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## Welcome

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**Happy New Year!** We hope at the top of your New Year's resolutions is to send in a contribution to *The Scoop*. We want to hear from you -- your great ideas, successful programs, good books you are reading, or helpful tips. Whatever is on your mind, please share with us so we can share with your colleagues across the state.

**Free Stuff!** We have 10 extra copies of the Survival Skills II binders for elementary school library personnel. The information was presented in workshops held in 2004, but the information (LiLI tips, how kids learn to read, etc.) may still be useful for new school librarians. If you'd like us to send you a binder, please e-mail [Stephanie](#) before January 17. We also send free books to people who contribute book reviews or news about what they are doing in their library. Send your news to *The Scoop* and we'll send you a book!



## Meet Carolyn Chinn

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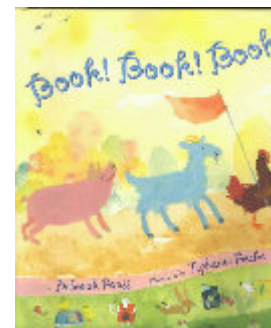
Carolyn Chinn is Burley Public Library's Volunteer/Program Coordinator. That means she recruits and trains all the volunteers she can find to help at the library and coordinates all the children's and adult programs. And she does it all in 20 hours a week! Carolyn has been at the library for about four years and is the first person to work in that position. The Read to Me coordinators have worked with Carolyn on the Summer Reading Program Advocacy Committee. The library is an active participant in Child Care Reads, JumpStart and other outreach programs.

Carolyn said she has always loved libraries. "My mother was a librarian in Wyoming and my mother-in-law was a librarian in California, so I guess it runs in the family." She has always been a reader -- "one of those kids who read under the blankets with a flashlight" -- and loves her job because it is "fun and comes easy to me." Carolyn enjoys working with the kids at the library, in particular. "I have seven children of my own, so having the chance to create programs and get kids excited about reading is great," she said.

While doing storyhours and working with children comes easy to Carolyn, she says the biggest challenge has been working with the "big wigs" in the community -- everyone from the mayor to school principals. "I never had to call and arrange things before, so that was really difficult to start with. It's getting easier now, but it's been a challenge." It can also be stressful to pull everything together for all the programs they do and to "think of new and creative ideas." That's why she said she loves going to workshops and meetings with other librarians. "I love to take other ideas and adapt them here. I love to go to workshops and hear everything that's going on."

One of the library's recent successes was the big Family Reading Week event they hosted in November. "We went with a 'Read Around the World' theme and worked with all four elementary schools and Head Start. Each group took different countries and it was fun to see everything come together." Carolyn said they had 118 people attend the event and it was great to see so many people participate in the program.

In addition to serving on the statewide Summer Reading Advocacy Committee, Carolyn is hard at work on the local level getting their 2006 Summer Reading Program rolling. Last year they formed a community advisory board for Summer Reading and this year they are adding a fundraising committee to the mix. They are also working to get a young adult summer reading program going for the first time. "We're excited to see how it goes. I want to involve teens in the planning stages so we're working on that now."



Carolyn might get a few ideas from her two teenage boys who are still living at home. The rest of her children are “out of the nest” and she just got back from Georgia where she was visiting a new grandchild. When she’s not working or spending time with her grandchildren, Carolyn enjoys crocheting, cooking, spending time at home, and reading. One of her favorite children’s stories is *Book! book! book!* by Deborah Bruss. It’s one she uses at nearly every school visit because she and the children enjoy it so much. She’s currently reading some exercise books to get the new year off to a good start, but she loves reading a variety of adult fiction books.

## Library to Library

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**Weeders are Leaders!!** Pam Juell, media coordinator for the Meridian School District wrote to say she used to send the SUNLINK Weed-of-the-Month ([www.sunlink.ucf.edu/weed/](http://www.sunlink.ucf.edu/weed/)) out to librarians in her district each month. But after a long run (over eight years!), SUNLINK has ended the Weed of the Month feature. Since September 1997, SUNLINK provided guidance for weeding a new topic each month during the school year along with suggested titles to consider for weeding as well as titles to add to the collection. Pam says, "Don't despair! The Weed of the Month Archive is still available on their web site." She highly recommends the site to other librarians. Here's a little more information about weeding a section of your library each month:

**How to do it.** If your media center is automated, print a list of all titles in the targeted subject area. Include dates of publication to assist in identifying out-of-date titles.

If your media center is not automated, check the appropriate Dewey ranges in your card catalog.

Scan the resulting titles to identify possible weeding targets.

After evaluating the obvious weeding targets from your listing by comparing the title content with the publication dates (such as *Modern Leaders in Africa*, published in 1978), review the subject area by visiting your shelving areas in the suggested Dewey ranges in Weed of the Month for that topic. Apply general and specific weeding criteria to all those titles on the shelves to find any that should be weeded. Remember that the K-12 school library media collection is supposed to support the current curriculum, and is not an archival collection.

**What to discard.** Look for items (print and non-print) that are not current and that include information that is out-of-date, inaccurate, or misleading. Any title that implies currency (Today, Modern, etc.) should be examined critically. This decision should be based on the content of the item, not the cost or good physical

condition. Books with appropriate and accurate content but in bad physical condition should be repaired or weeded.

**Another resource.** Don't forget the State Library's e-course on weeding. You can find it at: <http://www.lili.org/forlibs/ce/able.htm>.

## Young Adult Corner- Book Clubs

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*“It opens your eyes to other books.” - ninth-grade student in the United Kingdom.*

Reading is not just about being able to read words; it is our interpretation of these words that enables us to make sense of the world around us. Reading clubs encourage young people to read for pleasure and to share the experience, making club members better equipped to access the formal curriculum and become more active and informed citizens.

Research, and teachers' own perceptions, show that between the ages of 11 and 14 reading skills can deteriorate as students read less, and are monitored less than in primary school. Our research shows clearly that membership of a popular and well-run reading club can reverse this trend and have a positive impact on reading age, the members' commitment to school, self-esteem and behavior.

Reading clubs can also achieve other objectives including:

- widening reading range
- improving reading skills
- enabling children to see themselves as readers
- creating or strengthening a reading culture within the school
- building up book stock in the school and among members
- creating a number of enthusiastic, committed and lifelong readers
- making all members more confident around books, more willing to talk about ideas, more likely to "have a book on the go."

Reading is mostly seen as a private activity; that is, both its strength and its weakness. But reading clubs make reading sociable. They encourage readers to talk about the books they love and hate. They become literacy swap shops. They build up a reading culture where reading a book becomes part of the fabric of everyday life rather than an occasional, solitary activity.

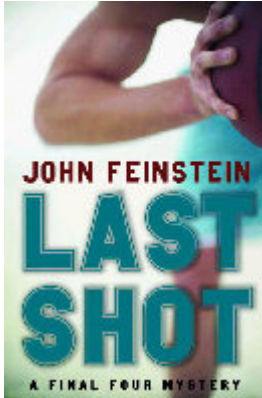
This information was adapted from the National Literacy Project, headquartered in the U.K. (see [www.literacytrust.org.uk](http://www.literacytrust.org.uk) for more information). If your school or public library hosts a young adult reading club, we'd love to hear more details. When do you meet, how often, what books are you reading, how has it been

working out for you, etc. E-mail [Stephanie](#) or [Peggy](#) and we'll share your experiences in *The Scoop*.

## Book Look


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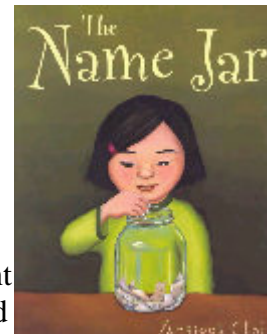
Thanks to **Barbara Barrett, Hillside Junior High School, Boise** for sending this review:



**John Feinstein** is a well-known sports expert and can be heard on NPR and ESPN discussing all manner of sports issues. He has written several books on sports (e.g. golf, baseball) for adults. Now he has written a YA mystery novel which takes place at the NCAA Final Four: *Last Shot: A Final Four Mystery*. Two 13-year-olds, Stevie and Susan, have won a sports writing contest and so have traveled from their hometowns to this arena to rub shoulders with ball players and coaches, and to work with professional sports writers.

The two start out a little competitively, and, of course, they each back a different team. But when they hear a Minnesota State player being threatened if he doesn't "throw" the game, Stevie and Susan become a team in order to solve the mystery of who is doing the blackmailing and why. Some might complain about too much basketball trivia, but I found the mystery compelling enough to overcome that criticism. I think a lot of young adults will like this book, especially the basketball fans.

 The Read to Me program recently completed a handout with some great programming and book extension activities to go with the book *The Name Jar*, by Yangsook Choi. We thought the activities and handout would work for any elementary library or public library looking for programming ideas. The activities can be adapted for different ages. [Click here for the pdf version of the handout.](#) We learned



a lot creating it and hope some of you can use it!



## Upcoming Events in February

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**Chinese New Year.** January 29, 2006. The Year of the Dog, a Yang year. The date changes every year. It is a 15-day celebration, beginning on the first day of the new moon, and ends on the full moon. Other Asian New Years include: Cambodian New Year, celebrated April 13-15, Laos New Year, celebrated April 13-16, Thailand New Year, celebrated April 13-15 and Vietnamese New Year is celebrated on the same days as Chinese New Year. For more information and fun activities to celebrate the Chinese New Year go to [www.holidayinsights.com/other/cnewyr.htm](http://www.holidayinsights.com/other/cnewyr.htm) or [www.kidsdomain.com/holiday/chineseny.html](http://www.kidsdomain.com/holiday/chineseny.html) .

February is also **Library Lovers' Month**, which is a celebration of school, public, and private libraries of all types. It's a time for everyone to recognize the value of libraries and to work to assure that the nation's libraries will continue to serve our society. Find out more at: [www.nea.org/readacross/year/february.html](http://www.nea.org/readacross/year/february.html)

Other literary celebrations in February are **Children's Authors & Illustrators Week** which is celebrated February 5 -11. See [www.childrensauthorsnetwork.com/caiw.htm](http://www.childrensauthorsnetwork.com/caiw.htm) for more information. BOOK 'EM! coordinates **Read Me Week** each year as a way of communicating to children the fun, excitement, and importance of books and reading. This year it is celebrated February 27 - March 3. For more go to: <http://www.bookem-kids.org/rmw.html>.

### **Author Birthdays:**

February 1 - **Jerry Spinelli** (born in 1941). Author of *Maniac Magee*, *Stargirl*, *Who Put That Hair in My Toothbrush?* and others. Read more at [www.randomhouse.com/features/jerryspinelli/about.html](http://www.randomhouse.com/features/jerryspinelli/about.html)

February 2 - **Judith Viorst** (born in 1931). Poet, novelist and author of several children's books including *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. See <http://www.kennedy-center.org/programs/family/alexander/author.html> for more information.

February 3 - **Joan Lowery Nixon** (1927-2003). Author of award-winning mysteries such as *The Gift*, *Don't Scream*, and *The Haunting*. For more on Ms. Nixon see <http://teacher.scholastic.com/writewit/mystery/> or [www.booksnbytes.com/authors/nixon\\_joanlowery.html](http://www.booksnbytes.com/authors/nixon_joanlowery.html)

February 7 - **Laura Ingalls Wilder** (1867-1957). Author of *Little House on the Prairie* stories. When Wilder was in her sixties, her daughter urged her to write down her vivid childhood memories of growing up on the American frontier. For more on Wilder see [www.littlehousebooks.com/girls/letter.asp](http://www.littlehousebooks.com/girls/letter.asp) or [http://encarta.msn.com/encyclopedia\\_761579529/Wilder\\_Laura\\_Ingalls.html](http://encarta.msn.com/encyclopedia_761579529/Wilder_Laura_Ingalls.html)

February 7 - **Charles Dickens** (1812-1870). Author of *The Adventures of Oliver Twist*, *A Christmas Carol*, *American Notes* and more. Read a biography of Charles Dickens at [www.pbs.org/wnet/dickens/pop\\_bio/index.html](http://www.pbs.org/wnet/dickens/pop_bio/index.html).

February 11 - **Jane Yolen** (born in 1939). Author of *Owl Moon*, *The Boy Who Spoke Chimp*, *Bird Watch*, and more. [www.janeyolen.com](http://www.janeyolen.com)

February 12 - **Judy Blume** (born in 1938). Judy is a Jewish-American author. She has written many extremely popular novels for children and young adults including: *Iggie's House*, *Are You There, God? It's Me*, *Margaret*, *It's Not the End of the World*, *Deenie*, *Fudge-a-Mania*, and many more. [www.judyblume.com](http://www.judyblume.com)

February 17 - **Robert Newton Peck** (born in 1928). Author of young adult fiction including *Basket Case*, *Fawn*, *Soup for President* and more. Go to [www.edupaperback.org/showauth.cfm?authid=101](http://www.edupaperback.org/showauth.cfm?authid=101) for more information.

February 25 - **Cynthia Voigt**, is an American author of children's literature. She received the Newbery Medal for *Dacey's Song*, an Edgar Allan Poe Award for *The Callender Papers*, and the Phoenix Award 2003 honor book for *A Solitary Blue*. The first novel she wrote was *Homecoming*. For more on Cynthia see [http://en.wikipedia.org/wiki/Cynthia\\_Voigt](http://en.wikipedia.org/wiki/Cynthia_Voigt)



## Summer Reading News

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### An Interview with David Shannon

*David Shannon is a Caldecott Honor author/illustrator, creator of the "No, David!" series of picture books as well as many other books. Children's librarians will also see his work in the illustrations for the 2006 Summer Reading Program, "Paws, Claws, Scales, and Tales." He graciously joins the multi-state Collaborative Summer Reading Program for an interview! -- Penny Peck, San Leandro Public Library, San Leandro, California*



**You collaborate by illustrating books written by others but also write and illustrate on your own. Do you plan to continue doing both?**

A: Yes, there are things I like about each of them. I like illustrating my own stories because I can work with the words and pictures at the same time. I think I can do more interesting things with telling the story. But I like illustrating stories by other people, too, because they take me to places I wouldn't go on my own.

**Many librarians know the story of your Caldecott Honor Book, *No, David!* which evolved from drawings you did as a kid. Do you have more books starring David coming out?**

A: I have three board books that came out this year. They're called "Diaper David" books because they're about David as a baby. Unlike *No, David!* these are based more on my experiences as a father than as a kid.

**Any other new books coming out soon you can tell us about?**

A: Yes, I have a book coming out in the spring called *Good Boy, Fergus!*. It's about my dog. He's a little white terrier that you can find somewhere in all my

books. He's been bugging me for years for his own book, so now he's finally getting it. And boy is he full of himself!

**How did you get your foot in the door of the publishing industry? What was your first published book?**

A: I kind of came in the back door. I was already pretty well established as an editorial illustrator. I did a lot of work for publications like the "New York Times" and "Time" magazine. Someone at Scholastic saw a piece I'd done for the "Book Review" and called me about a manuscript they had by Julius Lester called *How Many Spots Does A Leopard Have?*. It was a collection of wonderful African and Jewish folktales so I agreed to illustrate it, thinking it would be a nice break from the 24-hour deadlines I was used to. I thought I'd only do the one book, but when that came out other people sent me manuscripts, and I began to realize that illustrating stories was what I had liked doing since I was a kid. In fact, I was drawing pictures of the same things I drew as a kid – Indians, pirates, baseball players, knights, and finally, David!

**Many kids in Northern California (where I am) are huge fans of *How I Became A Pirate*, which you illustrated for author Melinda Long. I think there is a hidden Oakland Raiders theme in that book. Was that intentional?**

A: No, that wasn't intentional, but I suppose the pirates do look a little like the Raiders' fans!

**In *How Georgie Radbourn Saved Baseball*, there is a reference to Candlestick Park, the old baseball stadium for the San Francisco Giants. Are the Giants your favorite team?**

A: They were one of my favorite teams when I was a kid. I was a huge Willie Mays fan.

**Is there any artist who inspired you? Or other picture book illustrators you always look forward to seeing?**

A: When I was about eight years old my uncle gave me his copy of *A Boy's King Arthur* which was illustrated by N. C. Wyeth, and Wyeth has been a big influence on me ever since. He just made everything look so cool. I always look forward to seeing whatever Lane Smith or Mark Teague come out with. I went to school with Lane, and he's always been extremely innovative and fun. Mark's stuff is a lot of fun, too, and he's a wonderful storyteller.

**How did you get involved in creating the wonderful artwork for the 2006 Summer Reading Program "Paws, Claws, Scales, and Tales?"**

A: I became involved with "Paws" in pretty much the usual way. I think I was contacted through Scholastic, and when I heard the title I knew it was something I wanted to do.



**Libraries in 33 states will be using this summer reading theme and your artwork – how amazing is that?**

A: Isn't that great?! I hope everyone gets a kick out of it.

**Did they have a summer reading program at your library when you were a kid?**

A: Not when I was in grade school, but my middle school had a pretty hefty list of required reading. Good books, though, like Pinocchio. I remember being really impressed with how different it was from the Disney version!

**I take it you have pets of your own, like the white terrier seen in all your books? What is his or her name? Do you have any other pets?**

A: Fergus is the only pet we have. We tried goldfish, but they didn't last too long. It was very traumatic!

**Do you visit schools and public libraries to talk to kids about your books?**

A: I used to visit schools and libraries more than I do now. I enjoy it but it's really hard to find the time these days. My publisher usually is able to work a couple in on a book tour, but otherwise I pretty much only do them for friends of mine who are teachers or have kids in school.

**If so, how do librarians contact you for visits?**

A: Scholastic has an author visit department in New York.

**Any funny experiences at a school or library visit? Nearly every author or illustrator has a story about the visit that went awry!**

A: I can't remember anything going particularly awry, but I've had lots of fun experiences with the librarians and the kids. They've painted stripes on their faces and dressed up like Alice the Fairy. There've been some terrific David masks, too. One year I toured over my birthday and every school I went to seemed to know about it. I got all these wonderful birthday parties with homemade cards and decorations and goodies.

**When you were a kid, did you have a favorite book? Did you go to the library very often?**

A: I had a lot of favorite books. I loved Dr. Seuss and Robert McCloskey. I also loved The Story of Ferdinand. Later on I read lots of sports biographies, especially baseball, and most of those came from the library.

**You are originally from Spokane, WA. What inspired you to live in California; I read you went to art college in Pasadena?**

A: Yes, I went to Art Center in Pasadena, then I lived in New York for 8 or 9 years. My wife, Heidi, was an actress and I still knew a lot of people in the L. A. area; so when we decided to move out of New York, it seemed like a natural choice.

**Any thoughts on the current state of libraries?**

A: I wish they had more money! I'm appreciating libraries and librarians in whole new ways now that my daughter is in grade school. Her school doesn't have a full-time librarian because of hiring freezes, but my wife and many others are working hard to compensate. I've seen how much learning energy a good library can generate – it's pretty amazing!

**Anything else you would like our readers to know?**

A: I always get asked if I did all the things David did when I was little. And no, I didn't do all those things, but I did do some of them. I'm not telling which ones, though!

**Thanks so much to David Shannon for taking the time for our interview! I know we look forward to seeing all the wonderful artwork he has done for the 2006 Summer Reading Program!**



## School Zone

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### School Libraries and Student Achievement

*Keeping Up with the Research Linking School Library Media Center Programs to Achievement* is a 12-page document compiled by David V. Loertscher for the 2005 ALA

Conference. The document can be found on Loertscher's web site at [www.davidvl.org/research.html](http://www.davidvl.org/research.html).

This bibliography is a useful tool for locating the reports and articles that have documented the link between school libraries and student achievement. The report is annotated and web links are included in the annotations. It is divided into the following sections:

- Research Summaries and Bibliographies
- Tools for Linking School Libraries to Achievement
- Ongoing Projects Linking School Libraries to Achievement
- Federal Effort and Reports
- Conferences
- Periodicals and Articles
- The Lance Studies
- Other Research Studies on School Libraries and Achievement
- Other Research Reviews of Interest

Loertscher is a past president of the American Association of School Librarians and is currently a professor at the School of Library and Information Science at San Jose State University. At one time, he was a school media specialist in Idaho.



### **Public Invited to Comment on Revised Achievement Standards for Public Schools**

*This message came across LIBIDAHO courtesy of Adrien Taylor, reference services coordinator at BSU's Albertsons Library.*

Idahoans are invited to review and comment on draft revised achievement standards for public schools. The deadline to submit comments is Jan. 15, 2006.

"Early feedback indicates the revised standards are much more user friendly," said Dr. Marilyn Howard, State Superintendent of Public Instruction. "Our goal is for the revised standards to demonstrate growth from year to year in each curricular area and more clearly define to teachers, administrators, and the public what students should know and be able to do."

State Department of Education content specialists, working with teams of teachers from around the state, revised and updated standards in seven content areas: math, social studies, science, language arts, health, humanities, and physical education.

The revision process also allowed the state to improve areas that were lacking in the original standards including adding information on Idaho's Native American populations and filling in gaps in the language arts area.

To review and comment on the standards, members of the public can log into a website at: <http://www.sde.state.id.us/standards/default.asp>.

Visitors to the site will not need a password, but will be asked to supply some limited information such as an email address and to identify their home school district. This information will be used to report on the level of public comment from around the state.

"We made the process to provide input web-based and easy to use 24/7," Howard said. "In fact, the public can make comments from home in their pajamas if they want."

Copies of the standards also may be requested directly from the department by calling the public information office at 1 (208) 332-6812. As part of the state's negotiated rule-making process, the department will compile the comments and use them to revise the draft standards. The revised standards will be presented to the State Board of Education at its February meeting.

The standards have not been significantly changed since their adoption by the Legislature in 2000 and 2002. The revision of the standards is part of the process to improve the specificity of the standards and the tests that measure whether

students have reached state expectations for mastery of the standards. Two studies showed that the alignment between the standards and the ISAT needs to be improved.

## Know the Numbers

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### Good News about Public Schools in Idaho

The National Education Association web site has a great source for quick facts about public schools - [www.nea.org/goodnews/index.html](http://www.nea.org/goodnews/index.html). You can scroll through this site to see the latest facts about the nation's schools or click on the map to get statistics for Idaho.

There are five sections for both national and state information:

- Students Achieving
- High Quality Teachers
- Even More Good News
- Yet Challenges Remain
- Endnotes (a bibliography with links to the sources for each item).

Here is a sampling of what you will find for Idaho:

**Reading Scores Are Up:** The proportion of Idaho public school 4th graders who scored at the highest two levels in reading in the National Assessment of Educational Progress (NAEP) increased by 18% between 1992 and 2005.

**Among the Best in National Teacher Certification:** Idaho is one of the top seven states in the proportion of public school teachers who have received certification from the prestigious National Board of Professional Teaching Standards.

**Widespread Internet Access:** All of the public schools in Idaho have internet access.

**Student/Teacher Ratio Is Among the Highest in the Nation:** Idaho ranks near the bottom (42 of 50) in the number of students for each teacher.

## A Closer Look: Mock Caldecott Election

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**Mock** (mŏk) from Middle English *mokken*, from Old French *mocquer* - to mimic, imitate, or simulate.

Over 20 librarians from school and public libraries around the Treasure Valley met at the Ada Community Library in early December to hold a “mock” Caldecott ballot to choose the best illustrated children's book published in 2005. The event was organized by Youth Services head Amanda Pittman and other youth services staff.

*Ada Community staff pictured are (back row - left to right) Mary DeWalt (director), Anna Warns, Amanda Pittman, Cathy Schlieff; (front row - left to right) Dylan Baker, Erin Hasler.*



The Caldecott Medal, named in honor of nineteenth-century English illustrator Randolph Caldecott, is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children. The winners for this year will be announced during the American Library Association's midwinter meeting in San Antonio later in January.

Like librarians across the country who participate in “mock” Caldecott events, Treasure Valley librarians had a hands on opportunity to review some of the newest and best children’s books, to discuss literature that meets the guidelines for the Caldecott award, to sharpen their analytical skills, and to network with one another.

Participants at the event were seated in groups of 4-6, and each group had about six books to review. The top two books from each table were presented to the whole group. After additional time to look at all the presented books, participants were asked to vote.

At the Mock Caldecott, participants are asked to use the Guidelines followed by the Caldecott Committee, which include:

- Excellence of execution in the artistic technique employed
- Excellence of pictorial interpretation of story, theme, or concept; of appropriateness of style of illustration to the story, theme or concept; of delineation of plot, theme, characters, setting mood or information through the pictures.
- Excellence of presentation in recognition of a child audience.
- The book must be a self-contained entity, not dependent on other media (i.e., sound or film equipment) for its enjoyment.

And the winners? The top three books selected by the Treasure Valley group were:



***I Ain't Gonna Paint No More***, written by Karen Beaumont and **illustrated by David Catrow**

A celebration of color and kids' creativity, this book tells the story of a young boy who loves to paint. When his mother finds him covered from head to toe in paint (and the walls and floor too), she sends him to the bathtub and puts the paints away. The rhyming text and bright colors make the book a feast for the eyes and ears. This would be a great book to pair with an art project.

ELIVIA SAVADIER  
**NO HAIRCUT TODAY!**

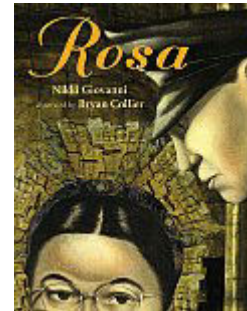


***No Haircut Today***, written and **illustrated by Elivia Savadier**

A small boy fears his first haircut in this charming story. His mother is a talented hairdresser, but her son screams any time he sees scissors coming for him. The pen and watercolor illustrations on a white background evoke the drama of this situation which most parents have experienced. Told with humor and love, the dilemma is resolved by putting off the haircut to another day.

***Rosa***, written by Nikki Giovanni and **illustrated by Brian Collier**.

Bold pictures, combining the realistic and the surreal, are rendered in watercolor and collage to dramatically capture the story of Rosa Parks and provide an overview of the Civil Rights movements. The illustrations of Parks' quiet strength in a turbulent time of U.S. history are riveting and powerful.



Newbery and Caldecott mock elections provide a fun and engaging way for participants to raise their awareness of outstanding children's literature; improve listening, discussion, and communication skills; and sharpen analytical skills. If your library is interested in sponsoring a similar event, a great resource is the revised edition of *The Newbery & Caldecott Mock Election Kit: Choosing Champions in Children's Books* (ALA Editions, 1994), which was released by the Association for Library Service to Children in 2001. (ISBN: 0-8389-8161-5. 69 p. \$18; members \$16.20). You can also [visit the Caldecott Medal web site](#).

## Tips & Tools

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### New Books at the State Library

***Teaching Information Skills: Theory and Practice***, by Jo Webb and Chris Powis. Facet Publishing, 2004. [025.5 WEBB]

This volume is an easy-to-read text about how to teach and support learning. It combines theory, practice, and case studies in a logical way to show the reader

how to implement teaching skills into his or her role as information manager. Chapters are based on the elements of successful learning and teaching for library science. They include:

- Learners and learning styles
- Motivating learners
- How to find out what your learners need
- Planning a learning experience
- Delivery – tools, techniques and approaches
- Assessment
- Feedback and evaluation
- Building a teaching team

***Info-Kids: How To Use Nonfiction To Turn Reluctant Readers Into Enthusiastic Learners***, by Ron Jobe and Mary Dayton-Sakari. Pembroke Publishers, 2002. [372.4 JOBE]

Info-kids, according to the authors, are kids who are fascinated with facts. Their interest in specific topics motivates them to learn, but they may or may not be good readers or interested in reading. Entertaining as well as informative, this book presents eight different learning styles of info-kids and then shows how teachers can meet their needs. Methods are based on classroom experience - case studies are provided for examples. A detailed bibliography lists useful resources. *(Note: I found this book to be really interesting! It is good reading as well as providing a lot of practical tips. Stephanie Kukay, ISL Research Librarian)*

Both of these books are in the State Library's collection and can be checked out either by direct loan or through interlibrary loan at your library. Go to [www.lili.org/isl/card-application.htm](http://www.lili.org/isl/card-application.htm) to fill out an application for a State Library card.

## News Beyond Idaho

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### **Study Examines Educational Claims of Videos, Software for Young Kids**

A lot of computer software, DVDs, and video games created for toddlers and preschoolers are marketed to parents as "educational." But are they really? A new Kaiser Family Foundation report called *Teacher in the Living Room? Education Media for Babies, Toddlers, and Preschoolers* found that "There are no published studies on cognitive outcomes from any of the educational videos, computer software programs, or video game systems currently on the market for children ages 0-6 years." See the study at <http://www.kff.org/entmedia/7427.cfm>

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