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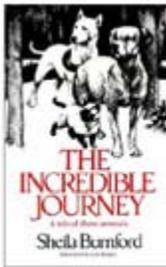
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"Toni goes out of her way to help teachers find support materials and current resources that enhance student learning," said Read to Me project coordinator and former Garfield colleague Staci Shaw. "She has a wealth of knowledge... and a storage room filled with buried treasures! Whenever I needed ideas or resources she took the time to collaborate with me. She is such an asset to the Garfield community."

Toni enjoys sharing her knowledge of literature with children. She believes "elementary students should have their choice of books, and the library is just the place to develop their individual interests." She went on to say, "We are not a 'quiet library.' We are loud and crazy as we share books, experiences and discoveries!"

Toni's biggest goal is to encourage and support the joys of reading in her students. She feels success daily, when children share new knowledge or a fun idea from a book. Her students can check out three books at a time, and she claims that she rarely has a student who doesn't check out the maximum. She feels lucky that she has the freedom in her job to "do her thing," which is to make Garfield's library a happening place to be!



Toni's favorite author is still Laura Ingalls Wilder, because her family was a lot like Laura's and she really identified with her. As a child, Toni loved the Beatrix Potter books. "We had a library within walking distance in Toledo, Ohio. It was an English Tudor design, like a castle, and the children's section was homey and had a great selection of Potter books. I loved the glossy pages!" Her preteen years were filled with dog and horse books— her favorite all time dog story is "The Incredible Journey" by Sheila Burnford, and Toni has two bullterriers, just like Bodger! She recently finished the Stephenie Meyers "Twilight" series.

When she's not working at the library, Toni likes to spend time with her family and three dogs. She also enjoys jogging and going to the gym. Her favorite flavor of ice-cream is "World Class Chocolate," from Baskin-Robbins.

Closing words... "On a personal note, I am a recent widow, and I find that books are a great solace to fill a void that I wasn't expecting. I enjoy sharing books with my grandchildren and even my adult kids... What fun!"

## Library to Library

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### Attention to every detail shows!

*by Stephanie Bailey-White*

I may have mentioned I've spent the past few months visiting libraries across the state, which also means I've been in more library restrooms than the average plumber. I'm the type of gal who makes my husband stop at hotels when we pull into strange towns rather than risk a truck stop/gas station or heaven forbid port-a-potty pit stop. So I had to pass on some praise for the attention to cleanliness and other details in many of the libraries I've visited.

I also had to share some photos. The photo above shows the door to the boys' restroom at the **Bear Lake County District Library**. Their girls' room door is just as cute and leaves no doubt where to go for those children with budding literacy skills. A local artist has done some amazing things with these friendly stick figures throughout the children's section. They are really great.

The **American Falls District Library** also paid attention to details when they remodeled their building. The photo at left shows youth services staff member **Debbie Walmsley** next to the tot-size toilet that's located near their children's section. Debbie says she often overhears the children letting their parents know that "it's just my size!" I love the dragonfly tiles they included in the restrooms too.

Most libraries have added changing table to both the men's and women's restrooms (why should moms have all the fun? J) and work hard to make sure they are clean and accessible. It may not be "top of the mind" kind of stuff, but restrooms are definitely part of the library experience!





## Buhl Librarian Retires



**Louise Nofziger** is retiring from the **Buhl Public Library**. Louise and her family came to Buhl 30 years ago from Maryland. In 1984, she became a library volunteer doing book binding, and a few months later became a part-time employee. She began taking classes at the College of Southern Idaho and the Idaho State Library (now the Commission) to improve her library skills. In 1990, Louise became director of children's services and technical services. Louise is proud of the library's successful children's programs, especially the popular preschool storytime and summer reading program.

Louise has been instrumental in developing the library's outreach programs, including First Book, outreach to daycares, outreach to the kindergarten and first grade classes in nearby Castleford School, Jump Start kindergarten registration, and other family reading events. Louise and her husband raise llamas and she is looking forward to having more time to work with them. She also plans to spend more time with her three children and her only grandchild. *Best wishes, Louise. You will be missed!*



## Kennedy kids get fired up about reading at First Book kick-off

School librarian **Judy Miyasaki** at **Kennedy Elementary in Rexburg** called in the local fire department to help her get students at her school fired up about reading last month. This is the first year the school has participated in the Read to Me First Book program and they were looking for a good way to get families to come out at night and read with their kids. The firefighters and fire truck seemed to do the trick as long lines formed to help spray water from the fire truck parked in the school parking lot.

At left, Kennedy first-grader Mason McFadden is pretty excited about his turn at spraying the fire hose.



Miyasaki said that many of the students at Kennedy struggle academically. Kindergarten and first graders are the target of their First Book program and the reading night was planned so parents could get some information from teachers about ways they could incorporate reading into their busy lives. "Many of our parents in Rexburg are attending school and their finances are stretched. We also have a high population of migrant workers. We're excited to be getting more books into the hands of these students," Miyasaki said.

During the event, parents read with their children and a computer lab was open for those who wanted to take an AR test. At right, the Olsen family gets into their books during the event. Firefighter Braden Pope read *Corduroy*, by Don Freeman to the First Book participants and the evening ended in the parking lot with a show and tell session with the fire truck. Miyasaki plans to have a guest reader each month as a way to involve the community and keep the reading fire burning for the students she works with.



## Young Adult Corner

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### Idaho Libraries Celebrate Teen Read Week

**Gooding High School** Reading Club planned several things for Teen Read Week. "I have two window displays on either side of the library. For the first time, someone noticed that a small person could fit inside!!! During the class breaks throughout Teen Read Week, a Reading Club member sat in the window like a living statue and read a Book with Bite! We had quite a reaction from the students! We also had a different guessing contest each day... like the number of chips in a giant chocolate chip cookie. The winner got the cookie and a book!" **Teacher-Librarian Cora Caldwell** said. "They also had a Read-In on Wednesday."

**Gena Marker, teacher-librarian at Centennial High School in Boise**, said they celebrated Teen Read Week with lunch activities every day. She utilized the ideas and help from student library assistants.



Student Christy Stoller reported the following: "Monday we made it available for students to come in and 'tie-dye' bookmarks using shaving cream and food dye (the photo at the left shows the process used). These were a big hit with both students and teachers, and with us, too, since it was easy to set up. Tuesday we invited the students to come present any of their short stories or poetry and to listen to others'. On Wednesday there was a horror film here in the library, complete with popcorn. Thursday we had the chamber orchestra perform a couple of songs, as well as some student musicians.

This was a big hit, and the cookies that were provided were enjoyed by all. Friday, we showcased the redesigned book covers we had been collecting all week and made it available for

students to come in and vote for their favorite – the winning artist receiving a copy of *Breaking Dawn* by Stephenie Meyer.

"The combined effort of the library assistants ensured that everything was ready on time and that the library was set up for the week. One decorated the bulletin board outside the library, another pulled "Books with Bite" to display on a table. We all did our best to get the word out, including having the day's event announced over the intercom, but it was the students who really made this week come alive. Everyone had a great time, and it was a very rewarding experience for those of us who helped make it happen."



## Teen's Top Ten

We hope you had a successful Teen Read Week. Now you can vote on the theme for next year, by going to:

[http://www.surveymonkey.com/s.aspx?sm=mZmFQ97\\_2fx5kC4C\\_2bGLM0F6w\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=mZmFQ97_2fx5kC4C_2bGLM0F6w_3d_3d)

One of the activities for Teen Read Week is voting on the Teen's Top Ten, a "teen choice" list, where teens nominate and choose their favorite books of the previous year. Nominators are members of teen book groups in fifteen school and public libraries around the country.

If you read nominated books throughout the year, you'll be ready to vote for your favorites during the next Teen Read Week, **October 18 – 24, 2009**. Readers aged twelve to eighteen can vote online on the YALSA website, anytime that week.

Here are some tips from the YALSA website on promoting the books:

### Make a display

Promote the nominated books in a prominent location. Include copies of any nominated books you have checked in, bookmarks with a list of the nominated titles and the website address where teens can vote, and an eye-catching sign. Alternately, if you have a copyrighted version of book covers you can use, print off pictures of each of the book covers with a "reserve me now" sign.

### Use your Website

Include the list of nominated titles and hyperlink each one to your online catalog for easy access. Make sure to include a link to where they can vote during Teen Read Week! (Hint: [www.ala.org/teenstopten](http://www.ala.org/teenstopten) will work nicely.)

### Other Ideas

- If you have a teen blog, list the titles on the blog. Each day, feature a different book by posting reviews and an author spotlight on the days leading up to Teen Read Week. Check out this example of a blog spotlight of the day.
- Hold book discussions where teens can debate who they think the winners should be.
- Do a Final Four type of promotion with an elimination grid. Set up an elimination poster

where you gradually narrow down the nominees until you get the Final Four.

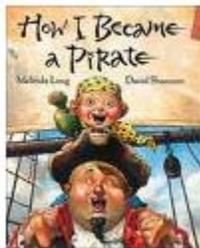
- Play up the all American tradition of voting by dedicating one computer station to TTT voting. Have a link set up on the desktop to the voting website, place bunting and flags all around with a big "vote here" sign.
- Have your reading group make "Campaign Posters" for the nominated books to play up the voting theme. Create them in the style of political candidates, like the book itself is running for the office of a Teens' Top 10 choice. Make a display of finished posters and put it near a voting station.
- Create a map with pushpins that shows the location of the 15 groups that are reading and nominating. This has two purposes: to let teens know what TTT is and how it works and to possibly motivate your reading group to apply to become one of the nominating groups.

## Book Look

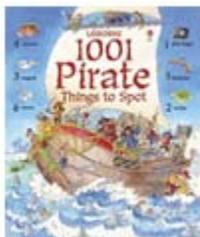
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### Two books featured during Idaho Family Reading Week event!

The Read to Me program has paperback copies of *How I Became a Pirate*, by Melinda Long for Idaho public libraries who are planning events during Idaho Family Reading Week, November 16 – 22, 2008.



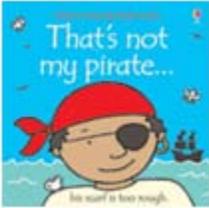
Just complete the form by October 29th and we'll send you books to give to families. Quantities are limited (probably to about 90 per library depending on how many responses we get) and will be sent by November 5th. If you don't get enough to give to every family who attends your event, we suggest doing a door prize drawing throughout the event until they are gone. It's also a good way to capture names and information about who attended your event from the door prize registration slips. Complete the short form at <http://libraries.idaho.gov/content/free-books-idaho-family-reading-week> to get your books.



**School libraries:** We want to hear from you too and have 40 hardback copies of *1001 Pirate Things to Spot*, by Rob Lloyd Jones, illustrated by Teri Gower and Michelle Lawrence, to give to the first 40 school libraries that complete the brief form at <http://libraries.idaho.gov/content/free-hardcover-book-elementary-schools-family-reading-week>.

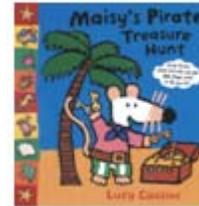
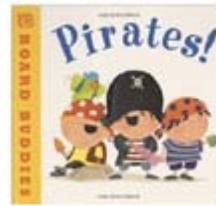
## More fun books for Family Reading Week

### Board Books

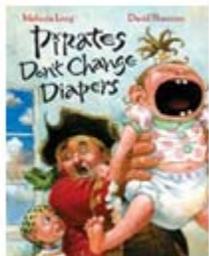


*That's Not My Pirate* by Fiona Watt and Rachel Wells (Usborne series)  
This book is just one in an award-winning series of board books with simple, repeating storylines and squashy, furry, hairy, shiny and bobbly textures to touch and feel.

*Maisy's Pirate Treasure Hunt*, Lucy Cousins  
*Pirates!*, Board Buddies Board Books  
*My Pirate Ship*, Peep-Through Play Books  
*Ahoy, Pirate Pete*, Change-the-Story Books

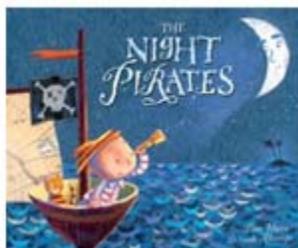


### Preschool: 3 to 5 year olds



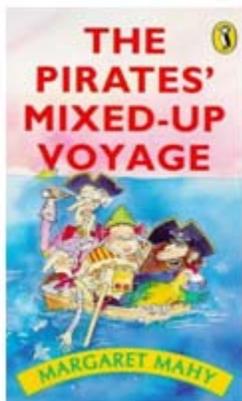
*Pirates Don't Change Diapers*, Melinda Long  
*Do Pirates Take Baths?* Kathy Tucker  
*Pirate Pete*, Kim Kennedy  
*Don't Mention Pirates*, Sarah McConnell  
*Shiver Me Letters: A Pirate ABC*, June Sobel  
*Roger, the Jolly Pirate*, Brett Helquist  
*Night Pirates*, Peter Harris

### Early elementary: 6 to 8 year olds



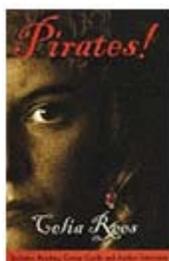
*How I Became a Pirate*, Melinda Long  
*Pirate School* series, Brian James  
*Pirate Pete*, Kim Kennedy  
*Don't Mention Pirates*, Sarah McConnell  
*The Pirate's Eye*, Robert Priest  
*Roger, the Jolly Pirate*, Brett Helquist  
*Night Pirates*, Peter Harris

## For older readers:

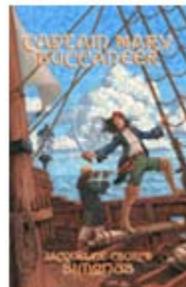


*Pirate's Promise*, Clyde Bulla  
*Captain Butcher's Body*, Scott Corbett  
*The Ghost in the Noonday Sun*, Sid Fleischman  
*Pirate Queen*, Patricia Reilly Giff  
*Amy's Eyes*, Richard Kennedy  
*The Great Piratical Rumbustification*, Margaret Mahy  
*The Pirate's Mixed-Up Voyage*, Margaret Mahy  
*Captain Abdul's Pirate School*, Colin McNaughton  
*The Mysterious Voyage of Captain Kidd*, A.B.C. Whipple  
*The Ballad of the Pirate Queens*, Jane Yolen  
*The Pirate's Mixed-Up Voyage*, Margaret Mahy

## Teens



*Pirates* by Celia Ree  
*Captain Mary, Buccaneer* by Jacqueline Church Symonds. In the course of researching her book, Symonds compiled a list of pirate nonfiction which can be found at:  
[http://www.beaglebay.com/pirate\\_books\\_and\\_films.htm](http://www.beaglebay.com/pirate_books_and_films.htm)



## Upcoming Events

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### UPDATE:

### October E-Branch in a Box Fall Training Schedule

<http://libraries.idaho.gov/page/2008-fall-training-schedule>

This fall a four-hour triage session will provide one-to-one assistance for existing e-branch accounts. Sessions in Idaho Falls will be held on October 28th and 29th. Bring your greatest challenges to the e-branch Help Desk! Go to the website to register! If you have questions, please contact [Shirley Biladeau](#).

### Events in November:

November 16-22 – **Idaho Family Reading Week** – is an annual statewide celebration of reading as a family activity. The theme for the 2008 Family Reading Week is "**AR-R-R-R-R-RE** you reading?" Our goal is for 100 libraries and schools across the state to break out their eye patches, spyglasses, and hornpipes, and host a Family Reading Night or other event. **Have you signed up to receive free books yet?** See "Book Look" for more information.



**Pirate joke:** What did the pirate captain call his collection of ships' logs from plundered vessels? (See the last page after "News Beyond Idaho" for the answer.)



## Summer Reading News

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### Bright Futures Begin @ Your Library



Fall is in the air which means it's time to think about summer reading. The Commission is once again sponsoring the **2009 Bright Futures** summer reading outreach program for all publicly-funded Idaho public libraries. Your library can apply to receive materials to support outreach in your community to reach more underserved children.

The outreach opportunities include: School Visits, Underserved Children, Read for Your Library, and Web 2.0. Check your mailbox because every public library should have received a flyer telling how to apply for Bright Futures, along with the 2009 program manual "Be Creative @ Your Library" and an Upstart order form.

If you already have a good number of children coming to your library, **why should you be concerned with trying to reach underserved children?** Researcher Peter Johnson in *Building Effective Programs for Summer Learning*. (U.S. Department of Education. 2000) focused on who needs summer programs and effective ways to reach them. Drawing on research from the Baltimore "Beginning School Study" (Karl Alexander and Doris Entwisle, 1996), Johnson found that "the academic gap between rich and poor children, as measured by test scores, increases throughout the elementary school years."



Summer losses in achievement add up year by year and "seem to be the major reason why the academic gap between low- and high-income children grows throughout the elementary school years." Since the losses are largest in the summers of the first three to four years of school, "preventing these losses, particularly over the first few summers, could make the gap much smaller."

Suggestions for effective ways to reach the neediest youth include:

- Form partnerships with the schools

- Form partnerships with community groups and services that reach the disadvantaged
- Make programs accessible and convenient for parents
- Involve the parents
- Involve volunteers
- Make learning fun for everyone.

All of these strategies are part of Bright Futures. In 2008, librarians reported that attendance at outreach programs was 37,000 and over 74,000 school-age children got the summer reading message when public librarians visited over 200 schools.

**Please note these changes for Bright Futures in 2009:** Applications may be submitted online until **March 17, 2009** on a first-come, first served basis. It is recommended that libraries apply as early as possible. Although we have planned for an increase in 2009, when supplies are gone, no more applications will be accepted. Applicants will be notified by email within 72 hours that their application has been received. Check out Bright Futures online at:

<http://libraries.idaho.gov/summer-reading>.



## School Zone

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### Collaborating in the Schools: Factors for success

by Staci Shaw

In the last issue we highlighted the benefits of the teacher/librarian partnership. Thank you to those who blogged on the ICFL website about their own experiences with collaboration! This week we continue the series on collaboration by taking a look at the components of successful collaborative programming, and how to address some roadblocks that frequently occur.

There is so much great literature out there that defines and illustrates components of a successful collaborative partnership between school librarians and teachers (see the booklist below of what ICFL has available for free). In *Partners in learning: Students, teachers and the school library*, Doiron and Davies list the following characteristics:

- A **flexible timetable** that allows for longer blocks of time, so that information skills can be taught within the context of meaningful classroom projects.
- **Adequate staffing**, so that teacher-librarians have more time to teach and collaborate and are not bogged down with book checkout.
- The school librarian and teachers must have **planning time** in order to determine goals, objectives and implementation strategies.
- **Administrative support**: when administrators recognize the vital role of the school librarian, they are more likely to provide adequate staffing, planning time, and an adequate budget to support collaborative partnerships within the school.
- A **plan for information skills development**: by using a common planning tool, the school librarian and teacher can share in the decision-making process and communicate

more effectively. Doiron and Davies suggest the following steps as school librarians and teachers begin the collaborative process:

1. Start by identifying the goals and objectives of the students' learning.
2. Identify the resources available to meet those goals.
3. Prepare the learning activities for students.
4. Determine how the unit will be managed- who will teach what, and when?
5. Determine the assessment procedures.
6. Plan for a "celebration" of learning: how will the students' work be showcased?

Sound complicated? Are you already thinking about why this process would be difficult to implement in your school? School media centers, especially those in the elementary schools, have small budgets and limited resources. Planning time is a luxury that few enjoy. Here are some ideas for overcoming those roadblocks, and many of you are currently doing these things:

- *Roadblock: Limited time*  
Use a **planning template**: This tool can be used whether you are sitting down at an official planning meeting, informally meeting over lunch, or passing it back and forth in your mailboxes. Using a template gives each of you the opportunity to contribute creative ideas, helps work out a timeline, and serves as a record of who is responsible for each component of the teaching process. There are several templates in the books listed below. And here is a **great** link to a school media center in Philadelphia, where collaboration is a key component in the school's philosophy. They offer several planning templates that are easy and efficient to use:  
<http://www.libraries.phila.k12.pa.us/pennalexander/TLC.html>
- *Roadblock: Openness of classroom teachers to collaborate*  
Developing a "culture of collaboration" is a complex process and can take years to evolve; it requires people to change the way they think and the way they approach teaching. There are generally three groups in the process of change:
  1. the "oh, yeahs!"
  2. the "yeah, buts..."
  3. the "no ways."

Start with a few of your "oh, yeah!" teachers. Plan some units together and showcase your successes. By working out the kinks and strengths in the process, you can address the concerns of your "yeah, buts," whose students will surely begin asking to participate in the cool activities of their peers! Don't worry so much about your "no ways," unless your administrator has chosen collaboration as a school goal and is supporting the change with strong leadership.

These are just a few suggestions... for additional ideas, check out these resources:

"Book-Report Adventures," an article written for Scholastic by a teacher-librarian:  
<http://content.scholastic.com/browse/article.jsp?id=4306>

*Collaborating to meet standards : teacher/librarian partnerships for K-6* / Toni Buzzeo.  
Buzzeo, Toni. 2002 \*Planning template on page 23.

*Collaborating to meet standards : teacher/librarian partnerships for 7-12* / Toni Buzzeo. Buzzeo, Toni. 2002 \*Planning template on page 32.

*Collaboration and the school library media specialist* / Carol A. Doll. 2005

*Collaborative library lessons for the primary grades : linking research skills to curriculum standards* / written and illustrated by Brenda S. Copeland and Patricia A. Messner. Copeland, Brenda S. 2004

The Media Center at Sadie Tanner Mossell Alexander/University of Pennsylvania Partnership School: <http://www.libraries.phila.k12.pa.us/pennalexander/TLC.html>

*Partners in learning : students, teachers, and the school library* / Ray Doiron and Judy Davies ; foreword by Ken Haycock. Doiron, Ray. 1998 \*Planning templates on pages 27-34.

The on-line faculty lounge... Share your experiences- What roadblocks keep you from strengthening the school librarian/teacher partnership? What are some solutions *that* work for you and your teachers? Blog with us at <http://libraries.idaho.gov>.



### **School Library Survey**

As mentioned in previous issues of *The Scoop*, the Idaho Commission for Libraries has contracted with RSL Research to study the impact of Idaho school libraries on student achievement. Hosting informational breakout sessions at ILA were ICFL field consultant Dr. Frank Nelson and RSL researchers Dr. Keith Curry Lance, Marcia Rodney and Bill Schwarz. Several school media specialists and librarians, administrators, teachers and support staff attended the sessions, which provided details about the design and administration of the survey. Though not identical to previous state studies such as Colorado, Iowa, California, and Illinois, Idaho's study will focus on the impact school librarians have on student achievement.

Critical to this study is the collection of names and contact information for all school librarians in the state. This information is not on file in any statewide database; currently the survey administrators have names and contact information for approximately 50 percent of our school librarians. You can help by sending your information to Debby Wylie at [debby.wylie@libraries.idaho.gov](mailto:debby.wylie@libraries.idaho.gov) or 800-548-6212.

The more librarians surveyed, the more accurate the results will be.

## Know the Numbers

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### **Kaiser Family Foundation Reports on *Parents, Children & Media***

A 2007 survey by the Kaiser Family Foundation found parents say they're getting control of their children's exposure to sex and violence in the media, even online, but concerns about media remain high, and most support curbs on television content.

According to the Foundation's news release:

"Sixty-five percent of parents say they 'closely' monitor their children's media use, while just 18% say they 'should do more.' ...Parents are particularly confident in monitoring their children's online activities. Nearly three out of four parents (73%) say they know 'a lot' about what their kids are doing online (among all parents with children 9 or older who use the Internet at home). Most parents whose children engage in these activities say they check their children's Instant Messaging (IM) 'buddy lists' (87%), review their children's profiles on social networking sites (82%), and look to see what websites they've visited (76%) after they've gone online.

The report surveyed 1,008 parents of children ages 2-17. Additional findings:

#### **Media Content**

- About a quarter of parents (23%) say inappropriate media content is one of their "top" concerns as a parent, while another 51% say it's a "big" concern, but not one of the top concerns.

#### **Media Ratings**

- Parents' use of the TV and video game ratings has stayed virtually the same since 1998 at about 50%, while use of music advisories has gone up (from 41% to 52%), and use of movie ratings has declined (from 86% to 77%).
- Among parents who have used any of the media ratings, the proportion who say they find them "very useful" has increased over the years, from 43% to 58% for video game ratings, 45% to 56% for music advisories, and 42% to 49% for the TV ratings.
- Many parents still don't understand what the TV ratings mean. Among parents who have children ages 2-6, only three in 10 can name any of the ratings used for children's shows, including TV-G, or G, which means "general audience." Only 11% know that the rating FV indicates violence (it stands for "fantasy violence"), while 9% think it means "family viewing." And only 11% know that the rating EI means educational or informational programming. Among parents with any child ages 2-18, 61% know that TV-14 means the show may be inappropriate for children under age 14 and just over half (54%) know that TV-MA means for mature audiences.

## Educational Media

- A majority of parents (59%) say it's true that children who watch educational TV have better verbal skills, and 41% say baby videos have a positive effect on early childhood development (17% say that's not true, while 35% say they're not sure).
- A majority of parents (56%) of younger children (ages 2-6) say baby videos positively affect development.
- The majority of parents with children ages 2-13 are at least somewhat satisfied with the number and quality of educational shows available for their children (16% are "very" satisfied, 50% "somewhat" satisfied), compared to 30% who say they are "not too" (21%) or "not at all" (9%) satisfied.

## Internet Monitoring

- Among parents with children age 9 or older who use the Internet at home, four in 10 (41%) say they use parental controls to block access to certain websites.
- Among those whose children use e-mail, four in 10 (39%) say they read their child's email or look in their inbox.

To download the report, go to: <http://kff.org/entmedia/entmedia061907nr.cfm>.



## A Closer Look at Idaho Family Reading Week

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Back in 1997, the Idaho State Library (now the Idaho Commission for Libraries) envisioned an opportunity to highlight the role of parents and caregivers as role models for reading and the importance of families in nurturing children's budding literacy. And where better to nurture literacy and reading than at the library? Thus, Idaho Family Reading Week was born.

Here are a few facts about why it's important to get the whole family involved:

Children learn to value reading by watching their parents and other family members read as part of their everyday activities. Children also enjoy reading more if it is a shared activity. Children need access to lots of reading and writing materials, especially at home. Talking about books and sharing family stories is another way to nurture literacy development. Oral language development is the first step to literacy. And, families can keep family heritage, history and values alive through family stories. Children learn who they



are and where they came from.

Sharing reading and writing is not just about books. The "[Parents](#)" [section of the Reading is Fundamental website](#) lists some great ideas for reading outside the book. These would make a great display at your library with the title "Beyond Books" or "What Arr-r-r-r-r-re You Reading?":

- Newspapers

Many newspapers have sections geared toward kids. The articles are generally short and snappy, and either appeal directly to kids or are written from a kid's point of view. Also, keep an eye out for articles that might pique your child's specific interests. While sections about cars, movies, travel, technology, and music may be aimed at adults, kids might get drawn in, too.

- Cookbooks

Even if your children would much rather eat out than cook, cooking is a good opportunity to get kids reading. Give them a cookbook and a pack of Post-Its, and let them pick out several recipes they'd like to try this summer. You can also make the meals together as a family activity.

- Magazines

Magazines for kids or preteens might seem fluffy. But if they keep your kids reading, the benefits might make up for the lack of heavy hitting content. Kids can often identify with the tone and subject matter of magazines, and the articles hold their attention.

- Comic books

Comic books and graphic novels are becoming more and more popular. The illustrations and often offbeat topics should keep kids interested.

- Instructions

Summer is a time for backyard projects, like building swing sets, blowing up pool toys and assembling games and sports sets. Have your child read the instructions and help you go step by step on your project. Who knows, the children might understand the instructions better than you!

- Brochures

Are you going on a special vacation? Or do you just wish you were? Get brochures for destination spots, tourist attractions, and theme parks. Let your children read the brochures and get excited about an upcoming event or a potential adventure.

- Catalogues

These can be a great option if your child is exploring a particular interest. From soccer, to

bedroom furniture, to clothes, catalogues have concentrated information on whatever turns your child's head.

- Food and product labels

Have your kids read the cereal box, bag of chips, soda can, suntan lotion bottle, bug spray, or anything else that is lying around. It won't take them long to scan the words, and they'll learn more about what they're putting in or on their bodies.

- Song lyrics

Rare is the child who doesn't love music. He or she may have already found the liner notes in the CDs, but encourage them to read along as they listen to songs. Also, your child can search for lyrics online and sometimes learn about the songwriter's stories behind the songs.

- Backs of videos/DVDs

Rather than picking a movie based on its packaging, take your kids to the movie rental stores selection of older picks. Have your kids select a movie based on the story description on the back of the box challenge them to find a good story based on the plot rather than the marketing.

## Tips & Tools

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**Even the pumpkins are reading!** Some pumpkin ideas for your library...



- **Bulletin board/display:** Staple pumpkin cutouts (at least 12"x12") to bulletin board. Using book jackets, open them in front of each pumpkin, place halfway down, and pin them in a tent so that the pumpkin looks like they are reading the book. Use a phrase such as, "Even the pumpkins are reading!"
- **Family contest:** Ask families to bring in a decorated pumpkin to display. You can even choose a decorating theme, such as story characters or recycled materials. Have the families fill out a card with their name and favorite books or reading activity, and phone number on the back. Set out ballots on your designated "election day" and offer small prizes for the winners. Note: if pumpkins are decorated, not carved, they will last much longer!

- **Songs and rhymes:** <http://www.theteachersroom.com/pumpkinpatch.htm>;  
<http://teachers.net/lessons/posts/202.html>

- **Pumpkin math station:** Set out two or three different sized pumpkins for activities.
- **Weight:** Ask children to estimate first, then weigh with a bathroom scale. For older children, they can weigh themselves first, then weigh themselves holding the pumpkin, then use the difference to find the pumpkin weight.
- **Circumference:** Cut three lengths of yarn– too small, too big and just right. Ask children to guess which piece of yarn will fit around the middle of the pumpkin. This is called the "circumference," or distance around a sphere.
- **Save your pumpkin seeds!** Put them in a container and let children count them. Set out small Dixie cups to encourage children to count by fives or tens. Young children can count smaller amounts by ones.

Have ideas to add? Blog with us at <http://libraries.idaho.gov!>



### **Great Technology Programs for Children**

From the ALSC website wiki, librarians across the country share some great program information on Great Technology Programs for Children and includes links to 13 specific programs including: an animated authors program, computer camp, Dance, Dance Revolution for the whole families, Storytubes, and more. See [http://wikis.ala.org/alsc/index.php/Great\\_Technology\\_Programs\\_for\\_Children](http://wikis.ala.org/alsc/index.php/Great_Technology_Programs_for_Children).



### **New Resource Provides Easier Access to Foreign Languages for People who Are Blind**

The National Clearinghouse on Disability and Exchange (NCDE) has published "Accessing Foreign Language Materials as a Blind or Low Vision Student" to support blind and low vision students in accessing course materials in a broad range of foreign language courses, from Arabic to Turkish. This informational guide includes: commonly used assistive technology and software to handle foreign languages, guidance for locating audio, Braille or large print materials in foreign languages, tips on transcribing Braille textbooks in foreign languages or using readers and scribes, and considerations for studying a foreign language abroad. The guide emphasizes critical need languages, such as Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, Russian and Turkish, although information is also applicable to more commonly taught languages such as French, German, and Spanish.

Go to:

<http://www.miusa.org/ncde/tipsheets/languageguide> for more information.



### **NEA and Youth Service America: Youth Leaders for Literacy**

The Youth Leaders for Literacy Program, an initiative of the National Education Association and Youth Service America, helps young people direct their enthusiasm and creativity into reading-related service projects. The projects will begin next March 2, on Read Across America Day, and will end April 24-26, on Global Youth Service Day. Maximum award: \$500.

Eligibility: people 21 years old or younger; individuals or groups. Deadline: Oct. 30, 2008.  
Learn more at: <http://www.nea.org/readacross/volunteer/index.html>



## **Professional Development Collection**

The Idaho Commission for Libraries Professional Development Service (PDS) provides access to numerous titles in the field of library and information sciences. Free shipping to and from your library is provided! See <http://libraries.idaho.gov/pds> for more information. Here are some new titles:

*A Passion for Print: Promoting Reading and Books for Teens* 027.62 Mahood 2006  
by Kristine Mahood (2006)

This guide helps build the librarians' book and marketing knowledge so that teens, books, and reading can be brought together. This guide is filled with many ideas for making this happen

*Teaching Reading Strategies in the School Library* 027.8 Walker 2004  
by Christine Walker and Sarah Shaw (2004)

This guide provides support for reading instruction in the elementary school library media center. It is filled with quick, self-contained lessons, which are ideal for the school media specialist who has limited time and access to these students.

*Reading the Web: Strategies for Internet Inquiry* 371.3 Eagleto 2007  
by Maya B. Eagleton and Elizabeth

Packed with ideas and instructional activities for all content areas, this book also provides a framework for promoting Web literacy skills in grades 3 – 8.

*Across Cultures: A Guide to Multicultural Literature for Children* 028.5 East 2007  
by Kathy East and Rebecca L. Thomas (2007)

This guide is an introduction to more than 400 recent fiction and non-fiction multicultural resources for preschool through sixth grade. It also presents practical advice on programming strategies and many activities.

*Adolescent Literacy: Turning Promise into Practice* 027.62 Adolesc 2007  
edited by Kylee Beers, Robert E. Probst, and Linda Rief (2007)

A discussion of adolescent literacy taken from experts in the field, reports, policies, and ideas which is conducted set goals and re-vision what adolescent literacy needs to be for the coming generations.

## News Beyond Idaho

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### Play Literacy

**Play Literacy** supports the idea that children learn best through play. Young children can learn the fun, as well as the importance, of reading and writing in everyday life through imaginative play. Madison (Wisconsin) Public Library's Play Literacy program is based on the work of early childhood educator Gretchen Owocki, author of *Literacy Through Play* (Heinemann, 1999).

Together with the Dane County Library Service, the Madison Public Library uses the Readmobile to provide Play Literacy programs as an outreach service to preschool classrooms in Madison and Dane County. Families with young children can also experience the fun of Playing with Literacy during Preschool Storytimes at library branches. And, at the Central Library, they have a Play Literacy Corner, where young children can play with toys and literacy right in the Children's Room. Themes change monthly

For more information, visit their website at:

<http://www.madisonpubliclibrary.org/youth/playliteracy.html>.



**Pirate joke:** What did the pirate captain call his collection of ships' logs from plundered vessels?

*Answer:* His aaaaarchives.



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

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