



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

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Welcome

There is something in October sets the gypsy blood astir. --
William Bliss Carman, A Vagabond Song

I had my first pumpkin spice latte last week and that's always one of the first signs of fall to me. Here's hoping you have time to curl up by the hearth with a mug of hot cider and a great

book. Happy October!

Meet Lorraine Hogaboam



Lorraine Hogaboam is the district librarian K-6 for the Independent School District #1 in Lewiston. She's been in the library field for 18 years -- all but two in her current position. Lorraine works mostly with the elementary library techs in a supervisory role, and with teachers and school district staff. The district has seven elementary schools with 2,482 students in those schools.

Lorraine said she started on the path to a career in libraries when she was a junior in high school and their elementary school burned down. "After the new building was rebuilt and as the elementary librarian was creating a new collection, I was able to go to that building one class period each day to help with that process. At the time I had no idea that nice librarian would become my mother-in-law about five years later!" she said.

"I was a second grade teacher before staying home for nine years to raise my children, so you can see that children are important to me. Upon returning to the work world as a substitute teacher, a principal approached me with the idea of being a library tech to finish out the school year if a position opened up. That didn't happen, but there were several openings the following year, and I was hired. After two years I earned my library endorsement and was hired as the District Librarian K-6. I enjoy helping patrons of all ages. Like most librarians, I like to say, 'Yes, we have that, ... I found that for you, ... we can get that for you,' etc.," she said.

We asked Lorraine to talk about her biggest success and challenge and she responded that she is very proud the Lewiston schools are part of VALNet—the Valley Automated Library Network. "We joined this consortium while I was a library tech. Because of my position, I am on the VALNet Board of Directors. In the last few years VALNet became part of the larger umbrella, WIN—Washington Idaho Network. It is exciting to be part of a group in which school libraries, public libraries and academic libraries can work together to provide information to our patrons.

Lorraine's favorite part about her job is connecting people with the information that they want or need. "Just last week the cashier in the grocery store found out I am a librarian. He wanted to find a book that had been read to him in grade school so he could share it with a friend. I was able to find *Cloudy with a Chance of Meatballs* with the little bit of information he gave me—a family lived on an island and it rained food. He was very excited to be able to read it again for himself!" She also talked about a fun project she is working on now, connecting kids with books and baseball. "Each fall I work with staff from Lewis Clark State College to find a new baseball book. During the NAIA World Series each Lewiston elementary school hosts a team. Those team members come to

the elementary school, read part of the book to get the students hooked on the book, autograph the books, and give a book to each 6th grader,” she said.

Dr. Seuss was cited as Lorraine’s favorite children's author. “While I was a second grade teacher Dr. Seuss became a favorite author of mine. The students kept requesting his books for read-aloud and those books just grew on me,” she said. Reading wasn’t always a favorite pastime, however. “I was a late bloomer. My parents wanted me to read. They enrolled me in the Weekly Reader Book Club and purchased a subscription to a National Geographic current events magazine. I didn’t really get into reading at that point. While in college I took a Children’s Literature class. Each week my mother-in-law, who was an elementary school librarian, would hand me a box of good children’s books to read. That is when I really became a reader,” she said. “So, never give up on those young people!”



Since going to Pennsylvania for a vacation several years ago, Lorraine has particularly enjoyed reading books about the Amish. Right now she is reading *House Calls and Hitching Posts* by Elton Lehman.

When she’s not working at the library, Lorraine enjoys spending time with Rod, her husband of 36 years, her three grown children and our two granddaughters. “I also enjoy reading (of course), knitting, sewing, and quilting,” she said. And her favorite flavor of ice cream is Pralines and Cream.

Editor’s Note: Lorraine teamed up with Lewiston City Library Youth Services Director Heather Stout in September for a day of Summer Reading planning with the “Daring Dreamers” Committee. We appreciate Lorraine’s perspective as the school library representative and thank her for taking the time to be profiled in *The Scoop*!

Library to Library

More Storytimes Transformed

Our recent Storytimes Transformed! presenter Sue Nespeca promised to find a quote she read on the Zero to Three website about babies and board books. Sue thought it was a great answer for parents who are reluctant to give their young baby a book to play with, saying, "They will just put it in their mouth!" When Sue looked for the information, she found that it was no longer available on the website (it had been redesigned), but she shared this information that she had saved in her file:

"Why do babies like to chew on books?"

Babies are learning about the world by using all of their senses. Babies seem to want to look, touch, taste and listen to everything that they encounter! As soon as a baby is

born, she is looking and learning. Soon babies are reaching and grasping, and of course with grasping, comes mouthing. Many caregivers are amazed at how often and how quickly babies grab, then try to eat everything - even the dog's tail! Why all this mouthing? It is one of the best ways babies have to really explore objects and people. Babies use all of their senses to learn and figure out how the world around them works. When a baby chews on an object, like a book, she is learning about the physical characteristics of that object, and a bit about its function, like whether it is edible or not. She also learns a bit about cause and effect when you - or the dog - react to her mouthing behavior!

How does chewing on books lead to reading and writing? Mouthing books is really an important early literacy skill. Research has shown that exposure to books and stories from a very early age gives children the building blocks they need to develop into readers and writers. Judith Shickedanz, a researcher and educator, describes four different categories of early literacy skills. "Book handling behaviors" is one category. Babies who mouth books are learning about what a book is - how it feels, how it looks, how it tastes and maybe what is inside it! If a baby can freely explore books and is being read to, she will begin to associate books with warm, positive interactions with you and other caregivers.

Positive feelings about books are critical to literacy learning. Mouthing and manipulating books leads to holding, turning books upright, and eventually to turning pages. Even though a baby may be more interested now in mouthing, shaking and throwing books than in looking at what is inside them, those behaviors will change as she grows. Soon she will be moving on to other early literacy behaviors and begin to peer inside those books to see the magic that books possess. [*BrainWonders: Developed 1998-2001*]

. . . and, these Idaho librarians have implemented changes in storytimes

Joy Preece, Ammon Elementary School, Idaho Falls

"Have made some changes, not too many, at our school. The kindergarten teachers now have the HUGE poster with 6 Early Literacy Skills listed for families to view while waiting for their child. I talked to the principal as well about how the public libraries will now work in a manner to support the early literacy skills in their storytime programs. Libraries must change to meet the needs of everyone! I see it happening in Idaho!!"

Krissi Hansen, Council Valley Public Library

I really enjoyed the Storytimes Transformed workshop. I am the storytime volunteer for the Council Valley Free Public Library. We have begun storytime again and we will focus on one of the early literacy skills in the first 6 weeks. It never occurred to me that storytime wouldn't make that big of a difference if that's the only reading a child got during the week. But, if we train the parents how to read to their kids, the kids will become better readers and enjoy coming to the library even more. This past week we focused on Print Awareness and have put up the poster of the six skills where parents can see it.

Kimbre Chapman, Children's Librarian, Caldwell Public Library

"In Caldwell, we were already doing much of what was in the the workshop. I found the workshop valuable, however, in that I'm expanding on the instructional aspects to parents. One change is that this week I'll start introducing the skill we are focusing on for that week. I'm including storytime aides as handouts to parents and caregivers at the end of storytime. These are tip sheets of things that caregivers can do in their homes. The tip sheets are in a handy size as they will fit in a recipe box."

Young Adult Corner

New Technologies and New Literacies for Teens will be offered in 2008!

The Idaho Commission for Libraries (ICFL) will be offering Idaho public and school librarians an exciting opportunity this winter. A cohort of 25 people will participate in a six-week online class January 14 – February 22, 2008 to learn how teens' use of technology to play, learn, and create improves their text-based literacy skills. This group of people will meet face-to-face in Boise before and after the online course. ICFL will pay the \$212 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 reads:

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 four 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 and things to consider, can be found at www.ala.org/ala/yalsa/onlinecourses/info.htm. In 2006, 15 staff members from Idaho public and school libraries participated in the course and in-person meetings. Here's a sampling of comments from last year's participants:

- "This course was great. Thanks!"
- "I'm really glad to have had the chance to take this. I hope I can keep learning."

In addition to the YALSA requirements, the Idaho Commission for Libraries is asking participants to commit to come to Boise twice. One day-long session will be held in January before the online class starts and one day-long meeting will be held in

February. Participants will also be required to share the information learned from the course with the Idaho library community. This can be accomplished by contributing written comments through a blog, on Libidaho, in *The Scoop*, or presenting at a regional library meeting.

We're excited about the topic and the chance to improve library services for the teens in Idaho. Please call (1-800-458-3271) or e-mail Stephanie Bailey-White (stephanie.bailey-white@idaho.libraries.gov) with any questions you may have. We expect to have the online registration up by the end of October.

Book Look



Thank you to **Kathryn Poulter** from **Marshall Public Library** for sending us this article.

Is there life after Harry?

By now, many people who longed for the conclusion to Harry Potter's seven-volume saga know all the answers the books reveal. (But don't worry, I won't spoil the end for anyone who hasn't read the last book yet.) Now the big problem is finding something else to read. I know when I come to the end of a book or series I've really loved it is sometimes hard to find another book that even comes close to capturing my interest. But there are still wonderful books to read!

Harry Potter books are long and complex. Each book contains themes and ideas that appeal to different people. Some folks read Harry Potter for the exciting adventure stories. I really like the interaction of Harry, Ron and Hermione as their friendship develops and deepens. Other people are attracted to the magical world J. K. Rowling described. I have identified six central themes of the Harry Potter books and have found books that, although they don't mirror Rowling's plot, still have that particular aspect as one of their main themes. Here are some ideas for further reading on each of those themes:



Friendship. Some of the greatest examples of friendship I've found in books come in a long series written by Madeleine L'Engle. While many people are familiar with *A Wrinkle in Time*, there are other less famous books like *Meet the Austins*, *A Ring of Endless Light*, and *The Arm of the Starfish* that show the complexities of emotions and friendship and tell a great story as well. I also love the four books by British author Hilary McKay about the delightful, quirky Casson family. The first book in this series is *Saffy's Angel*.

School. Of course Hogwarts is unique among schools, but there are many other interesting stories about schools and the children who attend them. One of my favorites is the two-volume set by John Knowles about Devon, a private boarding school in New Hampshire on the Atlantic Coast during World War II. The first book, *A Separate Peace*,

describes some unforgettable experiences around a predominate oak tree overhanging a creek. Andrew Clements is another favorite writer of school stories. These aren't about boarding schools but about regular neighborhood schools and the children who attend them. Read, for example, *The Landry News*, *School Story*, *Room One*, and *The Report Card*.

Good versus Evil. The struggle between good and evil is not new. He-Who-Must-Not-Be-Named is just one manifestation the evil that lurks everywhere, in real life as well as in books. But just as there is evil, there is also an even greater good that can't be overpowered. Some books that have this ongoing struggle as a main theme are the *Narnia* books by C. S. Lewis, *The Dark Is Rising* series by Susan Cooper, and the classic *Lord of the Rings* trilogy, by J. R. R. Tolkien.

Magic. Wouldn't it be great if there really were a wizarding world, and if we were part of it? Here are some books about children, and others, who find magical items or discover that they have magical abilities. In *Half Magic*, some children find a medallion that grants them exactly half of whatever they wish. There are six other books also by Edward Eager that you might enjoy. Older readers will be enchanted by the *Chrestomanci* books by Diana Wynne Jones. The *Chrestomanci* is the enchanter who controls the use and misuse of magic in all the worlds. But what happens when Christopher, who might become the next *Chrestomanci*, can't seem to perform even the simplest spell? Find out in *The Lives of Christopher Chant*.

Adventure. Much of the appeal of Harry Potter is that the books are great adventure stories. Books like the *Prydain Chronicles* by Lloyd Alexander and the *Tripod* series by John Christopher are other great tales of adventure and excitement. Older readers will enjoy Garth Nix's *Sabriel*, *Lirael*, and *Abhorsen* as well as *The Belgariad*, a series by David Eddings.

Outdoor Survival. If you've read the seventh Harry Potter book you know that Harry, Ron and Hermione do a bit of camping. But they live in luxury when compared to Brian's lifestyle in Gary Paulsen's *Hatchet*, or young Sam Gribbley in *My Side of the Mountain* by Jean Craighead George. Older readers will find Will Hobbs' tales of the Yukon exciting.

Think back to what you liked best about Harry Potter and maybe one of the books I've mentioned will spark your interest. Whatever book you decide to read, you will find it and others like it at Pocatello's Marshall Public Library.



Upcoming Events in November

November 1 - **National Family Literacy Day** – “Learning is a Family Legacy...Pass it On!” The National Family Literacy Center celebrates the importance of having the whole family involved in literacy and learning. The website provides a link to an activity calendar for families to celebrate

literacy throughout the month. Look for it at www.familit.org/Resources/NFLD.cfm
November 11 - Veteran's Day - "Honoring Our Veterans Through Poetry Pre-writing" is an activity of ReadWriteThink, a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the MarcoPolo Education Foundation. Find out more at:
www.readwritethink.org/lessons/lesson_view.asp?id=9

November 11-17 - **American Education Week** - NEA's 86th annual American Education Week (AEW) spotlights the importance of providing every child in America with a quality public education, and the need for everyone to do his or her part in making public schools great. For more see www.nea.org/aew/index.html

November 11-17 - **Idaho Family Reading Week** - Sponsored by Read to Me, a program of the Idaho Commission for Libraries. For more information, see <http://libraries.idaho.gov/readweek>.

November 22 – **Thanksgiving** - Ever wonder what the pilgrims and their Native American guests really ate at the first feast? The truth may surprise you. Contrary to popular belief, they didn't sit down to a meal featuring turkey, corn, cranberries, and pumpkin pie (in fact, they didn't even have forks!). For more see www.history.com/minisites/thanksgiving/

Some fun and different events to observe in November include: **Family Stories Month**, **I Am So Thankful Month**, **Learn Chinese Month**, **National Life Writing Month** (for more... www.scrapyourstories.com/lifewritingmonth.htm) and **National Pomegranate Month**. **International Tongue Twister Day** (November 3), **National Young Readers Day** (November 13 – for more <http://www.bookitprogram.com/teachers/nyrd.asp>), **I Love to Write Day** (November 15), **National Family Volunteer Day** (November 17 – for more <http://disney.go.com/disneyhand/familyvolunteers/>), **Name Your PC Day** (November 20), **Electronic Greetings Day** (November 29).

Authors' Birthdays in November include:

November 1 – **Nicholosa Mohr** (born in 1935). She is an American young adult novelist, short story writer, and illustrator. Mohr's work is noted for its realistic portrayal of life in New York City's Puerto Rican slums. An accomplished painter and printmaker, she received awards both as author and illustrator for her 1973 first novel, *Nilda*. For more see <http://www.enotes.com/contemporary-literary-criticism/mohr-nicholosa>

November 13 - **Robert Louis Stevenson** (1850-1894). He was a Scottish novelist, poet, and travel writer, and a leading representative of Neo-romanticism in English literature. Some of his works include: *Treasure Island*, *A Child's Garden of Verses*, *The Strange Case of Dr. Jekyll and Mr. Hyde* and more.
<http://people.brandeis.edu/~teuber/stevensonbio.htm>

November 14 - **Astrid Lindgren** (1907-2002). She was a Swedish children's book author and screenwriter, whose many titles were translated into 85 languages and published in more than 100 countries. The author of *Pippi Longstocking*, *The Children of Noisy Village*, *The Wild Baby* and others. www.astrid-lindgren.com/

November 15 - **Jean Fritz** (born in 1915). She is an American children's author and biographer. She was born to American missionaries in Hankow, China, where she lived for the next thirteen years, where, to ease the loneliness of being an only child, kept a journal. Her first book was *The Cabin Faced West*. She is the author of *Homesick: My Own Story*, *George Washington's Mother* and others. For more see <http://www2.scholastic.com/teachers/authorsandbooks/authorstudies/authorhome.jhtml?authorID=39&collateralID=5161&displayName=Biography>

November 25 - **Marc Tolon Brown** (born in 1946). He grew up in Erie, Pennsylvania, where he attended Lakewood Elementary School. Brown's childhood years would later become the setting for many of his Arthur books. In junior high, Brown drew cartoons for the school newspaper. When it came time for college, his grandmother helped pay for his art class. He is the author of *Arthur Babysits*, *Arthur Lost and Found*, *Arthur Writes a Story* and more Arthur stories. Go to www.kidsreads.com/authors/au-brown-marc.asp or <http://pbskids.org/arthur> for more on Marc Brown.

November 25 - **Crescent Dragonwagon** (born as Ellen Zolotow in 1952). Is the author of more than 40 published children's books. http://en.wikipedia.org/wiki/Crescent_Dragonwagon

November 29 - **Madeleine L'Engle** (1918 - September 6, 2007). She spent her formative years in New York City. Instead of her school work, she found that she would much rather be writing stories, poems and journals for herself, which was reflected in her grades (not the best). However, she was not discouraged. She is the author of *A Wrinkle in Time*, *The Other Dog*, *Friends for the Journey* and more. You can read about the author at: www.madeleinelengle.com.

November 30 - **Samuel Langhorne Clemens, a.k.a. Mark Twain** (1835-1910). Better known by the pen name Mark Twain, was an American humorist, satirist, lecturer and writer. Twain is most noted for his novels *Adventures of Huckleberry Finn*, which has since been called the *Great American Novel* and *The Adventures of Tom Sawyer*. He is also known for his quotations. During his lifetime, Clemens became a friend to presidents, artists, leading industrialists and European royalty. For more on Twain see www.underthesun.cc/Classics/Twain/



School Zone

Idaho School Library Media Program of the Year

Nancy Van Dinter and Bishop Kelly High School received the Idaho School Library Media Program of the Year sponsored by Follett. Nancy coordinates a school wide summer reading program that keeps students reading during their vacation from a list of faculty recommended titles. One of the first orders of business for the school year is for students to break into groups with the faculty advisor for their book and discuss it as well as turn in a report. The following article provides more details about this great program!



Fall means back to school and a return to assignments, exams and grades. At Bishop Kelly High School we bring back a bit of the summer for one day in September with our Summer Reading Day. We set aside time during a regular school day when everything stops, and everyone in the school talks about what they read during the summer.

Bishop Kelly has always had a summer reading requirement. There were four specific titles, one each for freshmen, sophomores, juniors and seniors, and they changed every year. The books were to be discussed across the curriculum. But choosing the titles usually fell to the English department. It was difficult to come up with just one book per grade and even more difficult to please everyone—students and faculty.

About four years ago, we read about a program at St. Pius X High School in Atlanta, Georgia that gave their students choices for summer reading and involved more faculty input. We developed our own program from this idea.

Summer reading is still mandatory for all students, but now they have a chance to choose a book from a long, and varied, list. In the winter we ask each staff member to decide on a book they would like students to read and discuss. It does not have to relate to the curriculum and does not have to be in the teacher's subject area. It should be something high school students would enjoy reading. We ask that it be appropriate for this age level. We gather these titles into a list. Before the students leave for the summer, they choose one book to read. We work on a separate list of young adult books for incoming freshmen and include it in their registration materials. They must return a form with their choice when they register.

In the fall we plan a Summer Reading Day. We have a special schedule that includes a thirty-five minute segment of time for discussions. One adult facilitator meets with a

group of students who have read the same, book. They just talk about the reading. The students are to prepare by bringing two written discussion questions and a relevant passage with them. It's very informal. Some facilitators bring snacks and usually rearrange the rooms for easier interaction. There are no exams, book reports or grades. We just try to have fun.

The formal goals of the program are as follows:

- To demonstrate how reading can provide enrichment, information and serve as a tool for lifelong learning
- To encourage students to identify and compare their own experiences to those of others in the situations, events, and cultures in the literary selections
- To challenge students to form opinions and make critical judgments about fiction and non-fiction
- To give our faculty and staff the opportunity to model the behavior of lifelong readers

The first three goals are taken directly from the Idaho state standards for language arts/communications for grades 9 through 12.

Bishop Kelly is a private Catholic high school located in Boise. We have 685 students in grades 9-12. About 95 percent of our students go on to college.

In 2007, we offered a summer reading list of 10 titles for incoming freshmen and 34 titles for sophomores, juniors and seniors. Half were fiction and half were non-fiction. There was a wide range of genres—mystery, science fiction, fantasy, humor, thrillers, realistic fiction, war stories, sports, inspirational stories and biographies. We had a total of 51 discussion groups. The facilitators included the entire faculty, administrators, counselors, secretaries, the school nurse, the football coach and officers from the Bishop Kelly Foundation. We met in classrooms, offices, the stage, the gymnasium, outside on the lawn and in a nearby coffee shop. We had a great time.

For one day, the spotlight is on reading and readers. This is our attempt to encourage lifetime reading for information and enjoyment. It is a small attempt to reverse the downward trend in reading in our country.

Know the Numbers

Fact: Parents continue to play a significant role in shaping kids' reading behaviors

The Kids and Family Reading Report is a "must read" for youth services staff. The report is based on a survey conducted by Scholastic and Yankelovich in 2007. You can access the full survey at www.scholastic.com/readingreport.

According to the Scholastic/Yankelovich survey, "high-frequency" reading kids (whose who read daily) frequently cite their parents as a source for book ideas. Children of high-frequency reading parents are more likely than other youth to perceive reading for fun as important. They are more likely to regularly engage in reading for fun. That said, only 1 in 5 parents is a high-frequency reader.



Staying Motivated in the Midst of Madness

[Editor's Note: The following article is reprinted (C) All Rights Reserved by Julie Bartkus from www.MotivateTeachers.com. If you have any tips or tricks to staying motivated or bringing joy to your library, please share them with The Scoop (in care of [Stephanie](#)) and we'll send you a free book!]

These are strategies that I incorporate into my life on a regular basis to help keep me filled with positive energy and motivation to keep on keeping on. I hope they help you.

- Listen to music you love. Can you think of at least one song that instantly puts a smile on your face and a spring in your step? Music has the power to lift your spirits. Put all the songs that you love on one tape, and make several copies. Take a copy with you wherever you go, and listen to it when you need a boost!
- Attend an uplifting musical or play.
- Go for a walk around the block and enjoy the changing of the seasons.
- Keep a journal. Write in it all the things that you're thankful for and the things you're looking forward to doing every day. Use it to vent your frustrations and to strategize how to overcome your obstacles.
- Call someone who is a pure joy to speak with. I love to call my niece, Amber. She lifts my spirits immediately. We tell each other how much we miss and love each other and we even occasionally - OK, most of the time - break out in song. We have a lot of fun.
- Treat yourself to something that makes you feel good. If you love flowers, don't wait for someone else to buy them for you, buy them for yourself. Know that you're worth it, and you deserve to be treated special. Treat yourself to a massage, movie or a quiet walk in the park.
- Read an inspirational passage from one of your favorite books daily. Reading can help you to change your perception, which changes your mood. Read *The Twelfth Angel* or *The Greatest Miracle in the World* written by Og Mandino. Read *Chicken Soup for the Soul* (there's many of them to choose from - I'm sure you can find one tailored to your soul) written by Jack Canfield and Mark Victor Hansen.

- Do something really fun at least once a week. I know - you love your job and it's fun; however, I recommend digging deeper within yourself to find out what you really enjoy doing. Too often we grow up and forget about what we really have a blast doing. Climb a tree, build a sand castle at the beach, go for a long drive without a specific destination, or whatever you have fun doing. The point is to do it for the fun involved - the pure joy of the moment.

If you find that these strategies help you feel more motivated, take a few minutes and share them with your staff, faculty, or others.

Tips & Tools

New Books!



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

Information Literacy Assessment: Standards-Based Tools and Assignments, by Teresa Y. Neely, ALA, 2006 [025.56 NEELY 2006]

Are students mastering information literacy skills? ACRL's standards for information literacy provide a solid foundation to help faculty and librarians establish the context for learning. Offering a variety of assignments and assessment tools for those charged with achieving these learning outcomes, the author shares best practice and actual sample assessments from a broad range of institutions.

A Day in the Life: Career Options in Library and Information Science, Priscilla K. Shontz, editor, Libraries Unlimited, 2007, [020 DAY IN 2007].

Many people, not just those new to the field of library and information science, are curious about their career options. The editors have assembled 95 authors, each of whom describes a "typical" workday or routine, sharing joys, sorrows, and annoyances in refreshingly candid fashion.

Integrating Technology for Meaningful Learning, by Mark Grabe, Houghton Mifflin, 2007, [371.3 GRABE 2007].

This book provides a unique, inviting approach to technology, with an emphasis on meaningful teacher and student learning with technology. It provides future K-12 classroom teachers with the essential information and motivation to use technology as an everyday tool.

Rethinking Middle Years: Early Adolescents, Schooling and Digital Culture, by Victoria Carrington, Allen & Unwin, 2006, [027.8 CARRING 2006].

The author emphasizes the importance of understanding the risk society, and young

people's immersion in digital technologies and consumer culture. She shows how teachers and schools can use this understanding to work more effectively with early adolescents, and how policy-makers and education leaders can reshape the middle years agenda to improve professional practice and student outcomes.

Essential Reference Services for Today's School Media Specialists, by Scott Lanning, Libraries Unlimited, 2004, [027.8 LANNING 2004].

The role of the school library media specialist has changed dramatically in the last 20 years. Today's specialist is an integral part of the school—an equal partner in reaching the school's educational goals. Designed to give a solid and practical foundation for all aspects of providing reference services to students and teachers, this book details essential reference skills in the context of today's information literacy standards.



“We the People” Bookshelf Project

The American Library Association's (ALA) Public Programs Office (PPO) is pleased to partner with the National Endowment for the Humanities (NEH) for the fifth “We the People” Bookshelf project. Part of the NEH's “We the People” initiative, the Bookshelf is a grant program created to encourage young people to read and understand great literature while exploring themes in American history. This year's theme is “Created Equal.” Public and school (K-12) libraries are invited to apply online now through January 25, 2008 at www.ala.org/wethepeople. In spring 2008, NEH and ALA will select 3,000 libraries to receive the “Created Equal” Bookshelf. Those selected will be required to use the Bookshelf selections in programs for young readers in their communities. (Rhonda Putney, Lakeshores Library System and Mid-Wisconsin Federated Library System, Youth Services Update, Issue 293, September 26, 2007)



National Pumpkin Month

October is National Pumpkin Month. While you might be planning a pumpkin storytime, now you have a real reason. It is officially National Pumpkin Month! Below are some great sites to help you with your pumpkin programming.

More October Holidays:

<http://www.holidaysforeveryday.com/caloct07.shtml>

Pumpkin Patch Match File Folder Game

<http://www.preschoolprintables.com/filefolder/pumpkin/filefolderpumpkin.shtml>

5 Little Pumpkins

<http://www.preschoolprintables.com/felt/5pumpkins/felpumpkin.shtml>

Pumpkin Calendar Numbers

<http://www.preschoolprintables.com/calnum/calnumnumseason.shtml>

Pumpkin Concentration

<http://www.bry-backmanor.org/actpag64.html>

Pumpkin Lined Paper

http://atozteacherstuff.com/printables/pumpkin_paper_lined_h.pdf

Pumpkin Tic Tac Toe

<http://alencasprintables.com/freeprintables/halloween/halloween5.jpg>

Pumpkin Frame

<http://www.kidcraftsmagazine.com/2005/pumpkin-picture-frame.shtml>

Pumpkin Carving

http://familyfun.go.com/arts-and-crafts/season/specialfeature/halloween_ms_pumpkins/

Mini Pumpkin Book

<http://www.fastq.com/%7Ejbratt/education/theme/food/pumpkinbook.pdf>

(Rhonda Putney, Lakeshores Library System and Mid-Wisconsin Federated Library System, Youth Services Update, Issue 293, September 26, 2007)

Halloween Costume Ideas

Here are some sites to recommend to the little ghouls who will visit your children's reference desk in the next few weeks. Or to perhaps give you inspiration for something to wear at the WLA conference!

13 Pumpkin Avenue

<http://members.aol.com/pumpkinave/costumes/costumes.htm>

13 Pumpkin Avenue is a good place to jumpstart your creative juices. More than fifty homemade costumes are illustrated and described, but many of the ideas need some filling in. Best bets are the wacky costumes such as Grapes in a Bag (cut two holes in the bottom of a clear trash bag, step into it, and then fill it purple balloons) or Tea Bag (made with white fabric and dried leaves.) There's also a page of ideas for trick-or-treaters in wheelchairs (drape an orange trash bag over you and the chair to become a pumpkin) and a recipe for homemade makeup.

Costume Idea Zone

<http://costumeideazone.com/>

Costume Idea Zone has great suggestions even though they don't specifically address kids' costumes. Their ideas are divided into five categories: Unique & Unusual, Ideas for Couples, Ideas for Groups, Traditional, and Quick & Easy. Many of the "couple" ideas could be adapted to siblings, such as Pirate and Treasure Chest, where one dresses as a pirate, and the other dresses in gold, decorated in beads and coins.

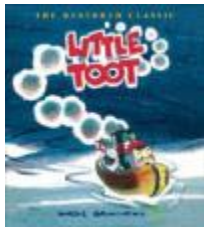
Halloween is Here: Halloween Costume Ideas

http://www.halloweenishere.com/costume_ideas.html

The Halloween is Here costume ideas aren't illustrated, but I like the variety and quantity of the them. There is a large makeup section, which includes recipes for fake warts (make them from whole peppercorns) and fake intestines (use stuffed pantyhose). Kid and adult costumes aren't listed separately, but most of these ideas (such as Spiderman, Rock Star or Statue of Liberty) could be used by any age group. (Surfing the Net with Kids, 10/3/07)

News Beyond Idaho

Watercolor Contest Celebrates *Little Toot*



The classic book, *Little Toot*, is being celebrated this year because it's the 100th birthday of the author/illustrator Hardie Gramatky. Visit <http://www.littletoot.org/ideas.asp> for additional program ideas. Ask kids to create a watercolor picture of *Little Toot* (this reflects the medium Hardie Gramatky used). Kids can use watercolor paints/markers/crayons to create their picture. To enter, contestants must create an illustration featuring a tugboat. Librarians will choose one entry to submit in each of two age categories: 5 and under and 6-10. Entries will be judged according to originality and creativity. The final product must be the child's own original work. One Grand Prize winner and three runners-up will be chosen in each of the two age categories: 5 and under and 6-10.

All entries must be submitted with: Librarian's Name, Title, Organization Name, Address, City, State, Zip, Email, Phone number, and the Name and Age of child entering (first name only). The libraries that are Grand Prize winners in each age category will each receive a framed giclée print of an illustration from the book, *Little Toot*, for the library and a copy of the newly restored classic edition of *Little Toot*, autographed by Linda Gramatky Smith, to give to the child whose art has won. Three libraries chosen as runners-up in each age category will each receive two autographed copies of *Little Toot*—one copy for the library and one copy for the child whose work has won.

Deadline for entries is November 1st. All entries must be sent in a .jpg format to www.littletoot.org/contest. Each participating library will receive an e-mail message with a printable certificate that can be given to all of the children who entered from the library. Winners will be notified by November 8th. Winning artwork will be posted at www.littletoot.org. By accepting a prize, winning libraries grant web host, Linda Gramatky Smith, the right to use the library's name, show an image of the winning piece of art, and list the first name and age of the artist who submitted the entry for promotional purposes without further compensation or permission. By sending the artwork to the site, the library is agreeing to the contest rules and terms and will hold the sponsors harmless in the case of any dispute.

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

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