

The Scoop - Volume 3, Number 17 October 26, 2007



Published bi-weekly by [Read to Me](#), a service of the Idaho Commission for Libraries

In this Issue:

- [Welcome!](#)
- [Meet Susan Thorpe](#)
- [Library to Library](#)
- [Young Adult Corner](#)
- [Book Look](#)
- [Upcoming Events](#)
- [Summer Reading News](#)
- [School Zone](#)
- [Know the Numbers](#)
- [A Closer Look at School Readiness](#)
- [Tips & Tools](#)
- [News Beyond Idaho](#)

Welcome



Fall is definitely in the air and some Idaho mountains are even receiving their first snowfall. Celebrate the splendor of fall by taking a walk through crunchy leaves, visiting a corn maze, or decorating with pumpkins and fall foliage.

Why do leaves turn color in the fall? In spring and summer, leaves manufacture food using chlorophyll, the chemical that transforms sunlight into sugars and starches needed for tree growth. It is chlorophyll that gives leaves their green color and masks the yellow, orange and red colors that may also be present. But changes in the length of daylight and temperature in the fall cause leaves to stop their food-making process. The chlorophyll breaks down, the green color disappears, and the other colors become visible. (From the SUNY College of Environmental Science and Forestry) Read more about how various colors develop in the fall on this website: <http://www.esf.edu/pubprog/brochure/leaves/leaves.htm>. Happy leaf gazing!



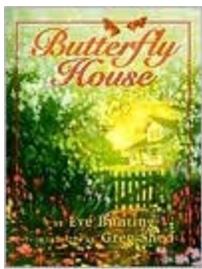
Meet Susan Thorpe

Susan Thorpe is supervisor of Youth Services at the **Coeur d'Alene Public Library**. She has been at her library for five years. Susan says, "We are so fortunate to serve fantastic patrons! They make our jobs very enjoyable." The Coeur d'Alene Public Library dedicated their new building on September 9th. The \$6.6 million project features a lodge-style library with 38,500 square feet. It includes study areas and nooks for reading, and the children's area has a wildlife theme. The building itself has an open feel of spaciousness, with large windows that offer views of Lake Coeur d'Alene. There is also artwork throughout the library. In 2004 voters passed a \$3 million tax levy for the library with 68 percent approval. Donations helped pay for most of the remaining expenses.

Susan primarily works with youth and their parents or caregivers. But some adults enjoy reading the juvenile and young adult collection, housed in the youth services department, so they see her frequently, too. The department provides nine regular storytime sessions per week, plus monthly programs for several schools. The library occasionally does outreach with different community organizations. Susan is responsible for collection development in the youth department and has a few veteran staff members who help her. She is also involved in circulation duties and reference work on a daily basis. It is fairly simple to detect a patron who needs help finding that certain item, and consequently there are a lot of one-on-one interactions taking place in her department.

Susan's background is in English literature and elementary education, and she has always loved working with children and youth. She adored reading as a child and teenager because she had a lively imagination and reading gave her the chance to exercise it. As a young parent she discovered new and wonderful children's books, and treasured the magical moments spent with her daughter reading. Coming to work for this library was serendipitous—Susan never set out to be a librarian, but she took to this job and this culture naturally and immediately.

When asked about her favorite thing about her job, Susan mentioned, "Our library feels like a center of the community. It is so much fun to work here, to get to know the patrons, to see the children grow up right before our very eyes. We are an integral part of our patrons' lives and this gives me such a sense of fulfillment."



Susan had many favorite authors as a child. She loves beautiful picture books that tell a good story like Eve Bunting's *Butterfly House* and silly, humorous stories like Janet Stoeke's *Minerva Louise*. Susan feels incredibly fortunate these days to have so many fabulous books, like two of her favorites: *Rowan of Rin* and *Harry Potter*. Kate DiCamillo is a favorite author. As a child Susan read Beverly Cleary and J. R. R Tolkien, Nancy Drew mysteries and anything her mother read--like Mary Stewart's treatment of the Arthurian legend, and *The Rains Came* by Louis Bromfield. As a teenager she liked S. E. Hinton and works such as *Go Ask Alice*, *Mad Magazine* and, as she got older, she developed a deep appreciation for the classics. Some of her favorites were Jane Austen, George Eliot, Charles Dickens, and Victor Hugo. Susan says, "I think I must have satisfied a craving for adventure and new landscapes through reading." Recent reads include the Harry Potter series which Susan felt the need to read (being a children's librarian) and set a goal last year to do so.

Susan's favorite flavor of ice cream is vanilla chocolate caramel swirl. When not working at the library, she likes to travel, read, work in her yard, sew, play piano, entertain her four cats (and clean up after them), decorate her house, shop with her nieces, and spend time with family and friends.

A woman of many talents--thanks, Susan, for sharing your story with The Scoop.

Library to Library



Jeanne Farnworth, youth services librarian at the **Portneuf District Library**, had a lot going on last month. Here are some highlights:

In celebration of National Library Card sign-up month throughout September, the Portneuf District Library has been holding several special events and activities for children and families. Anyone signing up for a new library card in September was

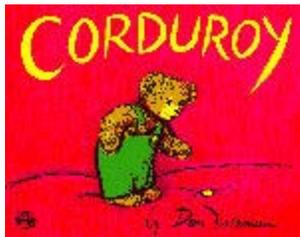
entered in special drawings for prizes that include books, T-shirts, movie passes, food certificates and more!

The library kicked off their Dinner & a Book with Dad program on Sept. 8. This program featured lunch, crafts and a free book to take home. Another popular program, Lab at the Library, started off with a bang as ISU Professor Steven Shropshire brought hair-raising experiments with electricity and magnetism. This activity was for students in all grades.

The library highlighted National Constitution Week, Sept 17-22, with a display and a special invitation for Boy Scouts and Girl Scouts to join the library staff for tours and to work on citizenship badges. In addition, the library urged book clubs and discussion groups to check out one of the Banned Book Week book club sets. Several classic banned book titles are available with at least 15 copies of each. With Banned Books Week coming up in October, this is a perfect time to celebrate the freedom to read!

For families, an Eric Carle Family Night was held on Monday, Sept. 24, at 6:30 p.m. Those attending shared stories, activities, snacks and door prize drawings.

Visit the library's Web site at portneuf.lili.org to see what they have planned next!



Update! Several libraries in Idaho contributed to the successful "Read for the Record" event. Over 258,000 children read *The Story of Ferdinand* on Thursday, September 20, 2007! Jumpstart broke the record for the greatest shared reading experience ever with children participating at 1,900 events worldwide! Heather Stout, youth services director at the **Lewiston City Library**, registered their numbers and involved their mayor in reading to first grade classrooms. The eight Idaho First Book libraries distributed over 500 copies of Ferdinand to low-income children in their communities. They reported the kids loved the book, but one child in St. Maries wanted to know where the color was since the illustrations were all done in black and white. **St. Maries library director Leslee Adams** says those kids don't let much get past them!

It was fun to be part of a world-wide event and contribute a small part of a very huge thing. A goal of Jumpstart's Read for the Record campaign is to raise public awareness about significant disparities in early education.

Start thinking about 2008! The official campaign book will be **Corduroy** by Don Freeman. Stay tuned to www.readfortherecord.org/ where they will announce the date for the 2008 Campaign.

Young Adult Corner

Idaho Digital Natives Speak

We will highlight key findings from the “Perceptions of Idaho’s Digital Natives on Public Libraries: Statewide Focus Group Findings” occasionally in this column. We’d love to hear how you are using the report in your libraries. Are you using it as a discussion tool with trustees? Planning on making any changes to your library’s physical space or to your services as a result of reading the report? We’d love to hear from you! E-mail [Stephanie](#) and we’ll send you a free YA book.

Here’s a great comment we received from Lisa Muscavage, a trustee for the Stanley Community Library. “I just wanted you to know that I read your report from cover to cover and was fascinated with the recommendations by the Digital Natives. It was easy to read, thorough and offered great ideas. Thanks so much for your time and efforts.” And thanks to you Lisa, for giving us some feedback. We don’t often hear from trustees so we’re sending a book in your name to the library!

There were 18 key findings from the 12 focus groups conducted in this study. Key findings are broken down by those findings from across all groups as well as those findings within each of the age segments (i.e. 12-17 and 18-25) examined in this study. Access the report at <http://libraries.idaho.gov/files/default/2007-digital-native-rpt.pdf> or request a hard copy from Stephanie at ICFL while supplies last.

In order to keep current users coming, and bring in non-users, libraries need to offer a range of services, activities and environments. In several groups, participants remarked that the more libraries can offer, the more people they will be able to attract, since everyone likes something different. A couple things to consider include:

Across both age groups, current, regular users of the library already liked some aspects of public libraries. They liked knowing that it is a place where they are guaranteed a quiet spot where they can relax or get work done. However, they felt that there is room for improvement. They preferred a more inviting atmosphere with more space, and comfortable furniture. They were not opposed to having areas in the library where people could be loud if they want. Across all groups, participants repeatedly explained that libraries should be divided into sections, or multiple floors, for different types of activities.

Non-users explained that they rarely use the library, typically because they predominately use the Internet for research and no longer feel that they need libraries for this purpose. Because they rarely read for entertainment, they do not see a reason why they will go to the library. On top of this, many of these digital natives prefer doing activities with their friends during their free time. Since the library is perceived to be a serious and quiet environment, it follows that they will not go to the library with friends. They will sometimes, however, go to bookstores. Thus, if the library were to provide an

environment that is perceived to encourage people to come visit, is comfortable, and conducive to being with friends, then attendance will likely increase.

Book Look

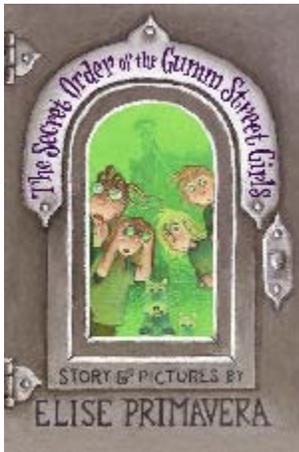


Suzanne Davis, Youth Services Librarian at the East Bonner County Library District in Sandpoint, sent in these recommended titles.

Are you tween girls clamoring for fantasy adventure reads? Recommend these...

Pish Posh, by Ellen Potter.

When snobby Clara Frankofile discovers a mystery at her parents' upscale restaurant, she enlists the help of Annabelle, a 12-year-old sometimes thief, to get to the bottom of a 200-year-old secret. A mixture of reality and fantasy plus a bit of New York snobbery...



The Secret Order of the Gumm Street Girls, by Elise Primavera.

Franny, Pru, and Cat all live on Gumm Street, but they do not get along...until Ivy and her Jinx move into town. When the girls' piano teacher disappears leaving Ivy one ruby slipper and a woman claiming to be his sister (but resembling the Wicked Witch of the West) demands that Ivy turn over both ruby slippers, the girls band together to find the other slipper and protect Ivy. A rollicking good time...

Horns and Wrinkles, by Joseph Helgerson.

When family members are turned to stone by trolls, only Claire and her cousin Duke (who has already been cursed with a horn because of his unkind treatment of Claire) can save them. Enter a bluewing fairy, some conniving river trolls who are searching for their fathers and a truly evil rock troll...pure whimsical magic.

Kiki Strike: Inside the Shadow City, by Kirsten Miller.

When a sink hole develops across from her apartment, Ananka Fishbein discovers a city under New York City and meets the mysterious Kiki Strike, who wants to explore the shadow city with her. Fast-paced and fun...



Upcoming Events

Idaho Family Reading Week is November 11-17, 2007. Thirty-four Idaho libraries will be receiving storybook characters to help draw in new families to their libraries. Most of those libraries are sharing with at least one other library in their area. Let's hear it for cooperation!

Here's a few web sites that may help when you're planning your family reading events:

Idaho Family Reading Week, official web site at <http://libraries.idaho.gov/readweek>

Here are some web sites that correspond with the storybook costumes:

If You Give a Mouse a Cookie by Laura Numeroff. "Mouse" books still available for Idaho Family Reading Week events while supplies last. Contact Stephanie A.S.A.P. See www.lauranumeroff.com for coloring sheets and activities.

Clifford. More "Clifford" books still available for Idaho Family Reading Week events while supplies last. Contact Stephanie A.S.A.P. See <http://pbskids.org/clifford> for great ideas for themed storyhours, activities and related books. Another great site for kids and parents is www.scholastic.com/clifford.

Geronimo Stilton. The staff at Kuna District Library are wearing cheeseheads and cheese ties all week (good thing they had some Green Bay fans on staff!). They've developed skits and lots of fun activities for Geronimo's visit. See www.scholastic.com/titles/geronimostilton/index.htm for crossword puzzles, word searches, and The Rodent's Gazette Online with pages of fun!

For those hosting **Lilly of Lilly's Purple Plastic Purse**, visit www.kevinhenkes.com. Click on mouse books and then "fun and games" for some great activities!

Hank the Cowdog -- fun and activities at <http://us.penguin.com/static/packages/us/yreaders/hankthecowdog/activity.htm>

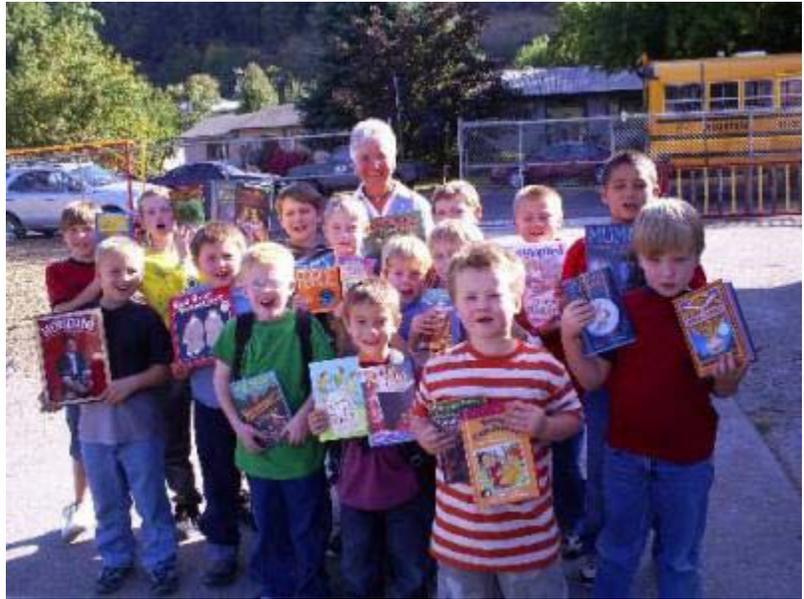
We'd love to hear what you have planned for Family Reading Week. E-mail [Peggy](#) or [Stephanie](#) and let us know!



Summer Reading News

Fall School Assemblies Recognize Summer Readers

Part of the effort to involve more children in summer reading programs has been the growth in public library/school partnerships. The 2007 "Read for Your Library" outreach opportunity paired 49 libraries with 73 schools. Each library and their school partners received \$200 in hardback books for their collections. Libraries are encouraged to ask the school to hold an assembly in the fall to present the books and to recognize summer readers. The Kooskia Community



Library shared this photo taken at their assembly. Kooskia Branch Manager Sue Lundgren writes, "Here are some of our summer readers with the READ FOR YOUR LIBRARY books that we presented to Clearwater Valley Elementary School for their library at the Homer (READ AT HOME program) Assembly September 26. As you can see, they were happy and excited about their new books!"



School Zone

Taking Students into the 21st Century

School librarians are invited to attend a 2.5 day in-service sponsored by the Idaho Commission for Libraries. Here are some brief details about the event:

Taking Students into the 21st Century: Developing Critical Thinking Skills across the Disciplines

March 9 – 11, 2008 (One graduate credit is available)

To get a glimpse of the challenges before us, watch this short [8-minute video](#). It was developed by Karl Fisch and staff for Arapahoe High School teachers exploring constructivism and 21st century learning skills.

Taking Students into the 21st Century is an in-service event designed to bring educators together to start planning how to implement a cross-curricular framework to support student achievement in the 21st century. Open to 40 teacher-librarians (certified Media Generalists) from middle and high schools and their VIPs (a curriculum coordinator, department head, administrator or board trustee), participants will be reimbursed their travel, lodging and per diem expenses thanks to a grant from the U.S. Institute of Museum and Library Services under a provision of the Library Services and Technology Act. While location has not been finalized, it will be held in a Treasure Valley hotel and conference center.

The application is up and ready! Apply today at <http://libraries.idaho.gov/21century>! The deadline for applications is Friday, November 2.

Know the Numbers

School Readiness and Risk Factors

Studies show that at least half of the educational achievement gaps already exist at kindergarten entry. Children from low income families are more likely to start school with limited language skills, health problems and social and emotional problems that interfere with learning. The larger the gap at school entry, the harder it is to close. ("Getting Ready: Findings from the National School Readiness Indicator Initiative, February 2005)

- Number of children in Idaho under the age of five - 112,963 [2006 Census Estimate](#)
- Number of young children in Idaho under the age of six who live in low-income families in Idaho - 59,163 (48%) ("State Early Childhood Policies," National Center for Children in Poverty, 2007)

In the context of school readiness, several risk factors have been identified: (U.S. Dept. of Education's Early Childhood Longitudinal Study, Kindergarten Class of 1998-99):

- Having a mother with less than a high school education
- Living in a family that received food stamps or cash welfare payments
- Living in a single-parent household, and
- Having parents whose primary language is something other than English

Nationally, nearly half of all kindergartners come from families with one or more risk factors. Children with two or more risk factors are about three times as likely as those with no risk factors to score in the bottom 25 percent of children in reading skills performance. ("Entering Kindergarten: Findings from The Condition of Education," 2000)

In Idaho, 27 percent of children age six and under have one or two risk factors; nine percent have three or more risk factors. (State Early Childhood Policies," 2007, National Center for Children in Poverty)

Research has also shown that vocabulary development depends in large part on language experiences during infancy and toddlerhood. In fact, language experience before age three is an excellent predictor of reading ability in third grade. (Hart, B. & Risley, T.R., 1995)

- Number of words a very low-income child hears in a year - three million
- Number of words a high-income child hears in a year - 11 million

Frequent reading aloud to and with children enhances multiple area of literacy development, specifically, vocabulary, print awareness, and writing. (Morrow, 1988; Reese & Cox, 1999; Whitehurst, Arnold et al., 1994)

- Percent of children age three to five who were read to in the past week (Child Trends Databank, 2005):
72 percent of mothers who were college graduates read to their children in the past week
41 percent of mothers who are not high school graduates read to their children in the past week



A Closer Look at School Readiness

School readiness is a topic the Idaho Commission for Libraries staff have given some thought to recently. Through the Read to Me program, the Commission has been working with Idaho librarians for ten years to implement best practices and reach more Idaho children and families with information and resources to support early literacy. The focus of the project continues to be expanding and strengthening library programs and services to increase school readiness and supporting children's reading achievement in the early elementary grades through library-based summer reading programs.

Some of the information we have sifted through comes from a 2005 report titled "Getting Ready" from the National School Readiness Indicators Initiative, a 17 state partnership. The report states:

"There is consensus, based upon a wealth of research, that a child's readiness for school should be measured and addressed across five distinct but connected domains:

- Physical well-being and motor development
- Social and emotional development

- Approaches to learning
- Language development
- Cognition and general knowledge

Children's readiness for school is made up of multiple components and shaped by numerous factors. Improving school readiness, therefore, must address children's development of skills and behaviors as well as the environments in which they spend their time. Efforts to improve school readiness must address three interrelated components:

- Children's readiness for school
- School's readiness for children
- The capacity for families and communities to provide developmental opportunities for their young children

Efforts to improve school readiness are most effective when they embrace the rich cultural and language background of families and children.”

Where do libraries fit in? And, how do we document what libraries contribute to school readiness? As providers of services to children and their families, libraries have an important role to play. Let's look at each of the core indicators within the context of library services:

Physical well-being and motor development. Many libraries provide materials on children's health, bring in speakers to address health issues, partner with health-related organizations to reach new parents, and offer information and referral for health resources in their community. Libraries also provide programs which help children develop motor skills, such “Music and Movement” classes for large motor skills, and craft activities that help children develop small motor skills.

Social and emotional development. Libraries are a social environment and offer children the opportunity to interact with both adults and children. Preschool storytimes are staples in most libraries, and more libraries are adding lapsit programs and toddler times for the under-three set. These library programs also offer parents and caregivers a chance to network and build friendships that are crucial for anyone caring for young children. Parenting collections conveniently located in the children's area offer a rich source of information that parents need on such important topics as healthy growth and development and discipline.

Approaches to learning. How a child uses his skills and knowledge includes his enthusiasm, curiosity, and persistence on task. By introducing children and their families to the world of books and learning through a variety of formats, librarians help lay the foundation for later learning.

Language development. Communication--listening, speaking and vocabulary--underpin the development of the six early literacy skills that prepare children for success in school. This is the heart of the Read to Me menu of programs and has been fostered in libraries for generations. A growing number of libraries also have materials in languages other than English which help make non-English speaking families feel welcome.

Cognition and general knowledge. Problem-solving skills and knowledge about how the world works are part of a child's learning from birth on. Math knowledge, abstract thought and imagination are important components as well. Libraries offer stimulating programs to ignite curiosity and imagination. They spread the joy of books and reading and provide the world through their book collections and informational databases.

So, how does your library support school readiness in the context of the core indicators outlined above? If you have ideas, questions, or comments, please let Peggy or Stephanie know. We'd love to continue the conversation with you.

For more information, check out these resources on school readiness:

"Getting Ready: Findings from the National School Readiness Indicator," Rhode Island KIDS COUNT, February 2005.

[http://www.gettingready.org/matriarch/MultiPiecePage.asp?Q=PageID E 318 A Page Name E NationalSchoolReadinessIndicat](http://www.gettingready.org/matriarch/MultiPiecePage.asp?Q=PageID%20E%20318&A=PageName%20E%20NationalSchoolReadinessIndicat)

"Ready for School," The Ounce of Prevention Fund

http://www.ounceofprevention.org/includes/tiny_mce/plugins/filemanager/files/ready_for_school.pdf

"Entering Kindergarten: Findings from the Condition of Education 2000," U.S. Department of Education, Office of Educational Research and Improvement, NCES 2001-035 <http://nces.ed.gov/pubs2001/2001035.pdf>

School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children, 2002, Child Trends (<http://www.childtrends.org/>)
<http://www.childtrends.org/files/schoolreadiness.pdf>

Tips & Tools

New Books!



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

The Blue Book on Information Age Inquiry, Instruction and Literacy, by Daniel Callison, Libraries Unlimited, 2006 [027.8 CALLISO].

The author presents key terms in a working theoretical model that may be used in developing and understanding the power of information inquiry in instruction. In addition to the theoretical base, the author includes much practical instructional application for immediate use.

Lesson Plans for the Busy Librarian: A Standards Based Approach for the Elementary Library Media Center, by Joyce Keeling, Libraries Unlimited, 2006 [027.8 Keeling].

This book is designed to help elementary school librarians coordinate with teachers to teach information literacy and literacy skills, aligned with national standards, in a quick, enjoyable way. Each chapter provides all new, quick and easy, standards-based lessons with reproducible lesson sheets and simple directions.

The Guy-Friendly YA Library: Serving Male Teens, by Rollie James Welch, Libraries Unlimited, 2007, [027.6 WELCH].

Redesign and upgrade your collection and services to attract male teens to the library. You'll discover how to redefine library policies, procedures, and attitudes to create an environment where male teens thrive.

Best Books for Young Adults (3rd ed.), Young Adult Library Services Association, 2007 [028.5 BEST BOO].

This is a treasure trove of information for anyone who works with teens and young adult literature and will be a well-thumbed resource in readers' advisory situations and young adult collection development.

Stretchy Library Lessons: Research Skills, by Pat Miller, UpstartBooks, 2003, [025.5 MILLER].

Pat Miller presents ten lessons that focus on basic research skills including using electronic and print resources, forming questions and locating answers, and gathering and organizing information. Each lesson has one 20-minute activity and one stretchy activity that you can tailor to fit your time.

News Beyond Idaho

FAMILY NIGHT @ YOUR LIBRARY

We are always interested in how other libraries do their family programs. Here's a peak at the Beaumont (CA) Library District's family night programs.

Family programs are held once a month on the second Thursday from 6:30 p.m. to 7:30 p.m. Parents and children learn together using rhythm, rhyme, stories, poems, food, games, projects, and creative activities.

Here's their schedule for 2007:

- January 11 - Sensational Science
- February 8 - Math Mania with Hearts
- March 8 - Celebrate Dr. Seuss' Birthday
- April 12 - Teddy Bear Picnic
- May 1- Kindergarten Round-up at the Civic Center
- June 14 - Summer Reading Club Kick-off
- July 12 - Pajama Night Around the Campfire
- August 9 - Summer Reading Club Party
- September 13 - Read Around the World: International Literacy Day Celebration
- October 11 - Pumpkin Pandemonium

Programs feature music, books, art, make and take projects, games, stories, crafts, and seasonal information. Siblings are welcome to attend and an adult 18 or older must accompany any minor.

Here's what they hosted in 2005 and 2006.

FAMILY NIGHTS -- 2006

- Jan -- Sensational Science
- Feb -- Math Mania
- March -- Spring Book Party
- April -- National Library Week featuring the books of Eric Carle
- May -- Kindergarten @ the Library (info about kindergarten from a local K-1 teacher)
- June -- Summer Reading Club Pizza Party
- July -- Pajama Night
- August -- End of Summer Reading Club Celebration - Fun in the Sun -- outside on the grass
- September -- Celebrate International Literacy Day
- October -- Pumpkin Pandemonium
- November -- Book Week Imagination Adventure
- December -- Fun with White Stuff

FAMILY NIGHTS -- 2005

- Dec -- Musical Fun with the Music Kids & Miss Nancy
- Nov -- Books Take You Places -- An Imagination Adventure brought to you by Library Airlines

- Oct -- Pumpkin Pandemonium
- Sept -- Investigate the Books of Denise Fleming
- July -- Summer Reading Party
- June -- Teddy Bear Picnic & Pajama Time
- May -- Take Time to Read Celebration
- April -- National Library Week's Celebration of author Eric Carle
- March -- Kindergarten at the Library
- February -- Keep Your Heart Healthy
- January -- Sensational Science

To see what other programs the library offers, visit <http://www.bld.lib.ca.us/>.



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

Disclaimer The Idaho Commission for Libraries retains sole discretion with regard to the content of this newsletter, and reserves the right to edit, modify, or delete content. Advertising will not be accepted. Permission to reproduce information in this newsletter is granted to other nonprofit organizations, so long as credit is given to the author and source, except for items which are reprinted from other sources and are protected by copyright. The Idaho Commission for Libraries is not responsible for the contents of any linked sites or any link contained within a linked site.

To Subscribe or to Unsubscribe: Visit <http://libraries.idaho.gov/the-scoop> and enter in your e-mail address. Subscriptions are free!

Contact Us: *The Scoop* is a service of the Idaho Commission for Libraries' Read to Me Program. To contribute or provide suggestions, contact [Peggy McClendon](mailto:peggy@bld.lib.ca.us) or [Stephanie Bailey-White](mailto:stephanie@bld.lib.ca.us) at (208) 334-2150 or 1-800-458-3271.