program or in the content areas!



Target Field Trip Grants Program

Deadline: November 3, 2009

The Target Corporation will award 5,000 field trip grants of up to \$800 each for the coming K-12 school year. Managed by Scholarship America, the program is open to education professionals who are at least 18 years old and employed by an accredited K-12 public, private, or charter school in the US with a 501(c)(3) or 509(a)(1) tax-exempt status. Educators, teachers, principals, paraprofessionals, or classified staff of these institutions must be willing to plan and execute a field trip that will provide a demonstrable learning experience for students.

Grant funds may be used for visits to art, science, and cultural museums; community service or civics projects; career enrichment opportunities; and other events or activities away from the school facility. Funds may also be used to cover field trip-related costs such as transportation, ticket fees, resource materials, and supplies. Complete program information is available at the Target Web site. (*Thank you to the New Mexico State Library for allowing us to reprint this article from their September 2009 YS Newsletter.*)

Know the Numbers

This report has direct implications for Idaho librarians who are seeking to reach at-risk families in their communities with resources and services.

Parenting Education Programs: Recruiting and Retaining Low-income Parents and Family Caregivers

This study by Home Extension educators in West Virginia presents the results of a qualitative study that examined (1) what attracts parents and family caregivers of young children to community-based parenting programs, (2) what motivates parents to continue in the program, and (3) what are the components of educational programs for low-income parents or caregivers that result in positive outcomes for families? Recommendations for designing and implementing programs for low-income parents are offered.

Research suggests that family educational involvement makes a difference in academic achievement for low-income children. Greater parental involvement is associated with stronger pre-literacy skills (Arnold et al. 2008) as well as with predicted improvements in children's perceptions of competency in literacy and mathematics (Dearing et al. 2008). Although there is an achievement gap in average literacy performance between children of more and less educated mothers when family involvement levels are low, this gap disappears when family involvement levels are high (Dearing et al. 2006).

The West Virginia study found:

Motivation for enrolling: Helping children get ready to learn to read and/or go to school. Twenty-two, or 50 percent, of the comments were about helping children learn.

Motivation for enrolling: Providing socialization for the children.

Sixteen, or 36 percent, of the comments were about wanting children to have an opportunity to meet and play with other children.

Motivation for enrolling: Increasing one's own knowledge and skills.

Four, or 9 percent, of the comments were about gaining knowledge and skills for oneself. It should be noted that when referring to what they eventually gained from the program, participants cited gaining knowledge and skills far more frequently.

Reason for continuing to attend: Participants learned from, and shared with, others in similar life situations.

Twenty-one, or 48 percent, of the respondents said they continued to come to the Family Storyteller program because it was an opportunity to share their story and learn from others in similar life circumstances. The setting was a safe place for sharing and learning.

Reason for continuing to attend: It was enjoyable for the children.

Participants continued to attend Family Storyteller because their children were having fun. Fifteen, or 34 percent, of the comments were about how much the children enjoyed coming to the program.

Reason for continuing to attend: Opportunity for quality family time. Seven, or 16 percent, of the comments dealt with quality family time.

Reason for continuing to attend: Adult participants gained new knowledge or skills.

Parents learned new techniques. Ten, or 23 percent, of the comments were related to learning new reading techniques.

Evidence of impact: Participants passed new knowledge and skills on to others.

There were more than 75 comments about how participants passed knowledge or skills to

others in their home and community environment. Of those, more than a third of the comments specifically mentioned the person or persons who received the information or skill. These included husbands, older children, mothers and other relatives, friends, and teachers.

Evidence of impact: Participants cited reasons why others should attend too.

Five, or about 11 percent, of the interviewees mentioned that they had recommended the program to others.

What are the components of programs for low-resource parents that result in long-term benefits for families?

Programs resulting in long-term benefits for low-income parents and their families are those that include an opportunity for participants to practice new skills in the training session and encourage participants to model their new behaviors at home. Many of the participants in the Family Storyteller program transferred their new behaviors to older siblings, to fathers, and other close associates. Fathers who read to their young children are enhancing their child's reading potential in later life. In one study, paternal book reading predicted children's language outcomes, particularly for fathers who had a high school education (Duursma 2008). [Read the entire report here.](#)

A Closer Look at Library Lapsit Programs

Thank you to the New Mexico State Library for allowing us to reprint this article from their July 2009 YS Newsletter. Rebecca Donnelly, Youth Services Librarian from Rio Rancho Public Library, has generously written this article based on her experience with infant programs. Many thanks, Rebecca!

The Day the Babies Crawled to the Library

Developing a Lapsit Program

“We know that children exposed to written language from birth are unconsciously noting the patterns, the conventions of the text. They have a head start, but it is an advantage which only a close adult can confer.” - Dorothy Butler, author of *Babies Need Books*

Conventional wisdom used to be that children weren't learning to read until they sat down with Dick and Jane and started sounding out words. Now we know that children's experiences with books and language start at birth. Chewing on that first board book is a step on the way to becoming a lifelong reader, and the public library is the ideal place to encourage parents and caregivers to make books part of children's everyday lives.



Aren't They Just Little Preschoolers?

Libraries that have offered toddler and preschool storytimes for years are beginning to provide infant lapsits as a way to introduce young families to library services. Parents often ask about the difference between an infant program and a storytime for older children. Is it really necessary to have a storytime for babies? Can't they just come to a preschool program? While

babies have been coming to preschool storytimes for years with their older siblings, there are benefits for both age groups in having separate programs.

Babies don't have the attention span or level of cognitive development needed to appreciate a program designed for three-to-five-year-olds. An infant lapsit caters to babies' needs: instead of three books, we read one; instead of long fingerplays, we recite short nursery rhymes and action rhymes. We don't use a theme, and the program is shorter than a preschool storytime, about 20 minutes instead of 25-30 minutes.

A Librarian, a Plan, a Lapsit

I have come up with a basic lapsit program called Baby Bumblebees, which I offer twice a week to parents and caregivers with children up to 24 months old. I say "24 months" rather than "2 years" to keep the toddlers at bay. I direct them, and their parents, to our toddler storytime.

At the start of a new series of lapsits, and whenever I notice that I have several new families in the room, I talk a little about the way the program goes. I always say that this is different from traditional storytimes because it's designed with babies' needs in mind, and I emphasize two things: participation and repetition. I want the parents to participate because their children learn from them, not from me. Sometimes I'll write the words to nursery rhymes on our whiteboard so parents can follow along. After they've been to a few sessions, they usually get the hang of it. Unlike a preschool storytime, the children aren't reciting songs or rhymes with me, so I need the parents' voices to make the sound carry, too. I repeat almost every rhyme twice because young children love repetition and because it helps parents learn the words to rhymes that might be unfamiliar to them.

A Sample Program

This is the basic outline of my lapsit program:

1. Hello song (I use "Open Them, Shut Them")
2. Bumblebee rhyme (I use a bumblebee hand puppet to get the babies' attention and act out the rhyme)
3. Action or bouncy rhyme ("Heads, Shoulders, Knees, and Toes," "This is the Way the Ladies Ride," etc. I use a stuffed animal as a "demonstration baby" for lap bounces and interactive rhymes. Repeat once.)
4. Flannel board rhymes (2). (I have several flannel board sets to go along with nursery rhymes like "Humpty Dumpty" and "Two Little Bluebirds," and I repeat each rhyme once.)
5. Nursery rhymes with egg shakers (3). (I hand out the shakers and sing "Shake your rattle along with me," and then we recite three rhymes together, repeating each once.)
6. Good-bye shakers (To the tune of "Goodnight, ladies," so the children/parents can put the shakers away.)
7. American Sign Language (We learn one or two signs each session, and we repeat all the rhymes we've learned up to that point. By the end of the series, we've covered about 10 signs.)

I explain to parents that this is supplemental to oral language development, and it's a lot of fun for babies and parents.)

8. Story (This is usually a big book, but if I don't have a big book I like, I'll choose something with bright, clear pictures and simple text. There are some suggestions for books in the resources list, and many other suggestions in the lapsit manuals.)

9. Action rhyme (Repeat once.)

10. Hokey-pokey (I demonstrate using a stuffed animal. We do this every session because kids and parents love it.)

11. Good-bye song (I use "It's time to say good-bye to all our friends.")

After the program, I bring out board books, and the parents stay and read with their babies for 10-15 minutes. This is also a nice time for parents to talk to each other. For many parents, this is the first chance they have to meet other parents with young children and to let their babies meet kids their own age.

Finding the Material

Infant lapsits are a little easier to plan than toddler and preschool storytimes once you've selected your basic material. You don't have to worry about themes, crafts, or coming up with something new each week. I keep rhymes, sign language, stories, flannel board rhymes, and action rhymes on colored index cards, and I can plan the program just before it starts by swapping a few cards, choosing a different story, and adding the next ASL sign.

Unlike toddlers and preschoolers, babies don't yet have their own large body of literature suitable for storytimes. A lapsit story will often be something that could also be used with toddlers. Some can be read straight through; some will have to be shortened or altered to fit babies' attention spans. My goal is to model reading to babies—point out pictures, repeat things, and respond to any interest the babies show, rather than to read straight through uninterrupted. Generally, books with bold pictures and simple text work well. Denise Fleming, Eric Carle, and Lois Ehlert are some of my favorite authors for this age group.

Because of babies' love of repetition, I use one of the action rhymes from the previous week, one of the flannel board rhymes, and one or two nursery rhymes. I've come up with a roster of rhymes that I like to use. Some are well-known, like "Mary Had a Little Lamb," and some are less familiar. I've found them in lapsit books, several of which are listed below, and in collections of Mother Goose rhymes. I also use contemporary rhymes and I've changed a few action rhymes to suit babies' movement abilities.

Other Considerations

Some libraries prefer to integrate instruction in early literacy skills directly into the program. Using information from PLA's Every Child Ready to Read, an early literacy storytime aims to teach parents and caregivers how to help their children develop the six skills needed in order for children to learn to read. The presenter of an early literacy storytime can use as much or as little of the material as they feel comfortable with. For example, it can be as simple as letting parents know that nursery rhymes help children develop phonological awareness, or the ability to separate words into individual sounds.

Infant lapsits come with some of the same considerations as programs for older children. Will you have registration? How many props and activities do you want to incorporate? What is your policy on disruptive noise? How can you best evaluate your program?

Every library finds its own answers to these questions. I've tried registration and found that I prefer an open program. I use one puppet, one stuffed animal, and I pass out egg shakers. Some libraries add scarves or other instruments; some purchase multiple copies of board books so that each parent/child set has a copy to read together. I decided to make my program as simple as possible to satisfy babies' needs: familiarity, repetition, brevity, and simple stimuli.

I am more tolerant of noise and movement with this age group than I would be with older children, and this means being flexible. I set basic rules about how close children can come to the flannel board and my supplies during a lapsit, but I let parents know that they don't need to worry about keeping a 12-month-old sitting still in their laps. Early walkers like to move, and physical movement is an important part of brain and language development, too.

One final word of advice: don't be afraid to stray from your plan. Any storytime can have unexpected interruptions, but it happens particularly often with babies. You might need to drop a rhyme, add movement, or leave the last few pages out of the book you're reading. Experiment and find what works best for you, and enjoy introducing your youngest patrons to the library.

Resources

- Diamant-Cohen, Betsy. *Mother Goose on the Loose*. New York: Neal-Schuman, 2006.
- Ernst, Linda. *Baby Rhyming Time*. New York: Neal-Schuman, 2008.
- Ghoting, Saroj Nadkarni. *Early Literacy Storytime @ your library*. Chicago: ALA Editions, 2006.
- Greene, Ellin. *Books, Babies, and Libraries: Serving Infants, Toddlers, their Parents, and Caregivers*. Chicago: ALA Editions, 1992.
- Marino, Jane and Dorothy F. Houlihan. *Mother Goose Time: Library Programs for Babies and their Caregivers*. H.W. Wilson, 1992.
- Opie, Iona. Illus. Rosemary Wells. *Here Comes Mother Goose*. Cambridge: Candlewick, 1999.
- *Pio Peep! Traditional Spanish Nursery Rhymes*. Selected by Alma Flor Ada and F. Isabel Campoy. New York: HarperCollins, 2003.
- *The Real Mother Goose*. Illus. Blanche Fisher Wright. New York: Scholastic, 1994.

Books to Read to Babies

- Bang, Molly. *Ten, Nine, Eight*.
- Carle, Eric. *From Head to Toe; The Very Hungry Caterpillar* (I use a giant board book with a toy caterpillar that moves through the holes in the pages.)
- Crews, Donald. *Freight Train*.
- Cruise, Robin. *Only You*.
- Ehlert, Lois. *Snowballs; Color Farm; Feathers for Lunch*.
- Fleming, Denise. *Beetle Bop; In the Tall, Tall Grass; Lunch*.

- George, Kristine O'Connell. *Book!*
- Wood, Don and Audrey. *Piggies*.

Websites

- Every Child Ready to Read
www.ala.org/ala/mgrps/divs/alsc/ecrr/index.cfm
- Zero to Three (A national nonprofit that supports parents & professionals who work with infants and toddlers.)
www.zerotothree.org/site/PageServer

Tips & Tools



Idaho Community Foundation awards grants, and will be accepting applications from the North Region next

The Idaho Community Foundation recently granted \$1,500 to the Grace District Library for audio books and \$1,000 to the Madison Library District to expand their Big Read program.

The Foundation will be accepting grant applications from organizations in northern Idaho between November 1, 2009 and January 15, 2010. For more information, visit www.idcomfdn.org/.



Idaho Children Encouraged to Enter Writing Program

Letters About Literature, a national reading and writing promotion program of the Center for the Book in the Library of Congress, invites young readers in grades 4 – 12 to enter this year's LAL letter writing competition. Young readers simply write a personal letter to an author explaining how that author's work somehow changed the readers' view of their world.

LAL awards both state and national prizes on three competition levels: Level 1 for children in grades 4 – 6; Level 2 for children in grades 7 – 8; and Level 3 for children in grades 9 – 12. Six national winners will each receive cash awards and will nominate a school or community library to receive a \$10,000 LAL Reading Promotion grant. Twelve national honor winners will likewise receive cash awards and also nominate a school or community library to receive a \$1,000 LAL Reading Promotion grant.

Teachers, librarians, and parents can download free teaching materials on reader response and reflective writing, including blackline masters and assessment checklists at the LAL website: www.lettersaboutliterature.org. **Deadline: Submissions must be postmarked by December 12, 2009.** State winners will be notified in March 2010 and national winners by mid-April, 2010.

Last year, 55,000 young readers across the country entered but of that number LESS THAN 150 OF THOSE LETTERS CAME FROM CHILDREN IN IDAHO! They are hoping to see those numbers increase this year. For more information, please visit www.lettersaboutliterature.org.



Paper Plate Education <http://analyzer.depaul.edu/paperplate/>

This site was designed by Chuck Bueter at DePaul University and offers teachers, parents and students creative hands-on activities that "reduce complex notions to simple paper plate explanations." Activities are created for a variety of science topics and for a range of ability levels using only paper plates and a few other easily found items. Activity topics include everything from practicing addition and multiplication to altitude and co-altitude to galaxy models and much more. The activities were contributed by practicing educators and more are being added regularly. The "What's New?" area keeps regular users up to date on the latest projects being added. (Education World Site Reviews, 9/15/09) (*Thanks to Rhonda Putney, Lakeshores Library System and Mid-Wisconsin Federated Library System for sharing this from her Children's Event Organizer newsletter.*)



Grants and Funding Opportunities from ALSC (*from ALSC Newsletter, October, 2009*)

This year, the Association of Library Services for Children (ALSC) is offering libraries and librarians more than \$85,000 in grants and funding through its 2010 professional awards and scholarships. Applications for awards and grants are now available on the [ALSC Web site](#). Applications for scholarships will be available on the Web site in the near future.

Deadlines: All applications are due **Dec. 1, 2009**, except for The Frederic G. Melcher Scholarship and the Bound to Stay Bound Books Scholarship, which are due **March 1, 2010**.

Bookapalooza!

Each year the ALSC office receives almost 3,000 newly published books, videos, audiobooks and recordings from children's trade publishers for award and notables consideration. At the end of the year, after the awards have been given out, ALSC selects three libraries to receive a Bookapalooza collection of these materials (estimated to be worth \$10,000 each) to be used in a way that creatively enhances their library service to children and families. [Bookapalooza Application](#)

The Bound to Stay Bound Books Scholarship

This scholarship provides financial assistance in the form of four \$7,000 awards to students who intend to pursue an MLS or advanced degree and plan to work in the area of library service to children in any type of library. The scholarship is made possible through the generous contributions of Bound to Stay Bound Books, Inc.

The Candlewick Press Light the Way Grant

The Light the Way: Outreach to the Underserved grant provides \$3,000 in funding for a library providing outreach to underserved populations. This grant is made possible through the generosity of Candlewick Press, in honor of Newbery Medalist and Geisel Honoree Kate DiCamillo. [Light the Way Grant Application](#)

The Frederic G. Melcher Scholarship

This scholarship provides financial assistance in the form of \$6,000 scholarships to two students who intend to pursue an MLS degree and who plan to work in children's librarianship in any type of library.

The Louise Seamen Bechtel Fellowship

The Bechtel Fellowship provides a \$4,000 stipend to allow a qualified children's librarian to spend a month or more reading at the Baldwin Library of Historical Children's Literature, which contains a special collection of 85,000 volumes of children's literature published mostly before 1950. [Bechtel Fellowship Application](#)

The ALSC/BWI Summer Reading Grant

This grant provides \$3,000 in financial assistance to a public library for developing an outstanding summer reading program for children. [ALSC/BWI Grant Application](#)

ALSC Distinguished Service Award

This award honors an individual member who has made significant contributions to, and an impact on, library services to children and ALSC. The recipient receives \$1,000 and an engraved pin at the ALSC Membership Meeting during the ALA Annual Conference. [Distinguished Service Award Application](#)

The Penguin Young Reader's Group Award

This award provides a \$600 stipend for winners to attend their first ALA Annual Conference. Applicants must have less than 10 years of experience as a children's librarian and work directly with children. The award is sponsored by Penguin Young Reader's Group. [Penguin Award Application](#)

The Maureen Hayes Author/Illustrator Award

This award was established with funding from Simon & Schuster Children's Publishing, in honor of Maureen Hayes, to bring together children and nationally recognized authors/illustrators. This award provides \$4,000 to fund an author/illustrator visit to a school or public library. [Hayes Award Application](#)

CE News You Can Use

Are you new to Youth Services? Have you experienced SABLE? (That's Supplemental Alternative Basic Library Education!) If not, now might be a good time for you to take time to review the three learning modules of SABLE. They include:

1. [Early Childhood Services](#)
 - Developmental Information
 - The Collection
 - Programming and Services
 - Parent/Child Care Provider Support
 - Partnerships and Outreach
2. [Services to School Aged Children](#)
 - Developmental Information
 - The Collection
 - Services and Programming
 - Outreach
3. [Young Adult \(YA\) Services](#)

Developmental Information
The Collection
Services and Programming
Outreach

These self-directed, self-paced learning modules are a great way to secure an introduction to library youth services. Even if you have been in youth services for a while, you may find it a helpful reminder! You can access these learning modules 24/7 by going to <http://libraries.idaho.gov/page/sable>. When you complete a module, print the last page, provide the requested information and send to the Idaho Commission for Libraries for a Certificate of Completion.

News Beyond Idaho



Georgia Library Puts Teen on Board

With library use and readership of teens on the wane, the DeKalb County Public Library in Georgia decided on a bold step. They asked high school senior Allison Bailey to become the first teen member of their board of trustees. This seemed like a natural extension of the library's focus on improved service to teens—from adding teen spaces to the policy level.

The library director Darro Willey said, "We think Allison brings a fresh perspective to the board." Allison previously served on the library's Teen Advisory Board.

As teen adviser, Bailey offers input to the board about library programs and services that will impact teenagers. When other board members need a teen's perspective, they seek her input, and they encourage her to take part in discussions.

Although the process was a little intimidating at first, Bailey said the other board members have made her feel welcome. "Now, after a few meetings," she said, "I feel comfortable providing input and asking lots of questions."

"The process has been a win-win situation for everyone involved," said Willey.

Bailey was originally appointed while she was a high school junior, but she has agreed to serve another term on the board. Under the board's bylaws, DCPL's Teen Board member serves a one-year term with the option of a second year renewal.

Prior to her appointment, Bailey served on the library's Teen Advisory Board, a group of teens that meets monthly to advise library staff on how to better serve teens.

"I've always been a part of the library, so this opportunity to serve on the library board seemed like a good way to communicate what teens want," she said.

"When library administration considered her commitment to the library, academic excellence, and history of volunteerism, she was the obvious choice," Willey said.

*(Source: Georgia Public Library Service newsletter, August, 2009
www.georgialibraries.org/news/articles.php?searchid=75)*



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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