



Vol. 5 No. 10 – May 22, 2009

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## Welcome

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**Summer is right around the corner**, and we will be switching to the summer *Scoop* schedule of one issue a month. Look for issues on June 12, July 17 and August 14. The School Zone will not appear in these issues.

“Then followed that beautiful season... Summer....Filled was the air with a dreamy and magical light; and the landscape lay as if new created in all the freshness of childhood.”  
~Henry Wadsworth Longfellow

**Don't forget -- First Book applications are due May 29, 2009.** Libraries interested in becoming a First Book site for 2009 – 2010 can complete an application any time between now and May 29, 2009. Applications can be found at <http://libraries.idaho.gov/landing/first-book>.

**.We are also currently accepting applications to host 2009 - 2010 Every Child Ready to Read Family Workshops.** The program involves young children and their parents in learning about the six early literacy skills. Please download and print the [application](#), then send the completed form by **June 5** to: [Stephanie Bailey-White](#) 325 W. State St., Boise, ID 83702 or you can also send the information in an e-mail. If you have any questions about the program, please contact Stephanie any time.

**May is Get Caught Reading Month!** See what your colleagues are reading in Book Look.

## Meet Michelle Knapp

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**Michelle Knapp** is a librarian's assistant at the **Clearwater Memorial Library in Orofino** (<http://orofinolibrary.org/>). The library is housed in a former house that has had several add ons over the years. The library operates through a contract with the Clearwater County District Library. In 2009, the library had 3,685 registered borrowers and the equivalent of 4 full time staff. It was open 51 hours per week. The library has been a member of the Valnet consortium since 1995.

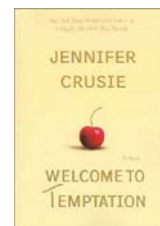


Michelle has been at the library for six and a half years and works with all ages. She helps with storytime and young adults and loves working with kids and the public. Currently she is working on summer reading. Her favorite thing about her job is being able to be creative with literature and handouts.

Michelle's current reading includes: *Welcome to Temptation* by Jennifer Cruise and *Kept Woman* by Susan Donovan.

When not working at the library, Michele enjoys spending time with her husband and kids, going to sporting events and coaching youth and junior all-star cheerleading.

Michele's favorite flavor of ice cream is strawberry.



## Library to Library

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### Read to Me Success Story: Menan-Annis Branch of Jefferson County District Library

Librarian Laurie Wilmore has had a busy year. The Menan Library received a Read to Me mini-grant in 2008 and the library provided three sessions of Every Child Ready to Read workshops. Laurie has also strengthened the six early literacy skills within existing storytimes (see Laurie presenting a workshop in the photo— right) and is working on adding two new storytime sessions for underserved populations. A new storytime for ages birth to age 2 is now offered once per week; and in March, a bilingual family storytime was started.



In her Read to Me report, Laurie said:

“The outcomes of our projects were very successful. In October 2007 – May 2008 we saw an average of 20-25 children at our regular storytimes. After we completed our Every Child Read to Read workshops and started with our regular storytime, we have an average of 35-45 children at our storytimes. The families are spending more time here at the library together.

We are going to try and get more of our Spanish speaking children to attend our summer reading program and activities. We will have our Spanish speaking [bilingual storytime] presenter there to help them understand and to translate if necessary. Next fall, I plan to continue the bilingual storytime. I am hoping to get more families involved.”

*Want to share your library's events? E-mail text and photos to [Peggy](#), [Stephanie](#) or [Staci](#) and we'll include them in an upcoming issue! (Remember to get [photo release forms](#) signed for youth under 18.)*

## Young Adult Corner

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*Teen Spaces* Features Idaho Library



Tina Cherry, teen librarian at **Jerome Public Library**, writes in her blog:



“It seems like ages ago that Kimberly Bolan's *Teen Spaces: second edition* was published. I finally got it in my hands today. There is a reason that I asked my director to buy this book rather than checking it out from PDS -- my library is IN it! How cool is that?”

Aside from our 15 minutes of library fame, the book is a very cool resource for any library that has or is going to have a teen space and/or teen programs. It covers much more than the physical space, such as customer service training, staffing a teen space, working with teens to dream a teen space, etc.“



### Get Teens Involved in Summer Reading - Video

The *School Library Journal* (5/2/09) has a great article about the **King County Library System in Seattle** and a new teen activity they implemented last year as part of their summer reading program:

“Our program, “Read Three, Get One Free” in which teens write three reviews and receive a complimentary book, has been a successful one. But in 2008, we decided to ramp things up with Read.Flip.Win. (RFW). We invited teens to create and submit their own video book review or a trailer promoting a title, much like a feature film. “Flip,” of course, refers to the popular point-and-shoot camcorder of the same name, two of which were offered as prizes for our contest winners.”

Read the entire article here:

<http://www.schoollibraryjournal.com/article/CA6654575.html&>.

## Book Look

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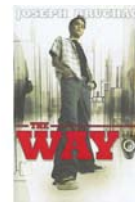
**May is Get Caught Reading Month!** Look what Idaho librarians are reading!

**Laura Burnett**, director at **Jerome Public Library** is reading *The Reader* by Bernhard Schlink and *About Grace* by Anthony Doerr (*Editor's note: Anthony was the keynote speaker at the Magic Valley ILA spring conference – fabulous*).

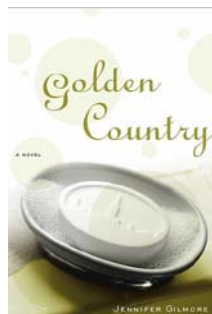


**Judy Matteson**, librarian at **Valley View Elementary School in Boise**, just finished *Still Alice* by Lisa Genova and said this account of the early onset of Alzheimer's was excellent.

**Sandy Lange**, Literacy Center Coordinator at the **Lake Pend Oreille Alternative High School in Sandpoint**, writes, “Our alternative high school is reading the Stephanie Meyer's books, Ellen Hopkins books and *Skeleton Man*, *Return of the Skeleton Man* and *The Way* by Joseph Bruchac. Those seem to be the most popular. Also, Torey Hayden books and *Among the Hidden* by Margaret Peterson Haddix.”



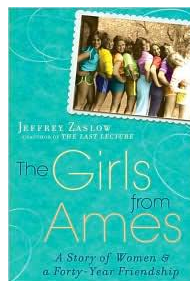
**Jean Hauritz** at the **West Bonner Library District** in Priest River just finished *Golden Country*, by Jennifer Gilmore. “Although this is not a newer book (2007) I like to read books that have not been showcased in our library JF section or have somehow been overlooked. I find it interesting and colorful in its description of New York circa 1920s-1960s. The story revolves around three immigrant families and their connection to each other during the decades that follow their arrival in the ‘new world.’ I think the story would best suit mature teens and those that enjoy historic fiction,” Jean writes.



**Joleen Waltman**, Media Center Specialist at **Aberdeen High School**, is reading *A Monstrous Regiment of Women*, by Laurie R. King and *Fablehaven--Secrets of the Dragon Sanctuary*, by Brandon Mull.



**Jane Somerville**, director of the **Stanley Community Public Library District**, says she is reading a wonderful book called *The Girls from Ames a Story of Women and a Forty-Year Friendship*, by Jeffrey Zaslow. “I have a group of friends from high school and we are so much like these girls. (We all still call ourselves "girls" for one thing.) A few of my recent favorites include *The Book of Unholy Mischief*, by Elle Newmark and *The Heretic's Daughter*, by Kathleen Kent. We just ordered new books for our summer reading program and I had to read each one! Some favorites among those include *John Coltrane's Giant Steps*, by Chris Raschka, *Shrinking Violet*, by Cari Best, *Punk Farm*, by Jarrett J. Krosoczka, and *Picasso and the Girl with a Ponytail*, by Laurence Anholt.



**Peggy Smith**, from the **Coeur d'Alene Public Library**, recommends: “*Soun Tetoken*, *Nez Perce Boy* by Ken Thompson ( it is a great historical fiction that involves our local area) and two I always turn to for a mood lifter are *All the Places to Love* by Patricia MacLachlan and *Grandad's Prayers of the Earth* by Douglas Wood.”



**Colleen Bonnell**, director of the **Payette Public Library** says of *The Hotel on the Corner of Bitter and Sweet* by Jamie Ford, “This was a lovely story that you cannot put down. I couldn't turn the pages fast enough to see what was going to happen. A wonderful book can be written that is not filled with violence and sex.”



Correction: As noted in the profile above, **Michelle Knapp** is a librarian's assistant at the **Clearwater Memorial Library in Orofino**, not Weippe as I incorrectly noted in the last issue's "Caught Reading" section. Sorry, Michelle!!

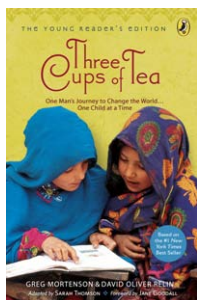
**Thanks to all who sent in their book titles during May. They will be entered into a drawing for a free book and we will announce the winner in the next issue.**



## From the Headlines

With the Middle East--Afghanistan and Pakistan in particular—in the news, here are two timely books profiled in [Curricular Connections](#) (April 1, 2009):

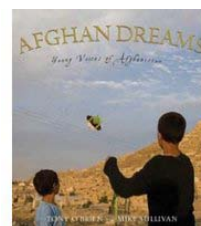
- MORTENSON, Greg & David Oliver Relin. **Three Cups of Tea: One Man's Journey to Change the World...One Child at a Time.** adapt. by Sarah Thomson. 192p. photos. chron. glossary. Dial. 2009. Tr \$16.99. ISBN 978-0-8037-3392-3; pap. \$8.99. ISBN 978-0-14-241412-5 LC number unavailable.



Gr 6-8—After losing his way in Pakistan in 1993, Mortenson was aided by the residents of a small village. To repay their kindness, he vowed to return one day and build the community a school. In his book, he recounts his efforts to raise money for supplies, and deliver them to the remote mountain location. His eventual success led to his building a string of schools throughout Pakistan and Afghanistan. This is a young reader's edition of the best-

selling adult title. B

- O'BRIEN, Tony & Mike Sullivan. **Afghan Dreams: Young Voices of Afghanistan.** photos by Tony O'Brien. 74p. CIP. Bloomsbury. 2008. Tr \$18.99. ISBN 978-1-59990-287-6; RTE \$19.89. ISBN 978-1-59990-321-7. LC 2008007004.



Gr 4 Up—Jeena, Bibi, Zahaib, Rhamaf—these are a few of the young people, ages 8 to 18, of Kabul and the outlying Afghanistan countryside portrayed in close-up color photographs alongside brief first-person observations on their lives and hopes for the future. A beautifully rendered and sobering introduction.



## Upcoming Events

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## Upcoming events on the Read to Me website

*The Scoop* publishes upcoming events for the following month in the first issue of every month (June events were published May 8). To keep current on these and other events which are further out, check out the Upcoming Events page on the Read to Me website: <http://libraries.idaho.gov/landing/upcoming-events>.



## Summer Reading News

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### CSLP News

The 2010 themes have been translated into Spanish:

One World, Many Stories *Un mundo, muchas historias*

You Are Here *Tu estás aquí*

### CSLP website gets a makeover

*Have you visited the CSLP website lately?* The Collaborative Summer Library Program (CSLP) just unveiled a new website [www.csllpreads.org](http://www.csllpreads.org) in April to assist librarians in planning their summer reading program. Public librarians and their staff can register to be members on the website and gain additional access to member only downloads (PSAs, approved logos, adult summer reading materials and forms). Create your own profile to participate in the member only forum, review Board of Directors information, and gain access to committee members contact information.

The CSLP website still has valuable information even if you choose not to register. Simply move your mouse over the yellow ribbon at the top of the page and see the drop-down menus that will assist you with information on State Membership, Programs, Learning Tools, and Ordering.



### Summer Reading Web Banners Ready



If you need help getting the Be Creative and Get Creative web banners on your summer reading website, you may contact [Nancy Kingsford](#) or [Nancy Reese](#) (both work the e-branch help desk: 1-800-458-3271 or 334-2150), and they will be happy to get you set up.

Also, if you need to brand your summer reading website (a requirement for Bright Futures Web 2.0), here is a [handout](#) that has instructions.



## Idaho Libraries Are Sprucing Up their Web Sites

Look what some Idaho librarians are doing to promote summer reading using their websites:

[Grace District Library](#) has links to fun games and activities.

[South Bannock District Library, in Downey and Lava](#), has links to games and activities, a downloadable book log, and a summer reading blog.



## School Visits Get Creative

Thanks to **Dawn Kindberg, Nampa Public Library**, who sent us this photo of the creative display the Willow Creek Elementary School. Nampa Public will be visiting 12 schools!

Dawn also shared:

“I just finished doing a special outreach to a group of about 25 kids for **Ronald Reagan’s after school program**. These kids usually get extra tutoring in the summer to help them keep up with their reading, but due to the many school budget cuts, their program was also cut this summer.



So, I went out early to promote Summer Reading and talk to the kids about the library. As an extra incentive to try and encourage the kids to actually come back to the library, I challenged them to come find me and if they did, I would give them a special prize. The prize is just a small carnival toy and I have a collection in a jar at my desk. The kids are supposed to ask for me...or as one girl said, 'If we can't remember your name, we can just ask for the girl with the gray stripe!' I'm tracking for statistics how many come back as a result of the "special challenge".



One positive note--the first student came in last night, found me right away. He was so excited about being able to check out playaways! The demo of the playaways was a big hit. Both he and his brother checked out two each! His family just got cards, they picked up a couple of Wii games, playaways and books! He said he can't wait to start tracking his reading, even though he has to wait until May 30th!"



## School Zone

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### Summer Scoops

Although the School Zone does not run in the summer issues, we encourage you to keep up with youth services happenings. If you are unable to access your school email account over the summer, consider subscribing with your home email address.



### Beach Bag of Summer Reading Tips

*An article from Reading Rockets®*

The school bell may have stopped ringing, but daily learning experiences over the summer months can help ensure summer learning *gain* rather than *loss*. Reading Rockets® packed a virtual beach bag full of activities for school librarians and teachers to help families get ready for summer and to launch students to fun, enriching summertime experiences.

In this virtual beach bag you'll find materials you can download and distribute, but you'll also find ideas for things that you may want to gather and offer to students and parents.

- [Ideas for summer learning fun](#)
- [Ideas for summer reading fun](#)
- [Online resources for parents](#)
- [Print and share resources for parents](#)
- [Print and share resources for kids](#)



### Website for Educators of English Language Learners

Another site to check out this summer is Colorín Colorado, a subsidiary of Reading Rockets®. This is a great website for teachers and parents of English Language Learners. Here you'll find numerous articles, resources, and ideas to support ELLs at school and at home.



### We the People: Picturing America Award Recipients

With a combination of the 2008 recipients and 2009 recipients, Idaho now has hundreds of public and school libraries participating in the Picturing America book program. We want to know how your library is using these resources. What events or special lessons have you planned around the books? How are you displaying them? How are you marketing them? Are you collaborating with teachers on lesson planning?

Email [Staci](#) with your response and photos if you have them. We'll run them in the June 12 issue of The Scoop. By sharing these ideas, librarians can improve or revise their fall programming ideas get ready for Back-to-School.

If you haven't visited the Picturing America **lesson plan site** yet, check it out!  
<http://www.edsitement.neh.gov/>



### **Speaking of Back-to-School...**

We all do it- we save all that professional development reading for when we actually have the time to read. So while you're in between the 4<sup>th</sup> of the 39 Clues and the 15<sup>th</sup> Stephanie Plum adventure, check out some sizzling new school library resources on the following sites:

- AASL Publications & Journals:  
<http://www.ala.org/aasltemplate.cfm?Section=aaslpubsandjournals>
- The Journal for School Library Professionals: <http://www.teacherlibrarian.com/>
- Professional Reviews: School Library Media Center Professional Publications:  
<http://professionalreviews.pbworks.com/>
- Article: "Partnering With the Public Library on Web 2.0 Tools for Student Research"  
<http://www.mmischools.com/Articles/ReadArticle.aspx?ArticleID=14517>
- Resources for School Librarians: A catch-all site with tools, professional development resources, lesson plans, etc. Great for your 2009-2010 planning!  
<http://www.sldirectory.com/index.html>



**The on-line faculty lounge...** What are some websites or professional development books you have found especially helpful? Blog with us on our "School Libraries" page:  
<http://libraries.idaho.gov/landing/school-libraries>.

## **Know the Numbers**

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### **Basic Reading Skills and the Literacy of America's Least Literate Adults**

The National Center for Education Statistics within the Institute of Education Sciences has released the report "Basic Reading Skills and the Literacy of America's Least

## Literate Adults: Results from the 2003 National Assessment of Adult Literacy (NAAL) Supplemental Studies."

The 2003 NAAL assessed the English literacy skills of a nationally representative sample of 18,500 U.S. adults (age 16 and older) residing in private households. NAAL is the first national assessment of adult literacy since the 1992 National Adult Literacy Survey (NALS). The NAAL project comprised four assessment components: the core literacy tasks, the main literacy assessment, the Fluency Addition to NAAL (FAN), and the Adult Literacy Supplemental Assessment (ALSA). Results from the main literacy assessment are reported as averages and as the percentage of adults in each of four literacy levels: Below Basic, Basic, Intermediate, and Proficient. This report focuses on results from the FAN and the ALSA.

The Adult Literacy Supplemental Assessment (ALSA) was administered to adults unable to successfully answer the core literacy tasks. Instead of completing the main literacy assessment, these adults completed the ALSA, which gathered information about their letter-reading, word-reading, word-identification, and basic comprehension skills.

The Fluency Addition to NAAL (FAN) measures the basic reading skills of America's adults. The FAN was administered to all adults who participated in the NAAL project following the completion of the main literacy assessment or the supplemental assessment.

### Key Findings:

- \* Seven million adults, or about 3% of the adult population, could not complete even the most basic literacy tasks in the main assessment and were given the supplemental assessment.
- \* Nearly 1 in 5 adults in the nonliterate in English group had a high school diploma or GED. Among them, more than half (representing roughly 600,000 adults) had earned their high school degree in the US.
- \* For those for whom Spanish is a first language, a delay in learning English is associated with low basic reading skills. Those who learned English before age 11 had basic reading scores similar to average native English speakers (97 words read correctly per minute); however, for those who learned English after age 21, average scores were 35 points (or about one-third) lower. Due to the correlational nature of these data, it is impossible to make causal attributions, i.e., to say that a delay in learning English causes low basic reading skills.
- \* Adults who took the main literary assessment were able to read, on average, 98 words correctly per minute (wpm), in comparison to 34 wpm by those in the supplemental assessment.

To view, download and print the report as a PDF file, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009481>.

## A Closer Look at Teen Advisory Groups

**Summer is a great time to get teens involved at the library. This article is from New Mexico State Library, Youth Newsletter, January, 2009. Reprinted with permission.**

Teen Advisory Groups (TAGs), also known as Teen Advisory Boards (TABs), can be a real benefit to teens in your community, and also to your library.

What are TAGs? TAGs are groups designed to energize teen programming and services as well as allow teens a greater voice at the library. They show teens that they're important and that they can contribute in a meaningful way; they also address developmental needs of teens. In addition, they help give librarians the important teen perspective. You can:

- get valuable ideas for teen programming and collections from your TAG
- have your TAG members volunteer in the library doing all sorts of useful tasks
- discuss YA books with teens and have them write up recommendations for their peers
- have fun and make teens feel comfortable in your library

What a TAG looks like is really up to you. Ages are often 13 or 14 to 18, and you can start with just a few interested teens. With those first participants, select a regular meeting time, such as the first Tuesday of every month from 4:00 to 5:00. One or two staff should supervise, but you do not need a YA librarian or even a youth services librarian to have a TAG!

How do I attract TAG members?

- Talk with the teens that already frequent your library; they're probably your best bet for starting up the group.
- Ask teens who are interested to talk it up to their friends; peer-to-peer advertising is one of the best marketing tools for teens.

- Put up a poster or make an appealing display in your teen area and put flyers at the circulation or reference desk.
- Contact your local high school; ask teachers and the school librarian to pass out flyers and ask to speak at an assembly.
- Ask to put flyers in teen traffic areas, such as stores and restaurants popular with teens.
- Contact organizations like churches, Boy and Girls Scouts, YMCAs, and homeschooling groups and tell them about your TAG; ask them to spread the word.
- Write an article for your library's newsletter and post it also on your website.
- Advertise the TAG on computer screen savers.
- Invite teens and older children who signed up for last summer's Summer Reading Program.
- Send press releases to your local paper.
- In all of these methods, let teens know that being an active TAG member will look great on college and job applications.

What does a TAG meeting look like?

- As meeting facilitator, agree on ground rules upfront with the teens' input. Let teens discuss what's on their minds and listen to them. Guide them when necessary.
- Have an agenda, but be flexible to give teens time to explore areas away from the topics at hand. Agenda items may include selecting graphic novels for the collection, planning a teen program on blogging, decorating the library for a holiday, discussing their favorite YA books, etc.
- Have something tactile and fun to do (and useful to the library), like preparing craft materials for an upcoming children's program, putting together a puzzle, stuffing and labeling envelopes for a big mailing, designing bookmarks, etc.
- Have food available, if at all possible! It doesn't have to be expensive. To borrow a great idea from Mesa Public Library in Los Alamos, cook ramen noodles in a crockpot—it's cheap, easy, and teens love it! Or, have snacks available for a small fee, or invite teens to bring in food to share—could be snacks or a whole potluck meal. For a treat, ask a local pizza place to donate pizzas a few times a year for a couple of the meetings.
- Ask the teens for agenda and discussion items.
- Be prepared for participants to come to meetings irregularly or late and be flexible.

- Play music in the background from your collection.
- Once or twice a year, do something fun with the group to let them know that you and the library appreciate their time and ideas. Take them on a field trip, throw a pizza party, hold a costume party on Halloween, etc. Write an article for the local paper, your website, and your newsletter about the great work they've done.

What can TAG members do in between meetings?

- Keep in touch with members via email, a blog, a MySpace or Facebook page, and/or instant messaging. Suggest the TAG set up a blog or MySpace or Facebook page for themselves!
- Ask members to volunteer in the library between meetings. Ask what they're interested in helping with, but also feel free to assign them tasks. Be creative with what they can do. Just a few ideas: they can tutor, decorate the library, shelve books, make or update a website or blog, teach classes to other teens, help with children's craft programs, help with book sales, make flyers, help with mailings, help plan and lead summer reading activities, lead book discussions, choose YA books and music to purchase, create library podcasts and vidcasts, conduct a local history project, create booklists, raise money for the TAG or a charity, plan a talent show or other special program for all ages, etc.
- Encourage them simply to come to the library—and bring their friends!

TAG resources for more info:

- Teen Advisory Boards: Challenges, Benefits and Opportunities  
[http://www.webjunction.org/c/document\\_library/get\\_file?folderId=447797&name=DLFE-13045.pdf](http://www.webjunction.org/c/document_library/get_file?folderId=447797&name=DLFE-13045.pdf)
- Teen Advisory Groups: A list of print and digital resources for anyone interested in forming and sustaining a teen advisory group  
[http://www.webjunction.org/programming-and-outreach-for-young-adults/articles/content/439601?\\_OCLC\\_ARTICLES\\_getContentFromWJ=true](http://www.webjunction.org/programming-and-outreach-for-young-adults/articles/content/439601?_OCLC_ARTICLES_getContentFromWJ=true)
- Teen Advisory Groups: A wiki from YALSA  
[http://wikis.ala.org/yalsa/index.php/Teen\\_Advisory\\_Groups](http://wikis.ala.org/yalsa/index.php/Teen_Advisory_Groups)
- TAGAD-L Electronic Discussion Group - A discussion forum for the advisors of any public library teen advisory group or board  
<http://www.topica.com/lists/tagad-l/>

## Tips & Tools

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### **James Patterson's ReadKiddoRead website** <http://readkiddoread.com/home>

This website is dedicated to making kids readers for life. It has book reviews and recommendations for kids of all ages from babies to ages 9 and up in various genres. It also includes a community blog page with author interviews, book lists, lesson plans and other links. The site received the National Book Foundation's 2009 Innovations in Reading prize.



### **Curriculum Connections Newsletter** <http://www.teachingbooks.net/newsletters.cgi>

This free monthly newsletter is filled with exciting multimedia resources and annotated bibliographies that demonstrate ways to integrate new books into the K-12 classroom or library; in partnership with *School Library Journal*.



### **Building Blocks for Literacy Online Course**

The Lee Pesky Learning Center in Boise is pleased to announce the Building Blocks for Literacy® course is now available. You can access it at: [www.LPLearningCenter.org](http://www.LPLearningCenter.org). This online option is a great resource and a helpful review. If you have a computer at home, you can even view the course in your bathrobe and slippers, if you like!

Building Blocks for Literacy® is a professional development program for early care and education providers. The Stern Center for Language and Literacy launched an online 12 hour Building Blocks course on April 20, 2009. The Building Blocks course is open sourced; the content is available at no cost. Participants in this online opportunity have the option to receive 12 Professional Development Hours or Continuing Education Credits for \$50 through the Stern Center. IdahoSTARS credit is available also, but participants will need to submit the continuing education certificate mentioned above to the IdahoSTARS. To take the course, please go to [www.buildingblocksforliteracy.org](http://www.buildingblocksforliteracy.org).

The Pesky Center is looking for people who are willing to try the online course (it's free) and give feedback by filling out a one page survey (kept confidential). In return, you will receive 20 "Every Child Ready to Read" books for your time and two free children's books for your classroom or library. Please email Christianne Lane, if you are interested ([clane@LPLearningCenter.org](mailto:clane@LPLearningCenter.org)).

## CE News You Can Use

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Remember when you were the new kid on the block? Well the feeling doesn't change as we get older, and can be particularly challenging when starting a new job. Here is an

idea for new library employees – if you are the new employee take the initiative to find a buddy!

Heather Howiler, Cleveland Heights-University Heights Public Library, describes her public library's program that helps new staff acclimate to their job and prepares existing staff for leadership roles. The **New Employee Buddy Program** is a program at the library where each new employee is paired up with an experienced employee for the first 30-days of employment. Check out this URL on WebJunction Idaho to find out more information about the New Employee Buddy Program:  
<http://id.webjunction.org/mentoring/-/articles/content/51674110>.

## News Beyond Idaho

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### Teacher Inspires Students to Read over the Summer

*Teacher Franki Sibberson of Dublin, Ohio, shares how she prepares her students to read over the summer on the Choose Literacy blog. An excerpt:*

#### Things I Do to Invite Summer Reading

In mid-May, we usually do a class Book Share. Every student chooses a book that they don't think many people in the class know much about--a book that they think others would enjoy. We go around and share books. Everyone comes to the circle with a pencil and paper, jotting down titles of books that they might want to look at in the future. I also encourage them to put down the name of the classmate who recommended a book they notice, so that they can ask more questions if they need to...

I invite students to make a written plan for their summer reading. Giving them time to think through the kinds of reading they hope to do is usually very effective in building interest in and enthusiasm for summer reading. I ask questions like:

- Is there a series that you've started that you'd like to read more of?
- Is there an author that you really like right now?
- What type of books are you in the mood for?
- Is there a book you've heard of from someone else that you've been wanting to read?
- Is there a longer-than-usual book that you've been wanting to read when you had extra time?
- Are you going on a long plane or car trip that will give you extra time to read?
- Where do you think you'll do most of your reading this summer?



Students can write responses to these questions, and then use them in our discussions. I've included a one-page template for summer reading planning at the link below:  
<http://www.choiceliteracy.com/summerreadingtemplate.pdf> ...

Read the entire article here: [www.choiceliteracy.com/public/345.cfm](http://www.choiceliteracy.com/public/345.cfm).



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