Section 4: Programming

CONTENTS	PAGE

Bibliography reprinted with permission from the Vernon Area Public Library District submitted by Colleen Costello, Vernon Area Public Library District, Lincolnshire.

Guidelines for Quality Service

Programming

Pamela K. Kramer, DuPage Library System and Lois B. Schultz, Independent Consultant

Fundamental Element #1: Programs

#1

The youth services program includes programming for children, young adults and their parents or caregivers using a variety of internal and/or professional resources.

Why It Needs to Be Present

Children, young adults, parents, and caregivers need exposure to a wide variety of activities to enrich their reading and learning experiences and promote the public library as a family-oriented community agency.

Fundamental Element #2: Reading Promotion

#2

The youth services program promotes an appreciation of books, videos, film, electronic resources and other creative expressions as sources of enjoyment.

Why It Needs to Be Present

Children and young adults need exposure to activities that enhance reading skills and an appreciation of literature in a variety of formats and which expose them to the beauty of language and oral traditions in a shared setting.

Storytelling in Public Libraries: A Brief History

Janice Del Negro
The Center for The Children's Books

Storytelling at its best is mutual creation. Through the stories themselves and through the interaction between teller and listener, traditional storytelling goes beyond the surface child to speak to the inner child, to recreate and nurture the human spirit.
—Augusta Baker, *Storytelling: Art and Technique.*

A century of storytelling in the library oral tradition is our heritage as youth services librarians. This heritage includes literary tales memorized with love and care; folktales from oral and written sources; personal tales from our own lives; and other stories that promote love of language and an appreciation of the power of the written and spoken word. Storytelling for youth in public libraries in the United States has a tradition as old as youth services itself. They grew up together, storytelling programs for children becoming an integral part of the developing philosophy of public library services to youth.

At the turn of the twentieth century, Pratt Institute Free Library in Brooklyn, New York, and the Carnegie Library in Pittsburgh, Pennsylvania, the two most important training centers for youth services librarians in the country, established storytelling as a regular part of library services to youth. Youth services librarians trained in both places took their knowledge of storytelling with them to professional positions across the nation.

Building on the success of storytelling in kindergartens and settlement houses, library storytelling moved easily into the mainstream of library services for youth. Anne Carroll Moore gave storytelling a place in the children's room of the Pratt Institute Free Library in Brooklyn as early as 1896. Frances Jenkins Olcott, director of children's work at the Carnegie Library in Pittsburgh, formally incorporated storytelling into her program plan in 1899. It was into this receptive set of circumstances that Marie Shedlock, Hans Christian Andersen interpreter and storyteller, and author of

…always, storytelling is the bridge between listener and literature.

The Art of the Storyteller, arrived in the United States. From 1902 to 1907, Marie Shedlock toured libraries in the United States, demonstrating the art of storytelling in performances and workshops.

When Anne Carroll Moore (then children's librarian at Pratt Institute Free Library in Brooklyn, and later legendary superintendent of work with children at the New York Public Library) heard Marie Shedlock tell stories, she was immediately struck by the potential benefits inherent in storytelling in libraries. When Moore was appointed first supervisor of work with children at the New York Public Library she brought in expert storyteller Anna Cogswell to develop a library storytelling program. By 1909, that storytelling program had been established, and Tyler was appointed first supervisor of storytelling for the library system.

Storytelling was then (and is now) seen as a rewarding and unthreatening way to connect school-aged children to literature and libraries. Programs were established revolving around world folktales and accepted "classics" in the genre of children's literature. Memorization of literary tales was standard, and included such noted authors as Hans Christian Andersen, Oscar Wilde, Howard Pyle, and Eleanor Farjeon. The storyteller was to be transparent, that is, a conduit for the tale. The storyteller's personality and other traits needed to be subsumed by the story if it was to be delivered effectively.

Storytelling and folktales were also seen as an effective means for librarians to reach large immigrant populations. Storytelling was a way to connect children to their own and other cultures. It was also a way to ease

immigrant children into the American mainstream by connecting them to the public library, a uniquely American institution.

In the history of library storytelling there are many names that stand out: Ruth Sawyer, Gudrun Thorne-Thomsen, Frances Clarke Sayers, and Augusta Baker, to name but a few. In the years between 1908 and 1927, storytelling grew as an integral part of library services to youth, largely due to the influence of women like Sawyer and Thorne-Thomsen.

In New York City, librarian and author Ruth Sawyer (with a strong background in stories from her Irish nurse and a strong background in folklore from Columbia University) began telling stories in earnest in 1910. Her influence grew with the publication of the still classic title, *The Way of the Storyteller,* in 1942. She was still telling stories in 1965, at the age of 85.

In 1908, Gudrun Thorne-Thomsen began telling stories to children in branches of the Chicago Public Library located in park recreation buildings. A Norwegian story-teller of grace and discipline, she demonstrated story-telling at the University of Chicago's School of Education, lectured at library training schools throughout the United States, and was a recording artist for the Library of Congress.

Storytelling as practiced in the children's rooms of public libraries inspired interest in folk literature and intensified the need for stories. It is worth noting that many of the folktale collections published in the first quarter of the twentieth century were done by teachers, librarians, and storytellers.

By 1927, there were storytelling programs in 79% of the public libraries in the United States, along with sto-rytelling outreach services to park districts, schools, hospitals, and other institutions. (Pellowksi, *The World of Storytelling,* p.88) Traditional library storytelling programs were conducted with the express purpose of connecting the listening child to the story, with the story acting as a bridge between the child and the book. The operating theory was that only a few children will find great literature—classics, folktales, poetry—without guidance, but, given voice by the storyteller, the litera-ture will find the child. Effie Power, influential author of *Library Service for Children* (1929), said that the primary purpose for storytelling in the public library setting is to interpret literature for children and to inspire them to read it for themselves. Storytelling was seen as a valuable method for giving children a love of language and an awareness of the spoken word. Dorothy DeWit

puts it succinctly: "Through storytelling children attune their ears to the flow of language, the imagery of words, the rhythms of speech, and the patterns of reading, long before they are capable of meeting these through read-ing print for themselves."

In the 1920s and 1930s, the trend to collect folktales from many countries, from oral as well as written sources, gained momentum, possibly stimulated by the turn of the century influx of immigrants to the United States, and by the end of World War I. These new col-lections were rich sources of storytelling material to the youth services librarians of the era. Public library staff and budget shortages brought on by the Great Depres-sion were exacerbated by the staff and budget shortages brought on by World War II. Storytelling re-emerged as a vital part of children's services in the late forties, fifties, and early sixties, inspired by the leadership of librarian storytellers such as Frances Clarke Sayers, Elizabeth Nesbitt, and Augusta Baker. Always, the focus of storytelling programs was on connecting children and books, and promoting books and reading.

Frances Clarke Sayers was named to replace Anne Carroll Moore at the New York Public Library in 1941. She moved to UCLA in 1954. She was a gifted story-teller, and a tireless crusader for quality in both chil-dren's literature and services to children. Her interview with Charles Weisenberg, Public Relations Director of the Los Angeles Public Library, giving voice to her criti-cism of Walt Disney's interpretation of folktales is a classic. (See http://www.hbook.com/exhibit/article _disney.html, or the December, 1965 print version of *Horn Book* magazine.)

Elizabeth Nesbitt received her certificate as children's librarian from Carnegie Library School in 1922, and in the course of her public service career she became su-pervisor of storytelling for all the branches of the Carne-gie Library of Pittsburgh. She was a professor in the Carnegie Library School, and eventually became an associate dean. Ms. Nesbitt was known as a compelling storyteller, whose intense sincerity allowed her to im-merse herself in the story, taking her listeners with her. The Elizabeth Nesbitt Room, a special collection of children's literature, is housed at the Information Sci-ences Library at the University of Pittsburgh.

Augusta Baker is one of those names that should be spelled out in dazzling lights in every single children's room in every single library in the United States. Story-teller, author, compiler, activist, and children's librari-an, her influence on storytelling, programming, and

collection development policies in public libraries cannot be underestimated. The stories in her collections (*The Talking Tree*, *The Golden Lynx*, etc.) are fine examples of the tellable tale, and her book on storytelling (*Storytelling: Art and Technique*, with Ellin Greene) may well be one of the most influential books on storytelling in libraries ever published.

The Civil Rights Movement raised awareness of ethnocentrism in books for youth and inspired a need for multicultural materials. Folktales were seized upon as lifesavers in an ocean of mediocre if well-meaning materials featuring multi-ethnic characters. In the sixties and seventies, traditional storytelling to school-aged children took a back seat to audio-visual media, and the rise in picture book-based programming for preschoolers (and later, toddlers) diffused youth librarians' focus on traditional storytelling.

In 1974, a survey by Richard Alvey concluded that traditional storytelling programs for the school-age child were still being offered in larger library settings, but that a number of librarians in smaller libraries were hampered in offering such programs due to staff and time constraints. However, many librarians across the country continued to include storytelling to school-aged children in their program plans, and their enthusiasm for the art never waned.

Public library history indicates that oral storytelling was thought to have met its demise many times (in the 1940s, when World War II disrupted homefront routine; in the 1960s, when multimedia was the rage; in the 1990s, when computers took over the world), but to paraphrase Mark Twain, the reports of storytelling's death were greatly exaggerated. The American Storytelling Revival, fueled in part by its enthusiastic reception by youth services librarians, in turn helped fuel a revival of interest in traditional library storytelling for youth of all ages. School and public librarians, highly instrumental in the success of the late-1970s storytelling revival, continued to do what they had always done — connect children, young adults, and their families to literature, language, and oral narrative through the art and craft of storytelling — but now in more public venues, and in an unlimited range of styles.

Today the public library is in a unique position: it is the only agency that consistently offers storytelling as a way of connecting youth and families to books and literature. Storytelling is seen as a reading motivational tool; a way to build community; a way to connect children and books. Storytelling has a memorable, tangible impact on listeners, whether that impact is life changing, attitude changing, or just mood changing. Janice Harrington, head of Children's Services at the Champaign Public Library and an impressive storyteller, emphatically states: "No one has ever said 'I remember that great book collection you had,' but they have often said, 'I remember that great story you told.'" Harrington notes that most school and public librarians learn storytelling, by necessity, on the job. Professional development today is much more likely to be in the area of technology rather than storytelling, whatever its benefits, due to the huge push to get libraries online and to produce a techno-literate student population.

Still, librarian storytellers tell on. Despite fierce competition for the attention of youngsters, storytelling remains an undeniable presence in public libraries. Librarian storytellers are forceful advocates for traditional literature, telling stories that motivate listeners to search out the books from which those stories come. Sylvia Ziskind, librarian, author, and storyteller said: "Folktales may well be named the unifyer of races, for we find the same themes, the very same plots weaving in and out of vastly different cultures, depicting man's beliefs, strengths, and ideals, as well as his foibles and superstitions." A strong folktale collection is seen as a place where minority voices can be heard, literally as well as figuratively.

Storytelling is a practical public relations tool that enables librarians to think outside the box, and outside the building, via outreach programming. And, always, storytelling is the bridge between listener and literature. In the past, storytelling was a bridge for accessing the library collection; now storytelling is a bridge for accessing the entire community, locally, regionally, and internationally.

Youth Services librarians today are part of a tradition of storytellers that stretches back not only to librarian storytellers such as Augusta Baker, Ruth Sawyer, and Anna Cogswell Tyler, but beyond them to earliest history. Bards and griots, troubadours and shanachies, are as much a part of the library oral tradition as the professional women who, in the twentieth century, saw in storytelling the way to inspire the children in their charge with folktale, legend, and story. Today, we are part of a tradition that reaches as far back as "once upon a time." In the words of Ruth Sawyer:

> There is no book on how to tell stories and what to tell. It is a call to go questing, an urge to follow

the way of the storyteller as pilgrims followed the way of St. James in the Middle Ages, not for riches or knowledge or power, but that each might find something for which his soul had cried out.

—*The Way of the Storyteller*

Tell on.

Bibliography

Baker, Augusta. *Storytelling: Art and Technique.* Bowker, 1987.

Baltuck, Naomi. *Crazy Gibberish.* Linnet, 1996.

Bauer, Carolyn. *Handbook for Storytellers.* ALA, 1994.

Breneman, Lucille. *Once Upon A Time: A Storytelling Handbook.* Nelson-Hall, 1983.

Bryant, Sara Cone. *How to Tell Stories to Children.* Houghton-Mifflin, 1973.

Cabral, Len. *Len Cabral's Storytelling Book.* Neal-Schuman, 1997.

Cole, Joanna. *Best Loved Folktales of the World.* Anchor, 1982.

Dailey, Sheila. *Putting the World in a Nutshell: The Art of the Formula Tale.* H.W. Wilson, 1994.

Defty, Jeff. *Creative Fingerplays and Action Rhymes: An Index and Guide to Their Use.* Oryx, 1992.

DeWit, Dorothy. *Children's Faces Looking Up.* ALA, 1979.

Eastman, Mary. *Index to Fairy Tales, Myths, and Legends.* Faxon, 19__.

———. *Index to Fairy Tales. Second Supplement.* Faxon, 1915.

Fujita, Hiroko. *Stories To Play With.* August House, 1999.

Hamilton, Martha. *Children Tell Stories: A Teaching Guide.* R.C. Owen, 1990.

———. *Stories In My Pocket: Tales Kids Can Tell.* With Mitch Weiss. Fulcrum, 1996.

———. *Through the Grapevine: World Tales Kids Can Read & Tell.* August House, 2000.

Ireland, Norma. *Index to Fairy Tales, 1949-1972: Including Folklore, Legends, and Myths in Collections.* Faxon, 1973.

———. *Index to Fairy Tales, 1973-77: Including Folklore, Legends, and Myths in Collections.* Scarecrow, 1985.

Joining In: An Anthology of Audience Participation Tales and How to Tell Them. Yellow Moon, 1988.

McBride-Smith, Barbara. *Tell It Together: Foolproof Scripts for Story Theater.* August House, 2001.

MacDonald, Margaret Read. *The Storyteller's Sourcebook: A Subject, Title, and Motif Index to Folklore Collections for Children.* Gale, 1982.

———. *Storyteller's Start-Up Book: Finding, Learning, Performing, and Using Folktales Including Twelve Tellable Tales.* August House, 1993.

———. *Twenty Tellable Tales: Audience Participation Folktales for the Beginning Storyteller.* H.W. Wilson, 1988.

———. *When the Lights Go Out: Twenty Scary Tales to Tell.* H.W. Wilson, 1988.

Mooney, Bill. *The Storyteller's Guide.* August House, 1996.

Norfolk, Bobby & Sherry. *The Moral of the Story: Folktales for Character Development.* August House, 1999.

Pellowski, Anne. *The World of Storytelling.* Bowker, 1990.

Peterson, Carolyn Sue. *Story Programs: A Source Book of Materials.* Scarecrow, 1980.

Powers, Effie. *Bag O' Tales.* Dutton, 1934.

Ragan, Kathleen, ed. *Fearless Girls, Wise Women, and Beloved Sisters: Heroines in Folktales from Around the World.* W.W. Norton, 1997.

Ross, Ramon Royal. *Storyteller.* August House, 1996.

Rugoff, Milton. *Harvest of World Folk Tales.* Viking, 1949.

Sawyer, Ruth. *The Way of the Storyteller.* Viking, 1942.

Schimmel, Nancy. *Just Enough to Make a Story: A Sourcebook for Storytelling.* Sister's Choice, 1992.

Sierra, Judy. *Flannel Board Storytelling Book.* H.W. Wilson, 1987.

———. *Twice Upon A Time: Stories to Tell, Retell, Act Out, and Write About.* H.W. Wilson, 1989.

———. *The Storyteller's Research Guide: Folktales, Myths, and Legends.* Folkprint, 1996.

Tashjian, Virginia. *Juba This and Juba That: Storyhour Stretches for Large or Small Groups.* Little, Brown, 1969; 1995.

———. *With a Deep Sea Smile: Storyhour Stretches for Large or Small Groups.* Little, Brown. 1974.

World Folktales. Scribners, 1980.

Yolen, Jane. *Favorite Folktales From Around the World.* Pantheon, 1986.

———. *Gray Heroes: Elder Tales from Around the World.* Penguin, 1999.

———. *Mirror, Mirror: Forty Folktales for Mothers and Daughters to Share.* Viking, 2000.

Storytelling Web Sites

Judy Sierra's Storyteller's Guide to Research
www.judysierra.com/storytellersguide.html

The Storytelling Ring
www.tiac.net/users/papajoe/ring/ring.htm

Encyclopedia Mythica: Folklore
www.pantheon.org/areas/folklore/

Illinois Storytelling
www.storytelling.org/

Tell Me A Story
www.web.net/~story/mbstory.htm

Mythology: Mything Links
www.mythinglinks.org/

Tales of the Punjab
digital.library.upenn.edu/women/steel/punjab/punjab.html

Tips on Selection and Learning Stories
www.cinenet.net/~mhnadel/story/tips.html

Folklore Research Guide
www.bu.edu/library/research-guides/folklore.html

Better Kid Care: Storytelling
www.nncc.org/Literacy/better.storytell.html

Folk and Fairy Tales: General Background
instruct.uwo.ca/english/133e/ft1.html

Article on Fairy Tale Justice
www.suite101.com/article.cfm/folklore/19187

Yale-New Haven Teachers Institute: Folktales
www.yale.edu/ynhti/curriculum/units/1993/2/

Yale-New Haven Teachers Institute: The Oral Tradition
www.yale.edu/ynhti/curriculum/units/1984/4/

Sources for the Analysis and Interpretation of Folk & Fairy Tales
www.folkandfairy.org

Storypower
www.storypower.com

Storytelling and Healing
www.wisdomtales.com/id17.htm

Francis J. Child Ballads
www.contemplator.com/child

Marvels & Tales: Journal of Fairy-Tale Studies
www.langlab.wayne.edu/MarvelsHome/Marvels_Tales.html

Junior Great Books: The Value of Folktales
www.greatbooks.org/junior/philosophy/folktales/shmtl

National Storytelling Network
storynet.org

NCTE: Stories: Abstract Index
www.ncte.org/profdevel/tucson/abstracts.html

Project Gutenberg
promo.net/pg/

Storyteller.Net
www.storyteller.net/

Orkneyjar — Orkney Folklore
www.orkneyjar.com/folklore/index.html

Folk and Fairy Tales: Web Site Links
www.pitt.edu/~dash/folklinks.html

The Story Connection
www.storyconnection.net/

Annual Programming Plan Overview

Philosophy

The program philosophy should complement the Department philosophy and can be as simple as "good service is provided through good programming."

Goals

Some goals could apply to any library in the country; others will be specific to your particular situation. The goals can include both things that will benefit the library and things that will benefit the patrons. Examples include:

- Provide for the educational, social, and cultural needs of the community.
- Encourage relevant new library services.
- Achieve maximum use of library services by all members of the community.

Objectives

Set objectives to carry out these goals. Examples include:

- Increase use of library materials.
- Increase cooperation between the library staff and the staff at each school in the library's district.
- Bring preschool children into the library.
- Provide primary grade children with an awareness of library materials and services.
- Promote library use by middle grade students.
- Develop new interest in using the library by Junior High students.
- Introduce high school students to materials found in the Youth Services Department.
- Increase cooperation between the library and other community agencies.

These objectives can be measured by increased circulation, increased numbers of children at the programs, and increased interaction between the library, the schools, and other community agencies.

Annual plan

The needs and interest of the community, the high expectations of the parents for their children, the age levels and availability of the children, and the staff and resources of the library should be taken into account when putting together an annual plan for programming. These programs could include:

For all ages:
- Puppet shows, movies, and musical programs.

For Preschool:
- Story time, Play Groups, and Read-With-Me Book Clubs.

For Primary grades:
- Afterschool Story and Craft programs
- Seasonal parties
- Reading Clubs

For Intermediate grades:
- Creative Dramatics
- Battle of the Books
- National Library Week contest
- Author visits
- Reading Clubs

For Junior High:
- Book discussion group
- Reading Clubs
- Poetry events
- Junior Volunteers

Marketing

Publicity for each program can include announcements in the library newsletter, press releases, posters, flyers, and displays. To promote summer programs, visits to classrooms or school assemblies are effective.

Budget

When planning the programs for the year, it is helpful to establish a budget so the costs can be anticipated. Money can be allotted in the library's annual budget; additional funding can come from grants, the Friends of the Library, or business donations. A spreadsheet can be set up to record expenses as they occur. It is easier to convince the Administration of the need for this money if there is a plan.

<center>Individual programs</center>

Once the annual programming plan has been established, work on the individual programs can begin. A checklist should be created so nothing is overlooked; outside performers can be contacted and contracts signed; room set-ups are determined; and publicity is generated. If the program is registered, procedures are in place.

<center>Evaluation</center>

The programs are evaluated as they occur. They are judged on whether or not they met the stated objective, relevancy, numbers served, interest shown by the community, scheduling, staff ease at handling the program, effectiveness of advertising, and cost. Forms can be developed for evaluation by the patrons as well as for evaluation by the staff responsible for the program. Monthly reports keep Administration abreast of what is being done. An annual report should also be prepared to evaluate the year and to make recommendations for the following year.

Library Program Policy

According to the library district's Statement of Purpose:

> The library will conduct programs of cultural exploration, presenting opportunities for enjoyment, enlightenment, and the development of taste, particularly in those intellectual and aesthetic realms in which such opportunities otherwise would not be available in the community. Library services may complement or be in cooperation with the activities of schools, churches, or other community institutions.

The library strives to provide quality informational and educational programs for people in the library service area. Along with the needs and interests of the community, the high expectations of parents for their children, the children's age levels and time periods of availability are all taken into account for planning programs.

Rationale to provide programming comes from the following:

- Promote use of the library's collection.
- Encourage a love and appreciation for books and reading in people of all ages.
- Provide school age children with an awareness of library materials and services.
- Bring in people unacquainted with the library.
- Enhance the library's image in the community.
- Provide cultural opportunities for the community.
- Increase cooperation between the library and other community agencies.

Library programs do not endorse any one point of view. Only presentations by qualified individuals are considered. Presenters are cautioned against a "hard sell" approach. A list of program attendees will not be made available to program presenters.

Vernon Area Public Library District

Annual Program Budget

10 01 040	**Childrens Book Week (November)**		$ -
	Promotionals/Materials	$ -	
	Author	$ -	
	Prizes	$ -	
10 02 040	**Holiday/Afterschool Programs**		$ -
	Holiday (Columbus Day, October or Veterans' Day, November, Pulaski Day, March)	$ -	
	14 Afterschool Programs/Teen Scene/Mother Daughter Book Club	$ -	
	Promotionals/Materials	$ -	
10 03 040	**Winter Reading Club**		$ -
	Party-2 sessions	$ -	
	Prizes-18 (3 X 6 weeks)	$ -	
	Promotionals/Materials	$ -	
	Prizes	$ -	
10 04 040	**National Library Week (May)**		$ -
	Prizes (4-6)	$ -	
	Promotionals/Materials	$ -	
	Program/Contest	$ -	
	Author	$ -	
10 05 040	**AA, PSST, STAR, School Visits, Tours**		$ -
	AA, PSST, STAR	$ -	
	School visits	$ -	
	Tours	$ -	
	Videos	$ -	
	Preschool Storytime Orientation	$ -	
	New Baby Program	$ -	
	Monday Morning Tots	$ -	
10 06 040	**Summer Reading Club**		$ -
	Party-2 to 3 sessions	$ -	
	Materials(prizes, stickers, stamps, assemblies)	$ -	
	Paperback Books	$ -	
	Weekly prizes-18 (3 X 6 weeks)	$ -	
	Fun & Then Some and July Jamboree	$ -	
	Family Fun	$ -	
	Teen Program	$ -	
	Junior Volunteers	$ -	
10 07 40	**Miscellaneous Expenses**		$ -
	Puppets	$ -	
	Display Posters and Bookmarks	$ -	
	Ellison dies	$ -	
	Preschool Fair; Camp Fair	$ -	
	Contingencies	$ -	
10 08 40	**Read to Your Bunny (includes printing)**	$ -	$ -
Total			$ -

Vernon Area Public Library District

Programming Check List

Prior to program

____ Contact possible program presenter and get information/references.

____ Check references (other libraries who may have had this program/presenter).

____ Set up date for program and confirm with presenter.

____ Ask if presenter is willing to be taped for Library Cable Network.
(taping subject to LCN Committee approval)

____ Check room availability and reserve room desired.

____ Send confirmation letter - including date, time, length of program, target audience, payment agreed on, room setup and equipment needed.

____ For paid program - request payment check in advance to be ready for date of program.

____ Equipment should be checked before program and make sure we have spare bulbs.

____ Contact program presenter a day or two before to confirm/remind.

____ If refreshments are being served - purchase food, drink, paper goods.

Day of Program

____ Make sure room is set up (chairs, tables, equi[ment, refreshments). Library staff must be knowledgeable of equipment being used.

____ Put out library flyers and related books (if desired).

____ Put out evaluation forms for patrons to fill out (supply pencils for patrons) and turn these in to Programming Coordinator.

____ Greet presenter and help set up his/her equipment, if needed.

____ Greet patrons.

____ Introduce presenter.

____ During program - assist presenter if needed (lights, handouts, with equipment, etc.).

____ Conclude program/thank you.

____ Give payment check (if applicable).

____ Lock up library equipment and put away all other items used.

After program

____ Fill out pink "Record of Meeting Room Use" and turn into Becky.

____ Write thank you letter to presenter.

Des Plaines Public Library

Performer Contract Letter

Date

Performer's Address

Dear Performer,

I would like to thank you for agreeing to come to the Vernon Area Public Library in July of this year. I was able to reserve the meeting room for Wednesday, July 10, 2002 at 7:00 p.m. I am sure this program will be of interest to many families and anticipate a good turnout for it.

Included with this letter is a copy of our standard contract for you to sign. Please keep one copy and return one to me. I have also enclosed a map of the library's location. If you have any further information to aid in publicizing this event, please send that to me as well.

When our library newsletter comes out with your program in it, I will send you a copy. In the meantime, if you have any questions, please feel free to call me.

I look forward to seeing you in July.

Sincerely,

Performance or Program Contract
for the Youth Services Department

Public Library District
Street
City, Illinois Zipcode
(Area Code) Phone number

Program:

Name and Address:

Contact Person: Phone: ( )

Date of Event:

Program Fee:

Date of Payment:

Program Time:

Program Length:

Description of Event:

Age of Audience: Group Size:

Items/Equipment you will bring:

Equipment we will provide:

Library Contact: Phone: ( ) -   ext.

Map included. Please sign and return one copy. Keep one copy for your records.

Signature: _____ Date: _____

Vernon Area Public Library District

Junior Room Program Planning and Evaluation Form

Downers Grove Public Library

Program Title _____ Attendance _____

Date(s) & Time(s) _____ Audience Age Level _____

Program Leader _____ Program Assistants _____

Assignments	Name	Estimated Time	Deadline

Program Outline

Minutes	Activity

Supplies, Expenses, Resources

Evaluation

≡Des Plaines Public Library
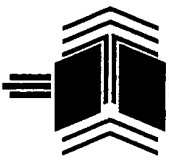
Meeting Room Request Sheet

Name of Organization _____

Contact Person (Must be Des Plaines Resident)

Name _____

Street Address _____

City / Zip Code ___Des Plaines_____

Phone Number _____

Library Card Number _____

Room Request   Meeting Room A _____   Pantry Use   Yes _____

                             Meeting Room B _____   No _____

                             Meeting Room C _____

Number Expected to Attend _____

Days and Times You Meet_____
               (Wednesday evenings and Saturdays are reserved for library use)

Specific Dates Requested _____

Equipment Request   ____ Overhead Projector   ____ CD/Cassette Player

                             ____ Slide Projector   ____ Coffeepot

                             ____ TV/VCR

Room Set-Up   ____ Theatre Style   ____ Tables/Chairs facing speaker

                             ____ Conference Style   ____ Tables/Chairs on both sides

I, _____, as the contact person of _____

group, agree that our group will abide by the rules stated in the Public Meeting Room Use Policy

of the Des Plaines Public Library.

Signature _____ Date _____

Note: Check in at the Registration Desk on the evening of your meeting.

Room Set-Up
Youth Services Program Room

Week of

Day	Program	Program Time	Available Set-up Time	Set-up
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

SET-UP SELECTIONS

1. PSST (Preschool Story Time)	**2. AA (Afterschool Adventures)**
• Two tables across front of room (one on each side of screen) • Projector cart in middle at back • One chair on each side of cart. • One chair in middle of front.	• Four tables (in two rows running length of room; one row on each side with area in middle open) • Chair in middle of front; chair in back next to projector. • Projection cart in middle at back.
3. S.T.A.R.	**4. Tours**
• Four tables (in two rows running length of room; one row on each side with area in middle open) • One additional table in front of room under screen. • Chair in front, chair in back next to projector. • Projection cart in middle at back of room.	• Chairs: six rows of eight. • Projection cart in middle of back. • Two chairs by projector.
5. Afterschool Programs	**6. Special Set-up**

Des Plaines Public Library

Equipment Usage

Name of Organization   _____

Contact Person's Name   _____

Phone Number   _____

Room Used   Meeting Room A _____   Pantry Use   Yes _____
                   Meeting Room B _____   No   _____
                   Meeting Room C _____

Date of Use   _____

Equipment Used   ____ Overhead Projector   ____ CD/Cassette Player
                        ____ Slide Projector   ____ Coffeepot
                        ____ TV/VCR

Monitor's Signature _____ Date _____

This portion to be filled out by the Monitor on duty.

Equipment returned and in good condition   Yes _____   No _____

Meeting Room/Pantry was left in a clean, orderly manner   Yes _____   No _____

Comments _____

_____

_____

_____

_____

Monitor's Signature _____ Date _____

Graphic Arts Request

Name _____   **Today's Date** _____

Department _____   **Ext. #** _____

Date Needed (Allow 3 weeks) _____

_____ **Flyer:**   1/2 page _____   full page _____   double sided _____

_____ **Poster:**   Size: 81/2 x 11 _____   11 x 17 _____   Quantity _____

Posted where? _____

_____ **Sign:**   Size _____   Quantity _____   Martha's Initials _____

Posted where? _____

_____ **Brochure or Pamphlet** (more than one page) Titled: _____

_____ **Ticket/Receipt** for: _____

_____ **Booklist** Titled: _____

_____ **Bookmark** for: _____

_____ **Other** _____

Printed outside: Yes   No   Quantity _____

Suggested Color: Paper _____   Ink _____

Attach disk with copy saved as **"text only".** DO NOT FORMAT COPY. Type everything flush left, with no indents. Public Information will format. You may include punctuation, bolding, italics and underlining. Proofread and attach a printed copy of what is on the disk.

PLEASE NOTE: Public Information will make copies of program flyers and retain the master. For most other items you will be given a "master" to make copies as needed. Be certain to proofread information.

ADDITIONAL INFORMATION:

Des Plaines Public Library

In-House Program Information Sheet

Copies to:

_____ Gail Bradley (4 weeks)	_____ Carol Kidd (6 weeks)	_____ Mary Ann Brown
_____ Kathy Kyrouac	_____ Gary Valente	_____ Lee Cho
_____ Martha Sloan	_____ Becky Wenzel	_____ Chris Posinger
_____ Leslie Steiner (10 weeks or ASAP)	_____ Other _____	_____ Holly Sorensen

Staff Contact Person _____

Title of Program _____

Day of Week _____ Date _____ Time _____

Presenter _____ Phone # _____

Address _____

Amount of Fee _____ Date Payment Due _____

☐ Send check to presenter

Check Payable to _____ ☐ Send check to library

Social Security Number (if payment is necessary) _____

Co-sponsored with _____

Registration Yes / No   At Registration Desk _____   At Youth Services Desk _____

Limit _____   Refreshments Yes / No   Pantry Use Yes / No

Room Reserved:

Room A _____   Room B _____   Room C _____   Training Room _____

Heritage Room _____   Computer Lab _____   Storytime Room _____

Additional comments _____

_____

_____

☐ Attach program description, photo, biographical and other information (for Leslie and Gail)

☐ Attach diagram for Room Setup Sheet (for Gary Valente)   Des Plaines Public Library

Program Registration Procedures

Registration: Day, Date
Open to the public

Program: Title   Limit: Specify number of participants
          Description of program.

Program Date: Day, date

Program Time(s):

Registration Requirements:
-
-

Procedure for telephone and walk-in registration:

Wait List and Cancellations:
    Wait List:
    -
    -
    -

    Cancellations:
    -

 Transfers:

HARRY POTTER
Registration: Monday, September 17, 2001
Open to VAPL patrons only
Grades 1 – 8 (CHILDREN ONLY)

Program: Harry Potter   **Program Date: Monday, October 8, 2001**

Program Time: 1:30 – 2:30 p.m.

Program Description: This is a program **for VAPL patrons ONLY.** Book reviewer and dramatist Barbara Rinella will make the *Harry Potter* books come alive using her own captivating theatrical style. Witness Harry Potter's early life as a muggle through his first year at Hogwart's School of witchcraft and wizardry.

Registration: Open to VAPL patrons only (1st-8th grades).   **LIMIT: 180.**

Telephone Procedure:
      PRINT all information clearly on envelope.
        Last name, # of tickets, phone #. Please record the **VAPL card number** in the
        comments section.
      REPEAT information to patron to confirm.
      CONFIRM date & time of program and number of tickets.
      REMIND patron to pick-up tickets at the Y.S.Reference Desk on **or before** the day of
        the program.
      REMIND patron that **each individual** attending **must** have a ticket.
      REQUEST that patron call if unable to attend.
      PLACE appropriate tickets into envelope and file alphabetically by last name.

Walk-in Registration and Ticket Pick-up: Repeat telephone procedure except give patron his/her ticket, circle "# tickets", date and initial.
Notes:
Tickets may be picked up at the Youth Services Reference Desk any time prior to the program.
Completed envelopes will be filed alphabetically by last name.
When tickets are picked up, circle "# tickets" on envelope, date and initial.
Always return envelopes to file box and re-file by family name.

<u>NO WAIT LIST</u>

1. When all tickets have been assigned, there will be **<u>NO</u>** wait list
2. Any inquiries about tickets, after all have been given out, should be told to call back the day
   of the program to see if any tickets are available.

Des Plaines Public Library

Children's Program Survey

Please take a few moments to fill out this survey and help us evaluate our programming. Thank you.

Name of Program _____ _____

Date and Time _____ _____

How did you hear about the program?

Newspaper _____   Library Newsletter _____

Radio/TV _____   From a Friend _____

Library Flyer_____   Library Cable Network ____

Library Web Site _____   Other _____

Library Bulletin Board ____

Please rate the program:

Excellent _____   Average_____ _____

Above Average _____   Below Average_____

Was there anything about the program that you especially

liked _____   _____

disliked_____

Have you attended other library programs?   Yes _____   No _____

Do you live in Des Plaines?

Yes _____   No _____   If not, where do you live? _____

Number of children in your group_____   Number of adults _____

Ages of children attending:

Under 5 _____   9 - 12 _____

5 - 8 _____   Over 12 _____

Sex: Male _____   Female _____

Comments: _____

_____ _____

Suggestions for other programs: _____

Programs Evaluation

Date:

Title:

Purpose:

Age Level:

Time:

Limit:

Registration:

Waiting List:

Attendance:

Staff:

Cost:

Publicity:

Description:

Evaluation:

Considerations for Next Program:

OSWEGO PUBLIC LIBRARY DISTRICT
YOUTH SERVICES PROGRAM REPORT

BY⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

TYPE OF PROGRAM⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯
Theme⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ Length⎯⎯⎯⎯⎯⎯⎯⎯⎯

AUDIENCE: AGES/GRADES⎯⎯⎯⎯⎯

DATES/DAYS/TIMES⎯⎯⎯, ⎯⎯⎯⎯⎯, ⎯⎯⎯/⎯⎯⎯, ⎯⎯⎯, ⎯⎯⎯
#CHILDREN SCHEDULED⎯/⎯   #ATTENDING⎯/⎯
#ADULTS SCHEDULED⎯/⎯   #ATTENDING⎯/⎯
List titles of materials used:
     BOOKS:

     VIDEOS:
     CDS:
     CASSETTES:
     FILM STRIP:
     FLANNEL GRAPHS:
        (if new- estimate cost)⎯⎯⎯⎯⎯

     CRAFT:
        (estimate cost)⎯⎯⎯⎯

     OTHER:

HANDOUT⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ (estimate cost)⎯⎯⎯
TREATS⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ (cost)⎯⎯⎯⎯
PRIZES⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯(cost)⎯⎯⎯⎯

This program was⎯⎯very good;⎯⎯OK,⎯⎯not well recieved.
It could be repeated⎯⎯⎯yes; ⎯⎯no.
Comments:
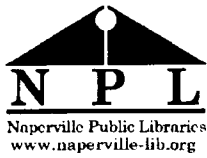
Meeting Room/Programming Report

If this form is used to record room use/meetings, please return to Jane Wenzel in Admin
If used to record program information, please return to Mary Miles at NBL

Organization Name:_____

           OR

Program Name:_____

Date of meeting/program_____   Staff use_____
Start time_____   Public use_____
End time_____

Number of attendees_____

Type of Meeting/Program: (please check whether program was either adult or juven. .,

1) On-site_____   Adult____   Juvenile_____
2) Off-site_____   Adult____   Juvenile_____
3) Library visit____   Adult____   Juvenile_____
4) Instructional____   Adult____   Juvenile_____
5) Staff training____
6) Outside group____
7) Staff Use____

Meeting/Program Information:

\# staff hours needed to prepare and present_____
\# staff hours needed to set up and tear down_____
Cost of program (to include paid performers)_____

Room used:_____ Community Room   Kitchen used_____
         _____ Board Room
         _____NBL Program Room
         _____Nichols Storyroom

Staff / volunteer present (if applicable)_____

Comments (please indicate any problems that occurred, as well as positive feedback)

_____

_____

_____

                    Signed:_____

The above information is vital to the Libraries' commitment to making the meeting rooms available to the public as well as to the staff. Your assistance in this matter is invaluable. Thank you in advance for your time and cooperation.

Please see back of this page for definitions

DEFINITIONS

Used by Public: Room reserved by person or group outside the library for his/her/their own purposes (usually paid use). Includes group or organization meetings, recitals, etc.

Used by Staff: Room reserved by staff member for library programming, whether presented to staff or public. Includes meetings & programs.

Room Used: Self-explanatory. Meetings conducted in staff office space are not included in this report.

Program: Any library program sponsored by or presented by library staff Includes: storytimes, book or film discussions, etc.
          -On-site: program takes place in the library (on library property)
          -Off-site: staff goes somewhere else to provide program.
                    Includes: school visits, outreach, Riverwalk, presentations to groups, etc.

Paid Performer: Any program for which NPL or a sponsor of NPL pays the presenter Includes: Special Summer Reading programs, holiday program sponsored by Northern Trust, special speakers for adult programs, etc.

Library Visit: Visit to the library, initiated by advance notice, includes no instruction (can be group or individual)
Includes- preschools, scouts, Board members, etc.

Instructional Program: Programs providing instruction for staff or the public. Includes: 4 th grade class visits, Internet classes, Dynix classes, etc.

Staff hours to prepare & present: Includes time spent planning & preparing program & materials, time to set up & take down, time to present.

Number of staff to present: Number of staff who actually participate in presentation of program.

Cost of program: Fee paid to performer; estimated cost of supplies, materials.

Program Statistics

_____ _____ , _____ _through_ _____ _____ , _____
     Month   *Day*   *Year*   *Month*   *Day*   *Year*

Make as many copies as you need to report program statistics.
Some items to include in statistics: Daycare or school visits, scout troops, storytime, special programs, and parent/child activities.

Program	Date	Day	Time	Child Under 14	YA	Adults	Total
Totals							

Freeburg Area Library District

Programming for Preschoolers (Birth through Pre-K)

Susan Dove Lempke
Niles Public Library District

Goals and Objectives (purpose)

Before planning programs for preschoolers, take time to think about ways in which preschoolers are different from other library patrons. For instance, preschoolers will be coming with someone, they will be developing language and vocabulary, and most of them will be pre-reading. Some possible goals for working with this group might include:

· Increase preschool visits to the library

· Help develop appreciation for books and reading in preschoolers and parents

· Develop language skills in young children

· Encourage checking out picture books

· Encourage parents to read aloud to their children

The goals can include things that will benefit the library, and things that will benefit the patrons, both child and parent. Once you have your goals, list measurable objectives for each one. For instance, if your goal is to increase preschool visits to the library, then an objective might be to have 50 preschoolers visit the library each week. Goals such as developing a love of reading are more difficult to assign measurable goals to, but might be approached in terms of whether or not the family continues to come to the library for books once the program is over.

Types of Programs (arranged youngest to oldest with annotated lists of specific programs and a few sample programs)

Storytimes

Storytimes form the backbone of service to preschoolers in most libraries. Storytime can be as elaborate or as simple as any individual librarian wants them to be. All that is really required is an open area large enough to accommodate your group, stories whether told or read aloud, and some ways to allow children to move around and resettle between stories. Everything else is extra! In fact, while some librarians love pairing stories with crafts, or like lots of hands-on activity, other librarians feel that the bells and whistles approach implies to parents and children that stories alone aren't enough. There are several different types of storytimes:

• **Lapsit or Baby Storytimes**
  (for ages birth–15 months or so)
These typically combine a brief "circle time" with a period for play and socializing. The circle time usually repeats songs and action rhymes for several weeks, so babies begin to anticipate what they should do. Stories need to be very short, and use books with things babies will recognize, such as animals, family members, or transportation. Sound effects help catch the attention of even little babies, but loud, sudden noises can be frightening. Wherever possible, plan activities that parents or caregivers can participate in, such as singing songs, or helping babies make motions. A selection of board books should be available for parents or caregivers to check out, to begin forming the habit of checking out books when attending programs at your library.

• **Toddler Storytimes**
  (for ages 15 months–3 years)
Storytimes for this group typically include a parent or caregiver to help guide the child in participating. It is also an opportunity to introduce the parents to songs, action games, and appropriate stories for the age group which can be used at home. Ideal stories for this age group include repetition, participation, and large visuals. Vary the lengths of stories—young children can sometimes listen to a surprisingly long story, but not three long stories in a row. Between stories, use action rhymes and songs, and always be sure that at the end of a "wiggly" activity, there is a settling rhyme to follow such as "Open them. Shut them." Flannel stories are an excellent way to vary the rhythm of storytime, and some stories can be expanded to make enough pieces so that each child can put one on the board at the right place in the story. Toddler storytimes are usually 20-30 minutes long.

• **Preschool Storytimes**
  (for ages 3–6)

Frequently, libraries make their preschool storytimes for children only. Adults in the room can sometimes be distracting, and some families welcome the opportunity for the child to have an independent experience (though virtually all libraries require that parents remain in the building). However, many libraries allow parents or caregivers to continue attending to make children feel more comfortable. Both ways can work well. By about age 3 ½, most children are ready to listen to longer stories. Many storytimes are arranged by theme, which seems to help children remember the stories better and gives an opportunity for discussion. Creative use of props can also help make stories memorable. Children still enjoy participation, and need a variety of fingerplays, songs, and action rhymes between stories so that they're able to settle and listen once again. Storytelling (telling the story without using a book) can be an excellent way to develop a group's listening skills, and is very helpful in working with larger groups who may not be able to see pictures in a book. Storytimes for this age group are usually 30-45 minutes long.

Crafts

Preschool crafts can be some of the most popular programs at the library, in part because many parents are happy to have the messes taken care of outside of the home. Libraries frequently do a craft program on a particular theme, such as Earth Day (planting seeds; making paper flowers, etc.). There are three main types of craft programs:

· Registered programs where a staff member or volunteer instructs children on how to make the crafts.

· Drop-in programs where materials are available between certain hours, with children working together with a parent or older child with limited library staffing.

· "Take and Make" programs where the parts of the craft are packaged for a child to take home and make, particularly in libraries where space is limited.

Be prepared to intervene when children (and parents) seem not to understand that they can't take all of your feathers or beads for their project. Take advantage of non-spilling inventions like glue sticks and glitter glue. Have materials pre-cut and measured out as much as possible. Finally, don't forget to add the all-important phrase to your publicity, "While supplies last."

Reading Programs

Reading programs for preschoolers are generally "Read-to-Me" programs. They can be run at any time of year for any reason, particularly at times when you may be taking a break from continuous storytime programs. Most often preschool reading programs are used in conjunction with a library's Summer Reading Program.

Companies such as Upstart offer pre-packaged programs which are very useful for libraries with limited resources, but these days it is possible to come up with very attractive materials using a computer and clip art. Basically, all that is required for a Reading Program of any kind is:

· A set of requirements (read 20 books; read 15 minutes per day, etc.).

· A way of recording what is read or time spent reading.

· A reward.

Preschoolers don't have the patience or understanding to work their way up to a bigger prize. Rewards need to be incremental. Smaller prizes given at short intervals work better. Some libraries create preschool programs using a picture as the reading log—the child then gets to place a sticker on the picture at each step. Another possibility is to have the child earn the chance to play a game at the library at each increment. Some combination of tangible reward and fun is best—they like to walk out of the library with something in their hands.

However glorious your preschool reading program may be, it is a sure bet that some of the preschoolers and parents will want to play the game that is avaliable for bigger kids. You should probably hold firm on whatever line you draw. It's not a bad thing for preschoolers to see that a cooler game awaits when they are readers.

Contests

Preschoolers have a hard time understanding contests, since they prefer rewards that are immediate. However, it's still fun to participate, and it can be a learning experience for them that sometimes you win, and sometimes you don't. Good contests for this age are often guessing: How many gummy bears in the jar? How much does the pumpkin weigh? It is probably not a good idea to run a preschool contest which involves much work on the preschoolers' part—for instance, making a picture—because they won't comprehend why their work wasn't rewarded.

Where Do You Get a Story?

Judy Groom
Freeburg Area Library District

Think About Your Audience

· What is the age of your audience?

· How long is he/she able to sit at that age?

· What kind of story is best for this age group?

· Can I just tell any kind of story to any age?

· Why do I have to be careful about what kind of story I want to tell?

Suggestions

Find a story YOU like. Your audience can tell if you are enjoying the story yourself. Practice the story several times so you get a feel for what is happening in the story. Look at the audience. You can tell if the story is working for you by the way the audience reacts to it.

Remember

Some stories just don't work as well as you think they should, but don't give up!

Sometimes you feel like you have to give up a story because it just doesn't work with a group. But don't forget it since it means something to you – tell it to someone else.

What If

What if you are doing a story with a group of children? Use books that have BIG pictures and few words.

What if it is a long story, but the pictures are great? Look at the pictures and make a simpler story out of it.

How to Set Up a Storytime

· Start with a fingerplay or short song.

· Read a story.

· Get the children up and do an action rhyme or song.

· Try a flannelboard story, puppets, cut-a-story.

· End with a fingerplay.

· If you want to do a craft, show what the craft looks like. Don't forget to have everything ready to do the craft.

Where Can I Find a Story?

There are different sections in the library that can help:

· Teacher and Parent (TAP)

· J 398.2 (Literature/classics)

· Easy (Picture books)

· Poetry

· Mother Goose Rhymes

Traditional Storytelling

Some storytellers practice special stories so much that they don't need a book or any props. Audience participation is a great way to get everyone involved in the story. Try this: give the audience a special line or sound to do at specific times during the story.

In her book, *Creating a Family Storytelling Tradition: Awakening the Hidden Storyteller*, Robin Moore says, "Inside each of us is a natural-born storyteller waiting to be released." You might be asking, "How can I release the storyteller that is inside me?" This book has exercises to develop the storyteller in each of us. It can be used with families at home where there are elementary-school-aged children. It also can be adapted for children of any age, and can be used in the classroom.

Where Do I Begin?

Try some of the well-known stories, such as:

· Fairy Tales   Goldilocks and the 3 Bears

· Tall Tales   Paul Bunyan

· Cumulative Stories   The House that Jack built

· Rhymes   Mother Goose

Props

Props can be expensive if you buy them from a dealer. You can make your own props much cheaper and have fun while you're doing it! Find a book on how to make puppets, flannelboard, etc. that have different kinds of stories and a variety of ideas on how to make the props.

You can make your own flannelboard. Here is what you will need:

- white foam board
- 1 yard of plain flannel — light blue is good
- lightweight pellon
- coloring books/pictures
- black ink pen
- crayons

The flannel and pellon can be found in a craft or fabric store. Here is what you do:

- Cover the foam board with flannel. Tape the flannel ends to the back side of the foam board.

- Pellon comes in different weights. Put a black and white picture under the pellon. Can you see the picture clear enough to trace the picture onto the pellon? If so, you've got the right weight. How much pellon do you need? For a small project start with a yard.

- Trace the picture onto the pellon. Color and then outline the picture with a black ink pen.

Pass this idea on…it really works!

Potpourri of Stories

Cooper, Cathie. *The Storyteller's Cornucopia.* Includes traditional stories, flannelboard, participation, puppetry, read-alouds, and tagboard stories.

Dingwall, Cindy. *Storybook Birthday Parties.* Favorite characters are used as the theme of the party. Includes other activities to do, such as songs, projects, snacks, and story bags.
Chapters are divided by grade-level:
  - Preschool-Kindergarten
  - Kindergarten-Grade 2
  - Grades 3-5

Dubrovin, Vivian. *Storytelling for the Fun of It: A Handbook for Children.* Stories can be told just about anywhere! Ideas for campouts, slumber parties, classroom programs, in the car, and babysitting are included. Other chapters include how to tell a story and how to use props.

Fujita, Hiroko. *Stories to Play with: Kids' Tales Told with Puppets, Paper, Toys, and Imagination.* Includes origami, puppets, paper and fingerplays.

Garrity, Linda. *The Tale Spinner: Folktales, Themes, and Activities.* The folktales come from around the world. Chapters are divided by type of story with additional activity pages:
  1. Beware of Strangers
      African-American, Chinese, German

  2. Turnabout is Fair Play
      African, Burmese, Mexican, African-American

  3. Don't Believe Everything You Hear
      African, Belgian, German, Indian, Russian

  4. Origin of Thunder
      African, Australian, Native American

  5. Origin of Fire
      Eskimo, Native American, Polynesian

  6. Spinning Tales
      Cornish, English, German, Irish

  7. Cooperation Pays
      German, Irish, Puerto-Rican, Slovenian

  8. Never Give Up (The Cinderella Theme)
      African, Appalachian American, Brazilian, Irish, Italian, Korean, Native American, Norwegian, Vietnamese

Mallet, Jerry. *Sound and Action Stories.* Sound and action stories require the most active physical responses from listeners.

Raines, Shirley. *Tell It Again! Easy- to-Tell Stories with Activities for Young Children.* Eighteen multicultural stories are grouped by common themes:
  - Be Yourself
  - Using Your Wits
  - Appreciating Differences
  - Hearing Music Everywhere

  At the end of each story:
  - There is a message or moral included in each story.
  - Storytelling tips.
  - Questions for the storyteller to use.
  - Story Activities
  - Story Cards

Theme Units Kids Adore: From Ants to Zoos for Grades K-3. Each theme in the book contains a collection of activities that include language arts, math, science, social studies, art, and music.

Totten, Kathryn. *Storytime Crafts.* Themes using different countries (Mexico, Germany, etc.) and subjects (bears, monkeys, etc.). Includes stories, activities, and crafts.

Fun to Read Stories

Binder, Mark. *The Everything Bedtime Story Book: Familiar Favorites and brand-new classics that will enchant the whole family.*

Fingerplays

Gordh, Bill. *15 Easy Folktale Fingerplays with Cross-Curricular Activities.* Includes stories from other countries:

Australia	Brazil
China	France
India	Japan
Liberia	Mexico
Middle East	North America
Poland	Russia
Sweden	United States
West African/Carribean	

Storytime Registration

Day of the Week _____ Time _____

CHILD'S NAME	AGE	ADULT'S NAME	ADDRESS	PHONE							
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											

Freeburg Area Library District

Lapsit Storytime

(Name)_____ is scheduled for our lapsit storytime on Fridays, at 9:30 AM. Programs begin _____ and continue for six consecutive weeks.

For many children this will be their first group experience. Your cooperation and assistance in the following ways will make it more successful for your child.

1. Visit the library with your child and talk about storytime before the first program. Explain that there will be stories, fingerplays, puppets, and songs, and that you will enjoy them together.
2. Please bring only the child enrolled in the program. Older or younger children are invited to join you for our Family Storytime.
3. Children in this age group are easily distracted, and latecomers become the focus of attention. Please plan to arrive early. If you are late, you may join us by quietly entering the room and finding a place to sit.
4. We will hold each storytime in the story room and will enter together when it's time to begin. Let your child choose the place you will sit together, with your child on your lap or in front of you.
5. If your child becomes disruptive, please step out of the room for a few moments. This helps everyone else concentrate and your child focus on your wishes. When your child is ready, please rejoin the group quietly.
6. Young children enjoy watching others rather than participating themselves, especially in situations new to them. Please do not insist that your child join in any activity. If you participate and have fun, your child will soon join you.
7. A storytime handout will be provided each week, listing books, fingerplays and songs used in the program. If you miss a week, please be sure to ask at the next week's program for the handout.
8. After the storytime, there will be about 10 minutes for you and your child to browse board books and other selected titles in the story room.

Our goal is for everyone to have a good time. With your help, we can develop and nurture your child's love of books and the library. Library staff will be happy to assist you before or after storytime with the selection of books or other library services.

Naperville Public Libraries

STORYTIME PLANNING SHEET

THEME: _____

PLANNED BY: _____ DATE (MONTH & YEAR)_____

BOOKS FOR 2-YEAR-OLDS (TITLE & CALL NUMBER)

_____

_____

_____

_____

_____

BOOKS FOR 3, 4, & 5-YEAR OLDS (TITLE & CALL NUMBER)

_____

_____

_____

_____

_____

FINGERPLAYS & ACTION RHYMES

_____

_____

_____

_____

FLANNELBOARD, PUPPETS, OR OTHER REALIA

_____

_____

MUSIC, GAME, OR OTHER ACTIVITY

_____

_____

_____

POEM

_____

NAME TAG

_____

6/00

EARLY BIRD STORIES

July 6, 2000

STORIES:

RUNAWAY RABBIT by Ron Maris
SPOTS, FEATHERS AND CURLY TAILS by Nancy Tafuri
HAVE YOU SEEN MY DUCKLING? By Nancy Tafuri

FLANNEL BOARD:

Who is on the farm?

FINGER PLAY

This little Pig
> This little pig went to market. (touch your thumb)
> This little pig stayed home.   (touch your index finger)
> This little pig had roast beef.(touch your middle finger)
> This little pig had none. (touch your ring finger)
> This little pig cried "wee,wee,wee" all the way home.
>   (wiggle your little finger)
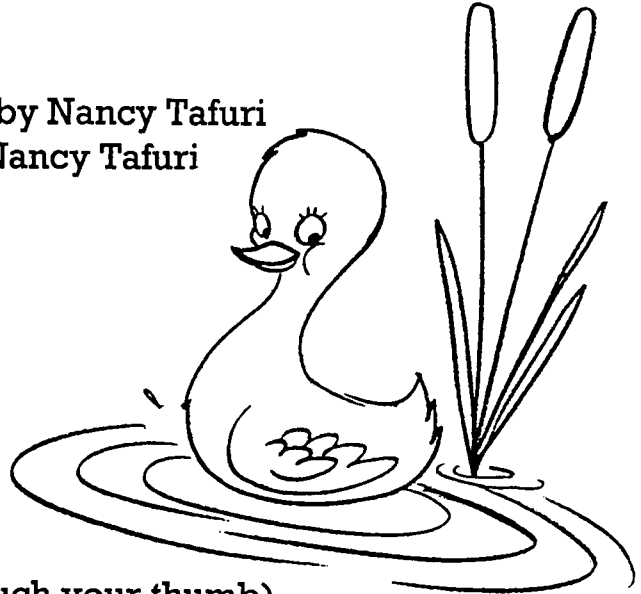
Parents:
    You will find books of nursery rhymes in the area 398.8 and finger plays in 793.4.
    To find simple stories about farm animals look up "farm animals" in the PAC and limit your search to picture books.

Family Storytime

This is a sample of a 45-minute Family Storytime serving families with children ages 2-7.

Theme: Clothes

Opening Song: * Hello, Everybody, Yes Indeed

Opening Fingerplay: * I Have Ten Fingers

Book: *Caps for Sale* by Esphyr Slobodkina

Action Play: Who's Got My Red Caps, Is It You? (give children felt or paper caps of different colors)

Book: *Froggy Gets Dressed* by Jonathan London

Book: *No Roses for Harry* by Gene Zion

Action Play: Jack in the Box

Action Play: Mary Wore Her Red Dress (each child chooses something the child is wearing)

Book: *The Mitten* by Jan Brett

Closing Song: * This Little Light of Mine

*These are consistent throughout the storytime series.

The Reading Corner

This program is for children going into first grade in September of 2002. It is implemented as part of the Summer Reading at the Oswego Public Library. The purpose of this program is to provide "extra" help for children who are struggling with the fundamentals of reading. There will be four children in each one half hour time slot. The group will meet one time a week for a four week period. A teacher from the local school district or a librarian will serve as the leader of each group. The atmosphere will be informal with the goal of helping the child experience reading as a subject that can be "fun."

The books we use will be beginning readers that will include rhymes, repetition, picture clues and simple sight vocabulary. We will also use materials that are on the "Between the Lions" website.

Each session will begin with reading a book. The child will have the choice of reading to the group or just listening. There will also be stories that are just for the children to listen to. There will a short game at the end for the leader to play with the children.

The children will receive a calendar with an activity for each day. These activities include helping mom plan the menu, having an adult read a story to you, reading a story to a friend, finding 5 words in the newspaper or magazine that being with the "th" sound, sitting under a tree and reading and listen to an older person tell you about their life.

Parents will be given a list of suggestions for helping their child at home with their reading skills. In conjunction with the Reading Corner, the child will be part of the summer reading program. They will have a reading plan and lists of book from different genre to read over the summer.

This program is meant to help children build and maintain reading skill over the summer month.

Between the Lions. http://pbskids.org/lions/anywhere/index.html

Oswego Public Library District

Programming for School-Age Children (K-6)

Susan Dove Lempke
Niles Public Library District

Goals and Objectives (purpose)

First, think of the ways in which school-age patrons are different from other patrons. Some possibilities might be: they are in school during the weekdays; they have numerous after-school activities; they are learning and improving skills such as reading; they often like to participate in programs independently of their parents. Then come up with the goals for your school-age programs that match this particular audience. You may want to help improve their reading skills; encourage love of reading; improve library skills. Goals that benefit the library include increasing circulation of nonfiction books, and increasing the number of children with library cards.

Assign objectives to each goal you make so that you have a way to measure your success. For instance, if your goal is to improve reading skills, you might have as an objective the creation of a Summer Reading Program to keep students reading through the summer.

Types of Programs

(arranged youngest to oldest with annotated lists of specific programs and a few sample programs)

Story programs

While almost all libraries offer some form of storytime for younger children, story programs for older children are more rare, but still greatly appreciated. Often libraries come up with a program combining stories with other activities for primary grade students, and put it in more of a club format so it doesn't sound babyish.

Another opportunity for story programs with older children is storytelling, especially with an appealing hook like scary stories for Halloween, or a series of tall tales, particularly because using the words "scary" or "funny" will double your attendance at any school-age program.

Students in upper grades, 4-8, frequently prefer story programs where the children are the main storytellers. If you can arrange for their program to be videotaped by a parent, staff member, or older child, with a special

showing for participants at a later date, this will also increase your participation.

Reading motivation

• Battle of the Books/Readers Tournament

Battle of the Books began in the 1930s in Chicago as a radio quiz show developed by the Chicago Board of Education and Carson Pirie Scott, a department store! One of the children who participated then grew up to further develop the program for use in the Urbana, Ill. schools. Her article in *School Library Journal* caused the program to spread across the United States, but it all began right here in Illinois. (*Books, Battles, & Bees* by Sybilla Avery Cook and Cheryl A. Page, American Library Association, 1994)

Battle of the Books is a popular school-age program in part because it is so flexible. At its heart, it always involves students reading from a prescribed book list, and dividing into teams that answer questions about the books. It is sometimes sponsored by a school, or a school district, or may even be set up by one teacher within a classroom.

In a public library setting, sometimes the library only serves as a resource for the books and a location for the championship meet — preliminary matches are held in the schools. Other libraries take a more central role, selecting the books, writing questions for them, and hosting the meets. Typically, at a meet, there are two teams, each answering 10-20 questions in turn. A correct title is usually worth five points, and the correct author earns an additional one point. Letting the other team have a chance at a missed question adds both excitement and tension to the matches, and can add significant points.

Battle of the Books is a program requiring great organization and attention to detail. Because of its level of complexity and staffing needs, it is probably best for medium to large public libraries, although smaller libraries may be able to work jointly with schools to share responsibility. When the program goes well, it provides a great structure for offering students the motivation for reading many excellent books.

Readers get a chance to compete for the glory of their school like athletes do, and parents and principals are often very supportive. This support also represents one of the Battle's greatest pitfalls—overly intense parents. One way to avoid this pitfall is to remind all involved that just as in sports, referees may sometimes make mistakes, but "the decision of the moderator is final."

Questions need to be carefully written. In a list of books which may range from 20-60 (usually with a two- to three-year rotation, so that some of the books are replaced each year), books are likely to have things in common. Therefore, a question such as, "She thought she would never be happy again. Name the book," would probably fit more than one book on the list. There is a fine art to writing questions which are specific enough to apply only to one book without being picky.

Many libraries have Battle lists on their Web sites. Sample reading lists, rules, and questions are included.

• Reading Patch Club

In any Reading Patch Club, children read a certain number of books to earn a reading patch, which resembles a scouting merit badge. The cloth patches can be attached to jackets, hats, backpacks, and other clothing, as well as being glued in a scrapbook. Upstart, a division of Highsmith, offers a good variety of genre patches, and they can also be special-ordered if they don't have a patch that fits a subject you want to include.

Some schools use this as an after-school program to encourage children to do extracurricular reading. In a public library, it frequently runs through the school year, making way for Summer Reading when school is out. Some libraries keep their program perfectly simple: students sign up for a patch, and report back when they have read the required number of books. Other libraries throw in additional requirements such as writing a book report for one book, or doing a related activity like telling the librarian a joke for the humor patch.

This program is an excellent motivator for children at an age—grade 2 or 3—when they sometimes hit a stumbling block with reading. When faced with the large selection of books in a children's department, selecting by genre can help limit choices enough to make them manageable. It also provides a good opportunity to offer readers' advisory, and help the child find books of the right difficulty and length.

• Reading Games

Summer Reading programs are the second type of program universally offered by public libraries (Storytime is the first). They range tremendously in complexity, in expense, in staffing requirements, and in style, but they all have three things in common: There is a theme, a reading requirement, and a reward.

The Theme

In Illinois, many libraries choose to use the state's IREAD theme. This allows them to take the benefit of prepared graphics, activities, bibliographies, and other materials. The theme is selected over a year in advance, giving the library time to prepare, and to participate in the planning process by submitting ideas for the program manual.

A good theme will be catchy and memorable, will have graphic possibilities, and will be a hook to hang programs on. The best theme will inspire library staff and get everyone a little excited—staff is always much more aware of a reading program's theme than the public ever is.

The Reading Requirement

Reading through discussions of Summer Reading Clubs on PUBYAC, the email listserv for public librarians serving youth and children, you will find that libraries have tried an unbelievable variety of reading requirements. Some of the possibilities include:

· Counting the number of books read

· Counting the number of pages read

· Counting the number of minutes or hours spent reading

· Weighing the books

· Reading books from assigned areas of the collection (two fiction, three nonfiction, etc.)

· Selecting material by column, esp. for a multimedia approach (two books, two videos, etc.)

Each library swears by its method, and all of them work to one extent or another. Counting the number of books read is the most traditional, but many libraries have switched to counting time spent so that children reading longer books aren't unfairly penalized over children racing through "skinny" books.

Monitoring a child's progress through the summer depends on how you set up your program. There is generally some type of reading log, which for younger

children sometimes has a place to put stickers or stamps. Some libraries use a board game approach, and children are encouraged to make multiple visits to the library to check in the books/time they have read, and to take a turn on the game. Other libraries simply have the children report back to collect a final prize when they are finished.

The Reward
A reward can be:

· A sticker

· A stamp on a reading log

· A chance to play a game

· A small piece of candy

· A carnival trinket

· A chance to enter for a big prize

· A ticket to a library program

· A coupon for food at an area restaurant

· A piece of a puzzle

· Their name in the local newspaper or the library's newsletter

· A t-shirt

· A book

It can be anything your library can afford to give, or that your community is willing to donate. Depending on staffing, libraries can offer many small, incremental prizes along the way, which has the benefit of encouraging multiple library visits. Just getting a chance to play on a board game can be enough of a prize for many children. Some libraries offer a treasure chest for children to look through when they complete their reading requirements, while others can afford to give children their own book to keep.

In general, younger children prefer a small prize to building up to one large prize. Older children, particularly boys, often favor a chance at a larger prize such as a bicycle or a trip to a local amusement park or carnival. From your library's point of view, the best prize may be a T-shirt with your library's name on it, which your prizewinner can wear and which will advertise your summer reading game to the community!

Obviously, the trick for every library is finding the right match between what they can afford and what their community desires. You will never attain the perfect game which suits every reader's requirements, because children are so different, but the ideal game will balance ease of use with enough variation to keep older children interested.

• Other Reading Games
Libraries sometimes like to offer a sort of mini-version of a Summer Reading program during the school year to spark reading (and circulation). Some libraries participate in the Chicago Wolves' Read to Succeed Program, where the children can earn tickets to a hockey game, and other prizes.
School year reading programs (other than the Reading Patch Club above) are usually shorter in length, four- to eight-weeks, and are frequently much lower maintenance than Summer Reading. They sometimes combine attendance at special programs with a reading requirement, and usually keep the reading requirement easily attainable so that children can participate and still finish their homework.

• Book Discussions
Book discussion groups sometimes represent a moral dilemma for libraries. The good side: it's a program - devoted to reading and discussing books with children. The bad side: the ratio of preparation time to patron served is usually tremendously high on the side of preparation side, because to work well, a discussion group must be kept relatively small. The decision usually comes down to whether or not your library can afford the time spent, and whether or not the staff has someone with a facility for talking about books with children and drawing out their responses.

Since food is the way to a child's heart, many book discussion programs combine eating with discussion in programs such as "Chat & Chew" or "Chat & Chomp." Programs generally meet monthly, with the next month's reading passed out at the meeting. Preparation time involves re-reading the month's selection, and coming up with open-ended questions that may spark a good conversation. Additional book-related activities sometimes help loosen the group up enough to talk easily with each other.

Parent/Child book groups have become popular in recent years. Frequently they are Mother/Daughter book clubs, but occasionally there are Father/Son clubs and ones that don't specify genders. In some ways these are easier to run, because an adult who signs up for a book discussion generally is willing to speak, which is not always the case with children. However, parents can sometimes dominate these groups, and the facilitator

must be skilled at pulling the young people into the discussion.

For more information on book discussions and suggestions for where to find pre-written questions, consult Feb/March 2002 *Book Links* for an article by the Skokie Public Library's Anna Healy.

Here are some book discussion tips:

· Choose a book you love

· Plan an ice-breaking activity or question to help the kids become comfortable with the group

· Use tie-ins such as music of the book's period, or food

· Think about the particular themes a book might present when writing questions

· Have books on related themes available for checkout

· Consider having an Internet hook-up in the room so you can look up the author's web page or answer questions that might arise

· Let participants have some voice in selecting future books

• Contests

School-age children tend to love contests. Many of them like competition, and they are old enough to understand that they will not always win.

Contests generally fall into two categories: the judged competition, and the random drawing. Examples of judged contests would be bookmark designing or other artwork, construction or building, writing a poem, an essay, or even a slogan — the possibilities are almost endless! Contests often celebrate an event like National Library Week, National Children's Book Week, or National Poetry Month. Another popular occasion for contests is Summer Reading. For a traveling theme, you could have a Design a Map contest, or for a food theme, children could create a recipe.

When setting up a judged contest, it is always wise to include at least one person with expertise in the field (such as a graphic artist participating in judging a bookmark contest). It is vital that the contest not be judged solely by the Children's Librarian—a group decision is much easier to defend with disappointed children and parents alike.

A drawing can be held on almost any pretext. You can offer children a chance to add their name to the box or jar for:

· Checking out a book on a particular subject

· Voting for their favorite book

· Estimating how many things are in a container

· Telling you a riddle

· Submitting an entry in a judged contest

Avoid using the word "raffle" in publicity, as some library attorneys frown on its gambling implication.

• Clubs/Groups for Special Interests

Allowing groups with a common interest to meet at your library can be both popular and low maintenance. Many libraries offer space to chess clubs, and some even sponsor championship matches. Clubs can be as diverse as your patrons, whether they are interested in Japanese anime, graphic novels, Magic cards, beadwork or other crafts. Many potential subjects are of particular interest to boys, a harder audience to bring into the library. It's probably wise to stipulate from the beginning that no property can change hands.

The key to success with these groups is finding a theme they are truly interested in, and then providing them space and snacks and getting out of the way, supervising unobtrusively.

Battle of the Books — Rules 2001-2002

1. The name of the participating school must be registered at the library.

2. Each school should develop its team from its fourth, fifth, and sixth grade students. The method of choosing its team is up to the individual school.

3. A team should have four members plus a timekeeper. The number of alternates is unlimited. Substitution of players may be made only at halftime. In case of an emergency, a team may play without four members present.

4. A match schedule will be set up at the beginning of the program. The same number of meets will be given to each school. All meets will be held at the library on Wednesdays and this year on Monday November 12.

5. If a team cannot appear on the date scheduled, at least 24 hours notice must be given to the library and to the coach of the opposing team. The library staff will attempt to re-schedule the meet. If this is not possible or a team cannot appear on the date scheduled, the team unable to keep the appointment will forfeit and will receive 0 points for a score. The opposing team shall take as its score for that meet the average of all scores it has earned up to that date.

6. At each meet, the teams can be questioned on any one of the books on the Battle of the Books list. Very likely, no team member will have read all of these books, but the most widely read team will have the advantage. A complete title plus author list is available at the library. The library will furnish the meeting place for all meets, the questions, the moderator, and a scorekeeper. Each team must furnish its own stopwatch.

7. At each meet, each team will be asked 20 questions. Teams will be questioned alternately. Each team will have 30 seconds to answer the initial questions and 15 seconds to answer questions missed by the opposing team. Team members may confer but the first response directed to the moderator is the only acceptable answer. Answers must be exact. The author's last name (and first name, if given) must be correct. First names must be given when two authors on the list have the same last names. In case of joint authorship, the last name of the author listed on the Battle of the Books list is the one that should be given. The moderator and the scorekeeper are the final authorities on the acceptability of an answer.

8. Teams score 5 points for each initial question answered correctly. 1 point is given for the book's author only if the title was answered correctly. 3 points are given when a team answers correctly a question that the opposing team missed. 1 point is given for the book's author for a correct answer on a passed question. There is one bonus question for each team in each half of the match. The correct title on a bonus question is 10 points, author is 2 points. A passed question is worth 6 points for the title, 2 for the author. The winning school is determined by the highest cumulative total score at the end of the season.

Battle of the Books
Team Instructions 2001-2002

- A coin toss will determine which team is to be questioned first.

- A team has thirty seconds to answer a question. Timekeepers begin marking time at the end of the question. If the team asks to have a question repeated, the second reading will be included in their thirty-second response time.

- Give your answer slowly and clearly and loud enough for everyone to hear. If we can't hear your answer, we will ask to have it repeated. The repeated answer will be included in your thirty-second response time.

- The first response by a team will be counted. You may want to appoint a captain to answer all questions. At the direction of the captain, other team members may answer.

- If the team misses a question, it passes to the other team. Teams have fifteen seconds to answer a passed question. All questions, even near-misses, pass to the other team.

- Give the title as it appears on the list. If there is a subtitle on the list, the subtitle must be included in the response. The words *A*, *An,* and *The* at the beginning of a title do not count. You can miss the initial article and still get it right.

- The decision of the moderator and scorekeeper is final.

Scoring

Correct Title	5 points
Author	1 point
Passed Question	3 points
Author	1 point

- Each packet contains one bonus battle question that is worth double.

Bonus Question Scoring

Correct Title	10 points
Author	2 points
Passed Question	6 points
Author	2 points

You will know that a question is a bonus question because the moderator will ring a bell and announce that it is a bonus question before reading it.

Niles Public Library District

Battle Questions for *Joey Pigza Swallowed the Key*
by Jack Gantos

They say he is "wired bad, or wired mad, or wired glad," but one thing is for sure—he is definitely wired. Name the book. (page 3)

The moms and teachers are shocked when he blows out Harold's birthday candle for him. Name the book. (page 46)

First, he sharpens the pencils. Then he sharpens the chalk, and then some Popsicle sticks, and then his finger. Name the book. (page 21)

He thinks it will be fun to drop down onto some bales of hay, but the hay wasn't at all soft. Name the book. (page 65)

No matter what the question is, the answer is always the same: "Can I get back to you on that?" Name the book.

On the field trip to the Amish farm, he eats a whole shoo-fly pie. Name the book. (page 61)

When he keeps kicking the chair with his shoes, they give him a pair of bunny slippers to wear. Name the book. (page 39)

He wants to make bumper stickers that say, "Hate is not a family value." Name the book. (page 72)

When he switches the safety scissors for his teacher's sharp scissors, he trips and there's a horrible accident. Name the book. (page 74)

His grandma has heard that pink would calm him down, but she is just as wired as he is so she only gets the room partly painted before she quits. Name the book. (page 11)

His mother gives him some good advice: Whenever you think of something bad, quick think of something good, and never ever think three bad things in a row. Name the book. (page 87)

At the Special Education Center, his new caseworker is nicknamed Special Ed. Name the book. (page 96)

When he gets his new meds, he also gets a new dog that is half Chihuahua and half Dachshund. Name the book. (page 145)

Park Ridge Reading Patch Club

The Reading Patch Club encourages children to read books, or, in the case of the non-reader, have someone read to them. The Club was developed to allow children to continue to participate in a reading club after summer is over. Children who complete the requirements receive a reading patch that can be sewn onto a jacket, backpack, etc.

Each year the Reading Patch Club begins the day after Labor Day and ends the day before Memorial Day. Children register at the information desk and choose the patch they wish to work on. At that time they receive a reading folder that has a definition of the category, instructions, and space to list the author and title of each book. Children may read library books, books that they have at home, or books from school. Parents initial the child's folder when a book has been read. When the folder is complete, the child brings it to the library to receive a patch.

We offer a variety of patches for all ages. Infants through pre-kindergartners can earn a "Read-to-Me" patch or a "We Read Together" patch. Each of these patches requires that 50 books be read to the child. While most of the books are free choice, 15 to 20 of them must be by well-known children's book authors whose names are listed in the folders. Children can earn one of each of these patches every year.

Kindergartners can earn the "Kindergarten" patch. This patch also has a 50 book-reading requirement. Most of the books are free choice, though there are some special books to read such as an ABC book, a counting book, a book on colors, etc. Children can earn one Kindergarten patch.

First graders can earn both "I Can Read" and "I Can Read More" patches by reading 20 books on their own. All these books are free choice.

Students in second through sixth grade can earn patches by reading 8 books per patch in a specific category. Currently, we offer 17 different categories. This age group can earn one of each of these patches every year.

The Reading Patch Club has created a great deal of community interest and funding has been received from the Friends of the Library and the local Kiwanis group to pay for some of the patches. This program is over 10 years old and continues to be one of our most popular school year activities.

Magazine Madness

Ellen K. Tanner
Teri Whitaker
Champaign Public Library

This program for K through 3 was part of a series given every Tuesday afternoon during the summer of 2001.

Six large tables were set up around the perimeter of the room. There was an activity at or near each table.

I began the program by inviting the kids to sit on the floor and look through some magazines I had brought in. I gave an overview of about 10 different magazines that I thought this age group might enjoy. I asked them what magazines they were getting at home. Most kids subscribed to computer game magazines. After we talked about the different magazines, I described what each activity was at the six tables. I then divided the group by age and had each age group start with a different activity.

I eliminated my plan to read a story from *Ladybug*, because the children seemed anxious to get to the activities. (Go with the flow).

The activities were:

• What in the World
(from *National Geographic World*)
This puzzle appears on the back of each issue and always has a theme. My version had no theme, but I expanded the puzzle by having them unscramble letters to make a secret sentence.

• Who's That Girl?
(from *American Girl*)
Each issue has a feature in which a short biography of a famous woman is presented. There is a quiz at the end and the reader has to guess the occupation of the former girl. I expanded this idea to include a Who's That Boy? My celebrities were Michelle Kwan and Michael Jordan.

• Chopsticks Contest
(from *Chickadee*, November 2000)
This was the least successful activity, largely because it was too difficult. I first demonstrated how to hold chopsticks and then how to use them to pick something up. I held a contest to see who could pick up the most objects in one minute. Most kids didn't have the patience to learn to manipulate the chopsticks.

• Pundles
(from *American Girl*, Jan/Feb 2001)
Pundles are picture puzzles which when read correctly are a word or phrase. I made enlarged versions of the pundles and hung them on the wall. The answers were hidden underneath.

• Crafts
Suncatcher (from *Lollipops*, Jan/Feb 2001) and Picture Puzzle (from *Your Big Backyard*). Each issue of *Your Big Backyard* has a scrambled picture, which one can cut apart and reassemble to make a picture.

Various Programs

Colleen Costello, Vernon Area Public Library District
Maureen Hurley, Rolling Meadows Public Library

Afterschool Adventures
(Kindergarten & First Grade)
Afterschool Adventures is a forty-five-minute program for kindergarten and first grade students. It consists of a related story, craft, and video or filmstrip, and lasts for a six-week period. The students bring home a completed craft and activity sheet weekly.

Bookmark Contest
(Kindergarten through Eighth Grade)
Students in kindergarten through eighth grade are encouraged to depict a favorite children's book on a blank bookmark entry provided by the library. All entries are displayed in the Youth Services section of the library during the month of November to highlight Children's Book Week. A graphic artist judges entries in three different categories, K through Grade two, Grade three through five, and Grade six through eight. All entrants receive a participation ribbon. Three winners, who receive rosettes, are chosen from each category along with a grand prize winner. The grand prize winning bookmark is then reproduced and distributed to the general public during the month of April in recognition of National Library Week. The grand prize winning artist receives 30 copies of reproduced bookmark and a rosette.

Break for Books
(Second and Third Grade)
This is a 90-minute program offered twice a year during school breaks, for children in grades one through three. Materials included are books, poetry, science experiments, creative dramatics, storytelling, short games, a take-home craft, and a video. Each child receives a handout giving program details.

Brown Bags and Books
(Sixth through Ninth Grade)
Brown Bags and Books is a summertime, open-forum program, to discuss science fiction and fantasy books. This book discussion group is open to children entering sixth through ninth grade and is held for one hour, once a week. The children bring their own lunches and the library supplies pop, chips, and a dessert.

Inkspots
(School Age)
Begun as a one-time program with a guest author, Inkspots grew into a once-a-month group with authors acting as mentors. Participating children developed a logo for the group, published a quarterly newsletter with articles, interviews, reviews, jokes, art, and photos, and built their own Web site with an art gallery and literary page. The Inkspots also contributed articles to the Library's monthly newsletter. Participants entered art and literature contests in magazines. Guest authors, and occasionally artists, conducted workshops. The program was the second Friday of the month, 3:30–5 p.m. Snacks were provided.

Internet Searching for Beginners
This program introduces children and their parents to the Library Web page, specifically chosen homework Web sites, and the basics of searching the Internet using tools such as Google and Ask Jeeves. During the program, instructors and participants discuss issues such as Internet safety and how to evaluate information. Children in fourth through eighth grades attend the program, accompanied by at least one parent or caregiver. The program consists of a lecture/demonstration for the first forty-five minutes, and time for hands-on searching during the last fifteen to twenty minutes.

Monday Morning Tots
(Birth to Age Three)
Monday Morning Tots is a drop-in playtime for children under the age of three and their caregivers. Currently offered three times a year (winter, spring, and fall), this hour and a half long program provides an opportunity for families to meet one another in a community setting. Although usually conducted each Monday for four weeks, during the winter months we have increased our program offering time to three consecutive months (twelve weeks) due to popular demand. The program

room is set up with a display of seasonal, counting, alphabet, and storybooks inviting caregivers to embrace reading time with their children. The library also provides refreshments (juice boxes) and age appropriate toys such as soft blocks, stuffed animals, and puzzles, along with more interactive and educational toys. An additional table is set up with take-home literature that appeals to new parents and families with young children. This may include free baby and toddler magazines, preschool information, as well as helpful and educational book bibliographies and Internet resource lists. Each program attendee receives a complimentary bag stuffed with bookmarks, coloring book, and promotional materials such as the library newsletter and program flyers. Finally, to encourage repeat attendance, we provide raffle tickets each week and hold a drawing at the end of each season for door prizes including bibs, books, and toys.

Outside Performers (All Ages)

When money is available, outside performers can be hired. They can be brought in for large groups, such as the summer reading club party, or for small groups like a poetry slam. There are many people in the State of Illinois that provide these services. Showcases are a way to see the performers in person. They are listed in program guides and websites, and personal contact with other librarians is also a good way to find performers.

• **Showcases**
  · Laconi/YSS Harvest of Resources is held every other year in Northern Illinois.
  · Centre East Showcase is held in September in Skokie, Ill. (847) 679-9501.
  · SPRA Showcase is held in November in Elgin, Ill. Suburban Park and Recreation Association. (847) 259-6890.

• **Web Sites**
  · Harvest of Resources. www.laconi.org/yss/yss.htm
  · A Parade of Programs: Resources for Library Programming. www.AllianceLibrarySystem.com/Projects

• **Program Guides**
  · Laconi Harvest of Resources
  · Public Library Program Guide

Parent-Child Book Discussion
(Fourth through Sixth Grade)
The Parent-Child Book Discussion offers a chance for parents to read books with their children and take part in discussions which provide both the adult and child

perspectives. A typical book discussion will include an introduction of group members, information about the author, discussion questions, and refreshments. The groups can be parent-child, mother-daughter, or father-son. Some book discussions include icebreaker games, word puzzles relating to the book, or refreshment tie-ins. The leader of the book discussion should provide open-ended questions rather than factual ones. Some libraries give complimentary paperback copies of the book, and others provide books to check out. There are many publishers' Web sites that have discussion questions for particular books. Books such as *The Mother Daughter Book Club* by Doreen Dodson are useful. It is always helpful to meet with other librarians doing similar programs in order to share questions and ideas.

Poster Contest
(Kindergarten through Eighth Grade)
Students in kindergarten through eighth grade are encouraged to depict a favorite children's book on a standard size poster. All entries are displayed in the Youth Services section of the Library for a month. A graphic artist judges entries in three different categories, K through Grade two, Grade three to five, and Grade six through eight. All entrants receive a participation ribbon. Three winners, who receive rosettes, are chosen from each category along with a grand prize winner. The grand prize winning poster is framed and permanently displayed in the library.

Reading Club Assemblies
(Kindergarten through Fourth Grade)
(Fifth through Eighth Grade)
Large-group assembly programs at in-district elementary schools are presented once a year in May, for children in Kindergarten through eighth grades, with the purpose of promoting participation in the summer reading club. Grade K through fourth Grade assemblies consist of a short play related to the summer reading club theme. Grade five through eight assemblies take the form of a game show. Each child receives a flyer detailing the reading club procedures as well as other summer programs. The assemblies last approximately forty- to forty-five minutes.

Library Services for Parents and Families

Information

Be the source for a resource. Provide the public with information about the library and the community. Many people do not know what kind of library and community programs / services are available to them.

- Keep a resource file of local organizations such as the Rotary Club, Chamber of
- Commerce, Women's Club, and Friends of the Library. Include phone numbers.
- Create newsletters or activity guides for families and youth leaders.
- Prepare and distribute booklists or resource guides for parents and families.
- Provide collections/resources at community and childcare sites.
- Provide parenting displays and collections.
- Gather resources for teachers, day care providers, scout, and youth leaders.

Programs / Workshops

The library, the area's regional Office of Education, college, or a community service group could offer:

- Family/child intergenerational activities or programs at the library.
- Family literacy programs.
- School/public library cooperative programs.
- Computer/Internet training sessions for children and families.
- A story activity times for children.
- Story hour focused on sign language, or other disability awareness.
- Outreach programs in the community.
- Holiday programs.

Provide Meeting Space

Some groups just need a place to meet. Of course, the Library Board should approve a meeting room policy before offering a meeting space. The library can provide meeting space for:

- Enrichment classes for children.
- Family literacy programs.
- Parent/family organizations or classes.

Sponsor A Program

Have someone come to the library to do a program. Do you see any immediate needs? Talk to patrons, teachers, etc. to get a better idea of needs. So often, though, there is a need that is not noticeable. Try some programs that haven't been offered at the library. There are organizations that will be glad to share their special services or talents. The library can sponsor:

- Enrichment classes for children, such as art, sign language, foreign language.
- Parenting classes.
- ESL (English as a Second Language) sessions

Submitted by Freeburg Area Library District

Other Ideas for Programs Targeted for Specific Audiences

Staff of Vernon Area Public Library District

Family programs

The goal is to bring intergenerational groups into the library for entertainment and education. One objective can be to bring the child and caregiver together for a specific program on a continuing basis. Another goal can be to bring the family in for a one-time production.

The continuing programs can include a regularly scheduled playgroup, a story time, a story and craft program, computer classes, or book discussion groups. The one-time productions can include theater presentations, puppet shows, and musical performances that appeal to a wide range of ages.

Multicultural programs

The goal is to provide culturally diverse programs to the community. One objective can be to introduce patrons to a different culture at each program. This can be achieved by bringing in performers, musicians, and/or dancers from a specific ethnic group for a one-time performance. Attending showcases or communicating with other programmers is a good way to learn about what groups are available.

In a community where there is a large ethnic population with English as a second language, it is possible to develop a series of programs that can be for children alone or for caregivers and children together. It is helpful if a staff member or volunteer speaks both languages. This is also a good opportunity for outreach to the community.

Literacy programming

The Public Library Association partnered with the National Institute of Child Health and Human Development to provide libraries with the programs and materials they need to inform parents and caregivers about emergent literacy. These tools can be used to help train caregivers in ways to help children get ready to read. The programs and materials can be found at www.pla.org/projects/preschool/outcome.html.

"Early Childhood and Family Literacy," *Journal of Services in Libraries,* vol.15, number 2, winter 2002 is an entire issue on the topic of literacy.

Literacy workshop

A literacy program can be created and presented to families of various ages and backgrounds. It should emphasize the importance of reading to children. The objective of the workshop should be
to expose the participants to various reading methods; what to look for when choosing a book; and how reading to children at a young age can prevent possible reading problems in the future. The workshop can also outline what types of books are geared for various developmental ages, thus matching the book with the child. Participants can be given handouts of various bibliographies of good books and easy-to-implement reading tips developed by members of ALA.

Programming for Patrons with Disabilities

Coleen Costello, Vernon Area Public Library District
Maureen Hurley, Rolling Meadows Library

All public libraries have patrons with disabilities. Sometimes this is a hidden population that needs encouragement to come to the library. School districts and special education districts can supply libraries with the information on numbers of children and types of disabilities within the library district.

Special arrangements may be needed to accommodate these children in programs. Many times they can be part of a standard library program open to all children, but they may need the assistance of an extra staff member, or their caregiver.

Individual programs can be offered to the children in special education preschools, elementary, and high schools. Storytime programs can be adapted to all of these groups. Outside performers can be hired and classes invited to the library for the performances.

Sign language interpreters may be necessary for hearing-impaired children. Interpreters can be contacted at the following locations:

· Central Illinois Center for Independent Living
  (309) 682-3500
  www.cicil.org
· Chicago Hearing Society/Anixter Center Interpreter Services Dept
  (773) 248-9121 TTY, (773) 248-9174
  www.chicagohearingsociety.org
· Jacksonville Community Center for the Deaf
  (217) 245-0429, V/TTY
  (800) 468-9211 V/TTY in Illinois
  www.japl.lib.il.us/community/health/jccd

· Lake County Center for Independent Living
  (847) 949-4440 V/TTY
  www.lccil.20m.com
· Southern Illinois Center for Independent Living
  (618) 457-3318
· William Rainey Harper College
  (847) 925-6000, (847) 397-7600, TTY
  www.harpercollege.edu
· Registry of Interpreters for the Deaf
  (703) 838-0030 V, (703) 838-0459 TTY
  www.rid.org

Sample program: EXTRAVAGANZA

Once a year, entertainers are hired for preschoolers who come to the library. One group was Special Education students. It consisted of 280 students who—because of bussing schedules—had to be at the library for 2½ hours in the morning and afternoon. During this time, entertainment stations were setup throughout the library. There were usually four or five stations, timed in accordance with the entertainer's schedule. The stations were open for 15–20 minute time slots. The children rotated from station to station according to a schedule. Stations included music and large motor skills, a toy area, crafts, snacks (brought by the students), and an entertainer.

STAR NET

Pat Kluzik Stauch
STAR NET

Illinois STAR NET is a Support and Technical Assistance Regional Network that provides training, consultation, and resources to the Early Childhood community. The work of STAR NET focuses on providing information to those parents or professionals whose lives are touched by young children (birth through eight years), with an emphasis on children with special needs.

There are six STAR NET offices spread throughout Illinois. Each office is funded through federal monies received by the Illinois State Board of Education. Each STAR NET office works within the geographic area it serves to identify the needs of parents and professionals. After identifying the needs, each office works to bring information, resources, training, and technical assistance to the local area. Some of the ways in which STAR NET meets the needs of its various communities are through:

· Sponsoring workshops and conferences
· Providing access to library resources (books, videos, audiotapes)
· Creating information or resource packets on request
· Collaborating with other local, regional, or state entities
· Providing funding opportunities through Family Fellowships, Professional Assistance, or Mini-Grants.

For more information about STAR NET, you can call the STAR NET office in your part of the state:

· Region I & III serving Northwest and Central Illinois Counties: (800) 227-7537, ext. 286
· Region II serving Northeast Illinois counties: (847) 803-3565
· Region IV serving Southern Illinois counties: (618) 397-8930, ext. 166
· Region V serving the City of Chicago: (773) 553-3413
· Region VI serving the South Suburban and East Central counties: (708) 342-5370

Information on STAR NET can be found on the Illinois State Board of Education Web site: www.isbe.net.

Showing Movies

Susan Dove Lempke
Niles Public Library District

Although libraries are public service institutions rather than profit-making enterprises, they are only entitled to show videos or DVDs for which they hold public performance rights. The majority of videos and DVDs are not sold with these rights included, but a few are. They are generally curriculum-oriented, such as the series from Schlessinger, or made from children's books, such as the videos from Weston Woods.

To show a video or DVD at your library, you must have a license. Licensing corporations and film studios actively pursue infractions. A license can be purchased on a title-by-title basis if you want to show a single movie, or on an annual basis to get the rights to the videos from a group of studios. The annual contract fees are usually calculated based on your total number of patrons, and they are sometimes willing to negotiate if they think you may go with another licensing company. In most contracts, you may only advertise the name of the movie in-house, but these terms will be spelled out.

Movie Licensing Companies

· **Criterion Pictures:** (800) 890-9494; www.criterionpic.com
List of studios available upon request

· **Motion Picture Licensing Corporation:** (800) 462-8855; www.mplc.com
Offers annual licensing for studios including: AVID, American Portrait, Anime 18, Arena, Artisan, Best, Bridgestone, Buena Vista, Central Park, Cinematheque, Family Entertainment, Family Home Entertainment, Gateway, Hanna-Barbera, Hollywood, International Film Forum, Kidmark, LIVE, Learning Corporation, Lorimar, McGraw-Hill, MGM (pre-1986), New World, PPI, Praise, RKO, Scholastic, Showdown, Solar, Sony, Touchstone, Trimark, Turner, US Manga, Vestron, Vidmark, Vision, Walt Disney, Warner Brothers, Xenon.

· **Movie Licensing USA** (877) 321-1300, www.movlic.com
Offers annual licensing for studios including: Walt Disney, Universal, DreamWorks, Touchstone, Hollywood, Columbia, Paramount, MGM, TriStar, United Artists, Warner Brothers, Turner Home, MGM Classics, Learning Corporation.

· **Swank:** (800) 876-5577; www.swank.com
Offers one-time licensing for current and recent releases
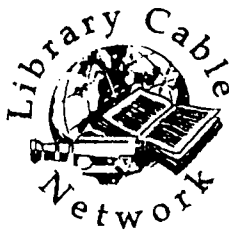
Channel 24

500 N. Dunton Avenue • Arlington Heights. IL 60004-5910
Ph.: (847) 506-2662 • Fax: (847) 870-4414
Web: www.librarytv.org • E-Mail: lcn@nslsilus.org

TALENT RELEASE -under 21

I_____, on behalf of_____,
hereby assign all the rights to the videotape and sound recording made this
date by the Library Cable Network, and hereby authorize the reproduction,
subscription/membership use for libraries, copyright, exhibition, cablecast
and/or distribution of said videotape without limitation. The tape will only be
provided to other libraries or public access channels.

Signed: _____

Relationship to talent:_____

Date: _____

Signing this talent release does not guarantee the production of your program,
This form is not a contract.

Arlington Heights Memorial Public Library

Bibliography for Juvenile Programming

Coleen Costello, Vernon Area Public Library District
Nancy Kruse, Rochester Public Library District

Anderson, Adrienne Wigdortz. *Medieval Knight, Read Me a Book!* Latham, MD: Scarecrow, 1999.

Baltuck, Naomi. *Crazy Gibberish: And other Story Hour Stretches (from a Storyteller's Bag of Tricks).* Hamden, CN: Linnet Books, 1993.

Bauer, Caroline Feller. *Leading Kids to Books through Crafts.* Chicago: American Library Association, 2000.

Bauer, Caroline Feller. *Leading Kids to Books through Magic.* Chicago: American Library Association, 1996.

Bauer, Caroline Feller. *Leading Kids to Books through Puppets.* Chicago: American Library Association, 1997.

Bauer, Caroline Feller. *This Way to Books.* Bronx, NY: H.W. Wilson, 1983.

Bauer, Caroline Feller. *New Handbook for Storytellers: With Stories, Poems, Magic and More.* Chicago: American Library Association, 1993.

Briggs, Diane. *52 Programs for Preschoolers: The Librarian's Year-Round Planner.* Chicago: American Library Association, 1997.

Briggs, Diane. *101 Fingerplays, Stories, and Songs to Use with Finger Puppets.* Chicago: American Library Association, 1999.

Briggs, Diane. *Toddler Storytime Programs.* Metuchen, NJ: Scarecrow Press, 1993.

Chupela, Dolores. *Once Upon a Childhood: Fingerplays, Action Rhymes, and Fun Times for the Very Young.* Latham, MD: Scarecrow, 1998.

Cobb, Jane. *I'm a Little Teapot! Presenting Preschool Storytime.* Vancouver, BC: Black Sheep Press, 1996.

Cook, Sybilla Avery. *Battle of the Books and More: Reading Activities for Middle School Students.* Fort Atkinson, WS: Alleyside, 2001.

Cullum, Carolyn N. *The Storytime Sourcebook: A Compendium of Ideas and Resources for Storytellers.* New York: Neal-Schuman, 1999.

Dailey, Susan. *A Storytime Year: A Month–to-Month Kit for Preschool Programming.* New York: Neal-Schuman, 2001.

Dingwall, Cindy. *Library Celebrations.* Fort Atkinson, WI: Alleyside, 1999.

Ernst, Linda L. Lapsit *Services for the Very Young: A How-to-Do-It Manual.* New York: Neal-Schuman, 1995.

Feinberg, Sandra, *et al. Including Families of Children with Special Needs: A How-to-Do-It Manual for Librarians.* New York: Neal-Schuman, 1999.

Fienberg, Sandra. *Running a Parent Child Workshop.* New York: Neal-Schuman, 1995

Fiore, Carole D. *Programming for Young Children: Birth through Age Five.* Chicago: American Library Association, 1996.

Fiore, Carole D. *Running Summer Library Reading Programs: A How-to-Do-It Manual.* New York: Neal-Schuman, 1998.

Gomberg, Karen Cornell. *Books Appeal: Get Teenagers into the School Library.* Jefferson, NC: Mcfarland, 1987.

Hasbrouck, Ellen K. *Library Story Hour from A to Z: Ready-to-Use Alphabet Activities for Young Learners.* West Nyack, NY: Center for Applied Research in Education, 1998.

Hawkins, Melba. *Programming for School-Age Child Care: A Children's Literature Based Guide.* Littleton, CO: Libraries Unlimited, 1987.

Herb, Steven. *Using Children's Books in Preschool Settings: A How-to-Do-It Manual.* New York: Neal-Schuman, 1994.

Irving, Jan. *Fanfares: Program for Classrooms and Libraries.* Englewood, CO: Libraries Unlimited, 1990.

Jay, M. Ellen. *Ready-to-Go Reading Incentive Programs for Schools and Libraries.* New York: Neal-Schuman, 1998.

Jeffery, Debby Ann. *Literate Beginnings: Programs for Babies and Toddlers.* Chicago: American Library Association, 1995.

Lohnes, Marilyn. *Finger Folk.* Fort Atkinson, WI: Alleyside Press, 1999.

MacDonald, Margaret Read. *Bookplay: 101 Creative Themes to Share with Children.* North Haven, CN: Library Professional Publications, 1995.

MacDonald, Margaret Read. *Booksharing: 101 Programs to Use with Preschoolers.* North Haven, CN: Library Professional Publications, 1998.

Marino, Jane. *Mother Goose Time: Library Programs for Babies and Their Caregivers.* Bronx, NY: H.W. Wilson, 1992.

McElmeel, Sharon L. *ABCs of an Author/Illustrator Visit.* Worthington, OH: Linworth, 1994.

Moore, Vardine. *Pre-School Story Hour.* Metuchen, NJ: Scarecrow, 1972.

Nichols, Judy. *Storytimes for Two-Year-Olds.* Chicago: American Library Association, 1998.

Reid, Rob. *Family Storytime: Twenty-Four Creative Programs for All Ages.* Chicago: American Library Association, 1999.

Rubin, Rhea Joyce. *Intergenerational Programming: A How-to-Do-It Manual for Librarians.* New York: Neal-Schuman, 1993.

Scales, Pat. *Teaching Banned Books: 12 Guides for Young Readers.* Chicago: American Library Association, 2001.

Schall, Lucy. *Booktalks Plus: Motivating Teens to Read.* Englewood, CO: Libraries Unlimited, 2001.

Spagnoli, Cathy. *A Treasury of Asian Stories and Activities for Schools and Libraries.* Fort Atkinson, WI: Alleyside, 1998.

Warren, Jean. *Theme-a-saurus: The Great Big Book of Mini Teaching Themes.* Everett, WA: Warren Publishing House, 1989.

Warren, Jean. *Theme-a-saurus II: The Great Big Book of More Mini Teaching Themes.* Everett, WA: Warren Publishing House, 1990.

Warren, Jean. *Toddler Theme-a-saurus: The Great Big Book of Toddler Teaching Themes.* Everett, WA: Warren Publishing House, 1991.

Works, Robin. *Promoting Reading with Reading Programs: A How-to-Do-It Manual.* New York: Neal-Schuman, 1992.

Chase's Calendar of Events. Chicago: Contemporary Books.

IREAD Manuals.

Copycat magazine.

Web Sites for Youth Services Programming

Sources for Finger Plays and Early Childhood Activities*:*

Fingerplays Index Page
This site has 25 finger plays of which many are old favorites.
http://falcon.jmu.edu/~ramseyil/fingerplayindex.htm

Ginger Bear's Educational Activities, Crafts, Songs and More
This site has finger plays, thinking games, crafts, and "silly body movements".
http://momsnetwork.com/suites/playfulkids/

Women of Wonder Kids Page
This site has activities and finger plays for children.
http://womenofwonder.com/kidspage.htm

Gayle's Preschool Rainbow
This site is a great resource for preschool ideas by theme.
http://www.preschoolrainbow.org

101 Activities to do with Your Toddler
This site has activities, songs and finger plays for children 1 – 3 years of age.
http://www.personal.engin.umich.edu/~ajdrake/toddler/open.htm

EFL Playhouse
This is a resource for preschool ideas.
http://members.tripod.com/~ESL4kids/

Sources for Book Talks and Book Discussions:

Nancy Keane's Children's Literature Web Page
This site has quick and simple book talks, recommended reading, and book reviews.
http://nancykeane.com

Carol Hurst's Children's Literature Site
This site has a variety of subject areas concerning using books for children.
http://www.carolhurst.com

Author Chats
Read transcripts of live author chats on this site. Be sure to check the archives.
http://www.authorchats.com/

Multnomah County Library Talk It Up!
Discussion guides by title and great links to other book discussion sites.
http://www.multcolib.org/talk

Teachers at Random
Lots of great teacher's guides by grade level.
http://www.randomhouse.com/teachers

Scholastic
This site has good resources for teachers and librarians.
http://www.scholastic.com

Sources for Crafts:

The Best Kids Book Site.com
This site has stories, finger plays and craft ideas for a variety of themes.
http://thebestkidsbooksite.com

Free Kids Crafts
This site has a wonderful list of web sites for kid's crafts and a craft index by theme.
http://wwwfreekidscrafts.com

Activity Village
This site is a great resource for crafts, puzzles, jokes and more!
http://www.activityvillage.co.uk/

Kathy Ross Children's Craft Book Author
There is an archive of crafts in this site that could be useful for programming.
http://www.kathyross.com

Kindercrafts – Enchanted Learning
This site has craft ideas for preschool, kindergarten and elementary school children.
http://www.enchantedlearning.com/crafts/

About.Com Crafts for Kids
This site has crafts, lesson plans, finger plays, and more for every age level.
http://www.about.com/education/

Miscellaneous Sites:

Summer Reading
Good site for how to have a summer reading program.
http://leep.lis.uiuc.edu/seworkspace/summerrdg/summerfini.html

Story Arts Online
This is a good resource for storytellers. Make sure to look at the links to other sites.
http://www.storyarts.org

Storytelling, Drama, Creative Dramatics, Puppetry and Readers Theater
This is a list of links for sites for the above.
http://falcon.jmu.edu/~ramseyil/drama.htm

A Parade of Programs: Resources for Library Programming
A searchable online database of more than 600 performers, authors, speakers, and groups who have been recommended FOR Illinois libraries BY Illinois librarians and library staff members.
www.AllianceLibrarySystem.com/Projects