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Nancy Gurney and kneeling, Jeanie Johnston prepare to share their plunder with readers of all ages.)

Welcome

Ahoy, Pirates!

Idaho Family Reading Week is upon us. As promised, *The Scoop* is entering all libraries that send us photos of librarians in pirate garb into a drawing to win a “treasure chest of books.” We are extending the deadline to Monday, **November 24th** at 5 p.m. Read “Library to Library” below to see more photos.

*(Left, **Hailey Public Library** staff Carolyn Gutches, Sandy Fahey, Barb Mollineaux,*



Your Scoop writer/editors wish you a happy Thanksgiving! Can you believe the holiday season is here? Our next issue on December 12 will be the last of the year.



Meet Judy Miyasaki

Judy Miyasaki is the school librarian at **Kennedy Elementary in Rexburg**. She's been in that position for 12 years and says her love of reading led her to the position. "Working at a library with children just makes sense," she said.

Kennedy is a grade K – 3 school. "Our school serves 450 of the most wonderful students in Idaho.

Rexburg has 15,000 people and it is growing all the time. We have a wonderful city," she said.

Judy's library is bright and fun. The red accents really seem to make the library feel cheery and it is the hub of the school, from after school clubs to a favorite spot for kids to relax with a good book. Here are a few pictures of their very inviting space.



Judy does storytimes for all the classes. She also applied for and received one of three school library Read to Me First Book grants and they kicked off their program last month (see the 10-7-08 issue of *The Scoop* for more pictures, etc.).

"We have Family Reading Nights when parents are invited to come with their kids and read and take A.R. tests. It is a lot of fun and the students love to show their parents how to take their test. Besides it helps create time together. Our halls get filled with parents and children sitting and reading," she said.



Judy is also busy planning an author visit. "James Dashner, who wrote *The 13th Reality*, will speak to the children on the 30th. It's fun to have these authors come and encourage the students and let them know they can write but it also gets the kids to read."

She considers her biggest success "when a student comes in and tells me that they love a book that they are reading and they want me to read it. I just love that. The biggest challenge is trying to get a student to read who says he hates reading. So there

is always something to keep me busy,” she said. Her favorite part about her job is the students.

As a child, Judy loved reading the Boxcar Children series. More recently, she just finished *Brisingr*, by Christopher Paolini.

Judy’s favorite flavor of ice-cream is chocolate-chip mint. When she’s not working at the library she loves to hold her new grandson. “And when I can’t do that, I love to bake for my family and friends.”

Judy, thanks for sharing a little about you and your library!

Library to Library

Librarians Walk the Plank for Family Reading Week

What inspires normally responsible adults to don pirate garb, play at sword fights and speak in 18th century lingo? It must be Idaho Family Reading Week’s “AR-R-R-R-R-RE You Reading?” We hope you have had a great week!

From **Council Valley Library:**

Here are a couple of our library volunteers Krissi Hansen and Rene Smith getting ready for pirate week.



This is what happens if you try to leave the library without checking a book, movie, or magazine out! (Rene Smith and Hunter Hansen, right.)



In **Kamiah**, school librarian **Colleen Olive** passed out First Books to kindergarten students who had donned pirate hats for the occasion.



Young Adult Corner



Idaho Libraries Increase Teen Services

From Teen Read Week in October to summer reading to Teen Tech Week in March, Idaho librarians have been steadily developing their teen services. The Commission has seen an increase in LSTA grant requests for projects targeting teens and has found a growing interest in continuing education events such as the upcoming online “New Technologies and Literacies for Teens,” a six-week-long class provided by the Young Adult Library Services Association (YALSA). In January, 25 youth services librarians from around Idaho will participate.

Of interest to these librarians and others who are considering expanding services to this target group is a 2004 study by the Chapin Hall Center for Children, [“New on the Shelf: Teens in the Library,”](#) which found public libraries that engage and employ teenagers can realize mutual benefits, including meaningful activities for young people and strengthened ties between libraries and their communities. The report summarizes both the potential benefits and challenges learned from the Wallace Foundation’s Public “Libraries as Partners in Youth Development” initiative. Library staff, youth-development advocates, policymakers and others can use its insights to generate support for programs that foster constructive relationships between teenagers and their local libraries.

Potential Benefits for Teens

- Library-based youth development programs can provide both specific job skills and personal and social development.
- Library-based youth programs can provide opportunities for teens to develop positive relationships with adults and peers.
- Library-based youth programs can increase knowledge and use of the library by teens.

Potential Benefits for Libraries

- Library-based youth development programs can improve the skills and attitudes of library staff in working with youth.
- Changes in staff attitudes and interactions with teens can influence the broader culture of the library.
- Teens employed by library-based youth programs can provide valuable services to library staff.
- Learning the language of youth development helps to connect public libraries to a larger network of youth organizations and policy discussions.
- Libraries, through their youth development programs, can become more visible in the community and provide leadership on youth issues.

Book Look



State Awards for Children's and Young Adult Books

http://www.cynthialeitichsmith.com/lit_resources/awards/stateawards.html

Many of the states who have an award for outstanding children's books can be found on this site. The links about children's literature awards by states were originally compiled by Melissa Depper of Colorado's Blue Spruce Young Adult Book Award Committee in January 2000 for PUBYAC, a discussion list for Children's and Young Adult Librarians in Public Libraries. It was not intended to be comprehensive. Melissa updated the list in May 2005.



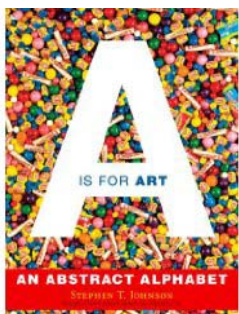
Books Make Great Gifts

Here's something you can share with families in your community or school. [Books as Gifts: A 2008 Holiday Buying Guide from Reading Rockets](#) lists books suitable for children birth through 9 years old. The introduction says: "Good books last. They are truly the gift that is remembered long after the holiday or celebration is over. In fact, a book that connects with a young reader will grow with them as it is shared countless times. These books were chosen with just one criterion in mind — good literature that's so engaging that your child, grandchild, niece, nephew, or student will gladly turn off the TV and put away the Gameboy. Give books as gifts and watch kids read"



A Feast for the Eye

The *New York Times* annually selects the top ten illustrated children's book. The paper puts together a panel of experts who choose the winning books. Keep these titles in mind for this summer's summer reading theme: Be Creative @ Your Library. Here are a few highlights from the 2008 list:



A Is for Art: An Abstract Alphabet, written and illustrated by Stephen T. Johnson

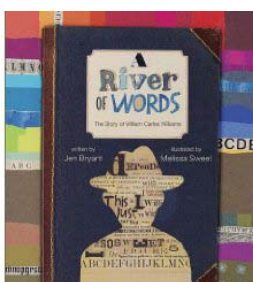
A is for Art: An Abstract Alphabet is a remarkable journey of discovery about art and language through painting, collage, and sculpture by Caldecott Honor artist Stephen T. Johnson. With literal renderings of each letter, complete with witty titles and playful, alliterative captions, Johnson's abstract art forges connections between words, objects, and ideas. From A to Z, each stunning, original work of art will stimulate the imagination and

creativity of children and adults alike.



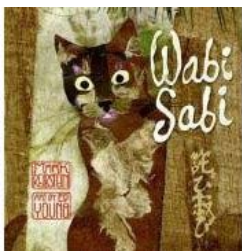
The Black Book of Colors, written and illustrated by Menena Cottin and Rosana Faría

Living with the use of one's eyes can make imagining blindness difficult, but this innovative title invites readers to imagine living without sight through remarkable illustrations done with raised lines and descriptions of colors based on imagery. Braille letters accompany the illustrations and a full Braille alphabet offers sighted readers help reading along with their fingers. This extraordinary title gives young readers the ability to experience the world in a new way.



A River of Words: The Story of William Carlos Williams,

illustrated by Melissa Sweet, with text by Jen Bryant
In this picture book biography of poet William Carlos Williams, Jen Bryant's engaging prose and Melissa Sweet's stunning mixed-media illustrations celebrate the amazing man whose poems about ordinary, everyday things will inspire young readers to create poems of their own.



Wabi Sabi, illustrated by Ed Young, with text by Mark Reibstein

This unique picture book shows a new way of seeing the world. Wabi Sabi, a little cat in Kyoto, Japan, sets out on a journey to learn the meaning of her name. She discovers that wabi sabi is a Japanese philosophy of seeing beauty in simplicity, the ordinary and imperfection. Beautiful collages illustrate the spare text and haiku poetry.

Other books on the list include:

The Story of Negro League Baseball. written and illustrated by Kadir Nelson. Jump at the Sun/Hyperion. (Ages 8 and up)

Ghosts in the House! written and illustrated by Kazuno Kohara. Roaring Book Press. (Ages 3 to 6)

The Little Yellow Leaf, written and illustrated by Carin Berger. Greenwillow Books/HarperCollins Publishers. (Ages 3 to 8)

Wave, written and illustrated by Suzy Lee. Chronicle Books. (All ages)

Pale Male: Citizen Hawk of New York City, by Janet Schulman and illustrated by Meilo So. Alfred A. Knopf. (Ages 6 to 12)

Skim, by Mariko Tamaki and illustrated by Jillian Tamaki. Groundwood Books/House of Anansi Press. (Ages 14 and up)

See a [slide show of the books](#).



Upcoming Events



November 16-22 – **Idaho Family Reading Week** – is an annual statewide celebration of reading as a family activity. The theme for the 2008 Family Reading Week is "**AR-R-R-R-R-RE** you reading?" Don't forget to send your photo to the *Scoop* and be entered into a drawing for a treasure chest of books. Send your success stories too!



Another reminder. If you have a **Read to Me mini-grant** or are doing the **Every Child Ready to Read workshops**, it will soon be time to send in your evaluations:

- Read to Me mini-grant Interim Reports are due December 10th
- Every Child Ready to Read workshop evaluations are due 2 weeks after your final workshop session. Include the parent workshop evaluations.

If you have questions about the reports, please contact [Peggy](#), [Stephanie](#), or [Staci](#).



New Technologies and New Literacies for Teens-2009

Are you enrolled? The deadline for enrolling as either a participant or mentor is Friday, November 21. Join other librarians in this exciting opportunity to improve library programs for teens:

A cohort of 25 people will participate in an online class January 5 - February 20, 2009, to learn how teens' use of technology to play, learn, and create improves their text-based literacy skills. This group will meet face-to-face in Boise before and after the online course. ICFL will pay the registration fee, plus travel and related expenses for the two meetings in Boise.

ICFL is partnering with YALSA (Young Adult Library Services Association) to offer this training opportunity. The online course description:

How does teen use of technology to play, learn, and create improve their text-based literacy skills? How are teens using technology to communicate, collaborate, and create? What technologies should librarians know about to support teen interest in

building community online? In this six week course you will find the answers to these questions, become familiar with the tools and techniques teens use to communicate and collaborate online, and discover how to inform your own community about best practices that support teens' technology-based print literacies. Participants in the series will have the opportunity to talk with others about teen use of technology and how that use improves literacy skills. They will also have the chance to create a framework for a program or service at their library that supports teen technology-based print literacy. More information about the online course can be found at: <http://www.ala.org/ala/yalsa/onlinecourses/info.cfm#fall>.

In addition to the coursework, ICFL invites participants to come to Boise for day-long sessions on Friday, January 9 and Friday, February 20. At the sessions participants will network and develop a program or service for teens in their community to be held during Teen Tech Week (March 8-14, 2009).

Course participants will be supported by “mentors”, persons who have implemented a program for teens. Mentors will participate in the two meetings held in Boise to share information and provide hands-on support.

Call (1-800-458-3271) or e-mail [Sue Walker](mailto:Sue.Walker@icfl.idaho.gov) with questions. Interested? Register online at as either a participant or a mentor at: <http://icfl.idaho.gov/teentech>.



Summer Reading News

Bright Futures Begin @ Your Library: Underserved Children

In this issue we are featuring the second of four Bright Futures outreach opportunities. Last summer, Idaho librarians hosted over 100 outreach programs during their summer reading programs and gave away 14,000 books to underserved children. Holding programs in parks, daycare centers, schools, Boys and Girls clubs, and other community locations, these libraries ensured that more children participated in summer reading. Overall summer reading participation in 2008 increased a modest 2.8%, but the increase in outreach was huge. Libraries served 44% more children through outreach in 2008 than they did in 2007 (9,700 children). Comments from librarians confirmed that to reach more kids, librarians have to think “outside the library.”

What libraries must do to participate in Underserved Children:

- 1) Select a community partner. Having a partner gives you the inside track to reaching children who may not use the public library. Some partners to consider: daycare provider, summer nutrition program, social service program, 4-H or county extension, Women, Infants and Children (WIC), community action agency, migrant program or a local elementary school. The key is to have a

place to hold an outreach program during the summer where kids congregate, either formally or informally.

- 2) Set dates for two programs during the summer. Check the dates with your partner. For example, many Head Start programs do not meet during the summer.
- 3) Estimate how many children you will reach at each of 2 programs. Your partner will probably be the best source of information for this number.
- 4) Fill out the **Bright Futures online application** by March 17, 2009 (or sooner as supplies are limited).



What you will receive (by May): paperback books suitable for the age group you are reaching, from board books to chapter books; painting sheets; and a stand up poster that you can take with you to advertise your program.



Partnering in the community takes planning and commitment. Now is the time to start contacting potential partners to identify where kids will be next summer and how you can reach them.

The type of summer reading program that works best for outreach depends on the location and your resources. You could do a simple storytime and read several books, you could present a puppet show, or you could provide a simple craft idea that ties in with your program and the summer reading theme.

Craft idea from “Be Creative @ Your Library,” page 301: “Make pretzel stick puppets. Give kids marshmallows and pretzel sticks. Demonstrate how you can poke a pretzel into the end of a marshmallow and make a primitive “puppet” (or at least a head and body).”



Order Summer Reading Materials from Upstart by December 1st

Don't forget to read through your Upstart order form and start selecting the items you want to order for next summer. The first order deadline (to receive your materials by March 1st) is **December 1st**. You can order online at: www.highsmith.com/cslp/. Ordering is available only for public libraries in CSLP member states.



School Zone

by Staci Shaw



New Copyright Guide for Educators

Summary of article in *School Library Journal*, 11/12/2008

As a school librarian, you often get questions from teachers regarding copyright laws: Is it okay to include parts of books, films or songs in classroom lessons? What about using YouTube for teaching or as part of a classroom presentation? With so much print and digital content now available, educators are unsure about the proper use of these copyrighted materials in the classroom.

The Center for Social Media has recently released, "***The Code of Best Practices in Fair Use for Media Literacy Education***," which can help school librarians address these copyright questions and concerns. The report makes clear that all of the actions listed above are legal under fair use, defined as "the right to use of copyrighted materials without permission or payment when the benefit to society outweighs the cost to the copyright owner." It also outlines the basic principles of fair use to media literacy education, explains limitations, examines common myths about copyright and education, and simplifies the legalities of using copyrighted materials in an academic setting.

The code was developed by the National Association for Media Literacy Education, the Action Coalition for Media Education, the national Council of Teachers of English, the Visual Communication Studies Division of the International Communication Association, and the Media Education Foundation, and was facilitated by staff at American University and Temple University. It makes clear that educators can use copyrighted materials from mass media and popular culture if they are used to build "students' critical thinking and communication skills."

"The fair-use doctrine was designed to help teachers and learners, among others," says Peter Jaszi, director of the Program on Information Justice and Intellectual Property at American University's Washington College of Law. The project was funded by the John D. and Catherine T. MacArthur Foundation, with additional funding from the Ford Foundation.

A pdf version of the code, as well as a video clip, can be downloaded at [http://www.centerforsocialmedia.org/resources/fair use and teaching](http://www.centerforsocialmedia.org/resources/fair_use_and_teaching).

Additional resources: The ICFL has the following books in the professional development collection. For a complete listing of copyright resources, see our [website](#):

- [*Complete copyright liability handbook for librarians and educators* / Tomas A. Lipinski. 2006.](#)
- [*Copyright catechism : practical answers to everyday school dilemmas* / Carol Simpson. 2005.](#)
- [*Copyright for schools : a practical guide* / Carol Simpson. 2005.](#) [*Copyright for teachers and librarians* / Rebecca P. Butler. 2004.](#)

- *Copyright law for librarians and educators : creative strategies and practical solutions* / Kenneth D. Crews ; with contributions from Dwayne K. Buttler ... [et al.]. 2006.
- *Copyright policies* / compiled by Patricia Keogh, Rachel Crowley. 2008.
- *Technology and copyright law : a guidebook for the library, research, and teaching professions* / by Arlene Bielefield and Lawrence Cheeseman. 2007.

The on-line faculty lounge... Questions? Comments? Ideas to share? Blog with us on our "School Libraries" page: <http://libraries.idaho.gov/landing/school-libraries>.



School Impact Study: Contact information

As we've mentioned in past issues of *The Scoop*, ICFL has contracted with RSL Research to measure the impact of Idaho's school librarians on student achievement. To prepare for the statewide school impact study, we'll need contact information for you, your principal, up to two other administrators, and three to five of your teachers. **You can win \$500 in books!** Return your contact information by Wednesday, November 26 and be entered in a drawing. Through the generosity of Follett Library Resources, the lucky winner will get to select \$500 worth of books from TitleWave, an online selection tool with thousands of titles! You do not have to be a current Follett customer to win, and the books will be sent directly to your school. You should have received an information letter in the mail, but if not, please go to <http://libraries.idaho.gov/doc/impact-study> for more information.

Know the Numbers

From the newly released **2008 Idaho Kids Count Data Report**:



In 2006, Idaho was home to 112,366 children under the age of 5 and 319,688 children under the age of 18.

If Idaho were a town with 100 children...

81 would be Caucasian
 14 would be Hispanic
 1 would be Black
 4 would be other races
 29 of these children would be under the age of five

If Idaho were a town with 100 children under the age of 5...

47 would live in low income homes
17 of which are below poverty
9 of these children would not have health insurance
57 would be in need of child care

To read the entire report, go to: www.idahokidscount.org.



A Closer Look at Strengthening Library Services to Idaho Youth

What could you accomplish for the kids in your community with a \$1,000 to \$10,000 grant? How would you expand youth services capabilities in new and/or different directions? How could you leverage grant funds to provide a foundation for ongoing rather than one-time projects that could be continued with community support or through a reallocation of library funds? Creative thinking and new approaches in youth services are needed in order to provide innovative services and help libraries reach more youth and families in their communities. Be looking soon for an announcement for an opportunity to strengthen your **public library's** services to youth from birth to age 18.

One resource for librarians planning new services is Public Libraries as Partners in Youth Development a publication from the DeWitt Wallace-Reader's Digest Fund. It reports findings from a national survey of library services for young people and assesses the ways in which libraries might change to meet the growing needs of children and teens. Its examples of innovative youth-oriented work taking place at several libraries nationwide can offer ideas and inspiration for communities that seek to enhance their libraries as resources for young people during their non-school hours.

A national survey of public libraries found these programs:

- Nearly 100 percent provide reading programs (book discussions, storytelling and summer reading), which are primarily targeted to elementary school youth;
- 83 percent present cultural programs (presentations by authors, musical or dramatic performances and creative writing workshops), which also are aimed at elementary school youth;
- 42 percent offer community-service and leadership programs (older students serving as tutors for their younger peers or young people working as volunteers in the library), for which middle school students are the primary targets, followed by high school students;

- 33 percent provide computer classes and workshops (introduction to the Internet, web page design or instruction in specific software programs), which equally serve elementary and middle school students;
- 23 percent offer homework assistance (special places set aside where young people can work in private, making basic reference books available for students, tutoring programs or a telephone “hotline” for answers to questions about their school work), which is primarily intended for elementary school students; and
- 19 percent provide career development programs (making information available about careers, organizing career fairs and presentations about different jobs), for which high school students are the most frequent targets.

Tips & Tools



Adventures in Reading: Family Literacy Bags

Reading Rockets, an educational initiative of WETA public television in Washington, DC, has developed a set of six family literacy bags appropriate for a kindergarten or first grade listening level to encourage some hands-on fun and learning. Just assemble everything into a two-gallon zip top bag, and send home with your young patrons.

What goes into each literacy bag?

- Parent information sheet with an introductory note that you can personalize,
- Instructions about how to use the packet, and tips for sharing fiction and nonfiction books with children
- Two books: one fiction and one nonfiction, selected by Reading Rockets for high quality and wide availability in libraries
- Creativity Activity: a hands-on craft project
- Imagination Activity: encourages imaginative play, writing, or drawing
- Get Real Activity: focuses on real-world experiences for parent and child
- Bookmark: lists the featured titles and alternative titles

More information and the pdf files for each family literacy bag can be found at <http://www.readingrockets.org/article/27935>. (*Reading Rockets News, November 2008*)



New Books in the Professional Development Collection

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

Born Digital: Understanding the First Generation of Digital Natives, by John Palfrey and Urs Gasser (302.2 Palfrey 2008)

Based on extensive research, this book explores a broad range of issues like: identity, privacy, safety in the virtual world, the impact the Internet's impact on creativity and learning, and what lies ahead for this generation born digital?

Moving Forward with Literature Circles: How to Plan, Manage, and Evaluate Literature Circles that deepen Understanding and Foster a Love of Reading, by Jeni Pollack Day, et al (372.4 Moving 2002)

The authors provide a five-step plan for preparing students to talk about literature independently. The authors offer methods for choosing books, grouping students, and promoting discussion. A comprehensive guide that devotes chapters to: promoting real discussion, using writing, assessing participation and comprehension, and supporting students who struggle with reading.

News Beyond Idaho



The Voice of Youth Award (VOYA) is a special school-year reading program offered by the Youth Services Department of Skokie (IL) Public Library. Students in grades 3 through 8 are encouraged to read books of high quality, carefully selected by the library's Youth Services librarians for reading and interest level. Multiple copies of the VOYA books are available in the Youth Services Department for check out.

Students who read at least three of the books (and hopefully more) will be invited to vote for their favorite book. Students can vote at Skokie Public Library and at their school library. The winning title will be announced, and the author of that book will be invited to visit Skokie Public Library during the following school year. Schools that participate in the VOYA program will be eligible for that author to visit their school. For more information and to see lists of winning books, visit: http://www.skokie.lib.il.us/s_kids/kd_read/VOYA/index.asp.



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

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