



YOUTH SERVICES NOTES

Week of December 15, 2014

No. 190



From PUBYAC

Planning Storytime Themes

Hello all! How do you plan or determine your storytime themes throughout the year? I am just finishing up my first year of official children's librarianship and am starting to think about the new year and new programs. In my first few months, I did random themes based on what I liked/ was popular/ or seasonal. Over the summer, I did Mrs. Frizzle storytimes (as we did Fizz, Boom, Read summer program). And this fall I did classic children's authors/ stories. I want to pick everyone's brain about how they work with themes or whatever else they use for storytimes. I can compile a list, if there is interest! Thanks!! Posted November 22, 2014 by Amy Steinbauer, Early Childhood Outreach Librarian, Beaumont Library District.

Hi Amy. This is my approach to themes--plan the theme around the books/stories, not vice versa. Many library storytime presenters grapple with finding books that fit a particular theme. This approach can sometimes leave us including a book that is not so great, but it fits the theme. I usually plan several storytimes at once. I gather together lots of books, new titles I want to try as well as old favorites and always include factual books.

All of them must meet these criteria:

- I like the book
- I think the children will like the book
- Book is appropriate for the age level the storytime is targeted to, and
- Book works well in a group setting.

Then I start laying them out in piles--making sure there is a mix of long/short, quiet/active, older/younger, and something I have a puppet or flannel board for, maybe a big book.

THEN I look at each pile separately, and think, what could the theme be for this one? When I had Pierre, Anansi and the Moss Covered Rock and Three Billy Goats Gruff, my theme was Talk, Talk, Talk because all had good dialog in them.

When I had The Gunniwolf, Swimmy, and Jump Frog Jump, my theme was Catch Me If You Can. If you can't think of a theme, you can always use Librarians' Favorites. Try thinking of verbs, not just nouns. Many time we don't present some really good book because it doesn't easily fit a theme. This way, choosing the good books first, children and adult participants don't miss out. Thank you.

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Child Protection Partnership

Toy Safety

The Child Protection Partnership in the Greater Prince William Area suggests that everyone make sure that the toys they provide for children are safe and appropriate. A "Toy Safety" sheet may be found at the link below. The sheet is also attached to this newsletter.

<http://origin.library.constantcontact.com/download/get/file/1104120873228-53/English+Toy+Safety-2.pdf>
Submitted by Krista Dawson, Richmond Public Library.

“What is Christmas? It is tenderness for the past, courage for the present, hope for the future. It is a fervent wish that every cup may overflow with blessings rich and eternal, and that every path may lead to peace.”

~ Agnes M. Pharo ~



Youth Services Notes

is issued weekly by

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Thanks for the information!

- ◇ **Krista Dawson**, Richmond Public Library
- ◇ The usual suspects – ALA, PUBYAC, Lunar and Planetary Institute, Read Aloud 15 MINUTES



Dates to Remember

Virginia Conferences

March 12-14, 2015..... Virginia State Reading Association Conference..... Richmond
 March 24-25, 2015..... Virginia Head Start Conference..... Roanoke

National Conferences

January 30–February 3, 2015 American Library Association Midwinter Conference.....Chicago
 June 25-30, 2015 American Library Association Annual Conference San Francisco

Online Courses

January 12, 2015–February 21, 2015 Bilingual Storytime and Library Outreach (Katie Scherrer)..... online

Training

February 6, 2015 STEM Workshop with Science Museum of Virginia..... Franklin
 February 13, 2015..... STEM Workshop with Science Museum of Virginia.....King George
 February 19, 2015..... Early Reading Instructional Strategies and Resources (VDOE & LVA) .. Charlottesville
 February 20, 2015..... STEM Workshop with Science Museum of Virginia.....Fishersville
 February 26, 2015..... STEM Workshop with Science Museum of Virginia..... Lebanon
 February 27, 2015..... STEM Workshop with Science Museum of Virginia..... Bedford
 March 18, 2015..... Early Reading Instructional Strategies and Resources (VDOE & LVA) Richmond
 March 31, 2015..... Storytime Share-n-Tell Martinsville



Lunar and Planetary Institute

Explore! Marvel Moon

FREE NASA Training on STEM

Programming Resources

Wednesday, February 25, 2015

8:30 am - 5:00 pm,

with a reception on February 24, from 6:30 - 8:30 pm

Open doors to the universe to children with programming resources - no prior experience in science is required!

Public library staff are invited to join the Lunar and Planetary Institute's Explore program team for hands-on activities and programming ideas during a one-day professional training session. The Moon has inspired cultural traditions, poets, songwriters, and romantics through the ages. Engage children and tweens in the science and exploration of the Moon - and beyond - using NASA programming resources. Use food, art, storytelling, and interactive investigations to celebrate our Moon! Explore! Marvel Moon activities rely on inexpensive materials and can be flexibly implemented. As the children complete each activity, they collect pages to assemble into their own comic books. Download the Marvel Moon materials, including step-by-step activity guides, facilitator background information, lists of recommended supporting media, and comic book pages at www.lpi.usra.edu/explore/marvelMoon

Apply by **Thursday, January 15, 2015** at www.lpi.usra.edu/explore/lib_trainings/MoonWorkshop2015

Space is limited!

Selected applicants will be notified no later than **Friday, January 16, 2015.**

Stipends of \$100 each are available for 20 participants. Note: The 20 applicants eligible for a stipend will receive a stipend request form via email, which must be submitted by the deadline provided in order to receive the stipend.

“Christmas gift suggestions: To your enemy, forgiveness. To an opponent, tolerance. To a friend, your heart. To a customer, service. To all, charity. To every child, a good example. To yourself, respect.”

~ Oren Arnold ~

Stipends will be paid out following the training and the participant's confirmed attendance. The LPI does not have restrictions on how the stipend is used once it is received by the training participant.

Participants are responsible for travel, housing, meal costs, and all logistical arrangements.

During this experience you will:

- Undertake hands-on science activities designed to engage children ages 8 to 13 and their families.
- Discuss ideas for presenting space science programs to young audiences and families.
- Meet NASA scientists who study the Moon, asteroids, and meteors.
- Receive activity guides and programming resources (posters, book lists, suggested web sites, etc.).
- Have the opportunity to tour the Lunar and Planetary Institute's Library <http://www.lpi.usra.edu/library/>, view the Moon through telescopes provided by the Johnson Space Center Astronomical Society, and network with public library and camp professionals during an evening reception from 6:30 - 8:30 p.m. on Tuesday, February 24.
- Join the Explore network for ongoing access to STEM programming resources, opportunities, and ideas.

Explore! Program

Lunar and Planetary Institute

explore@lpi.usra.edu

In collaboration with library and STEM professionals, the Explore program team develops Earth and space science and engineering activities and programming resources, primarily intended for use in libraries. We aim to create materials that are fun, flexible, hands-on, as well as easy to do. We provide training that has been evaluated <http://www.lpi.usra.edu/education/evaluations/> to increase participants' confidence, ability, and level of preparedness for incorporating STEM into library programming.

Since its inception 16 years ago, the Explore program has grown to support a community of more than nearly 1,000 individuals in 35 states - all trained to bring Earth and space science to their children's and youth programs. The program began through a generous grant from the National Science Foundation, and NASA continues to nurture the breadth and depth of Explore materials, resources, and trainings. ■





Read Aloud 15 MINUTES

Read Aloud Winter

Bookmarks

... [W]e are in the process of completing the collection of survey information from our partners for our October campaign pulse. We appreciate all the input we receive and will use the information to guide our future campaign pulses. Many partners have requested that we add bookmarks to our campaign messaging materials and we decided the winter holiday season is a great time to begin.

Rather than wait until our March campaign pulse, today we are introducing the first in an ongoing series of Read Aloud 15 MINUTES bookmarks. We plan to add a new bookmark for each future campaign pulse.

The Winter bookmarks are available in the Partner Toolkit: <http://www2.readaloud.org/toolkit> and as downloads which you can access here – <http://readaloud.org/downloads.html> and can be printed as one-sided English, one-sided Spanish or two-sided bilingual.

Thank you for your support of the Read Aloud 15 MINUTES National Campaign. You are helping more parents understand the importance of reading aloud every day starting at birth.

We wish you and everyone associated with Library of Virginia a joyous holiday season!

Best regards,

Bob Robbins, Executive Director
Read Aloud 15 MINUTES National Campaign
Email: robbins.bob@readaloud.org

Email to Enid, December 9, 2014 ■



American Library Association News

ALA Announces 2014 American Dream Starts @ your library

Recipients

The **American Library Association's (ALA) Office for Literacy and Outreach Services** announces the selection of 22 libraries in 15 states to receive funding through the American Dream Starts @ your library grant initiative, generously supported by the **Dollar General Literacy Foundation**.

Each of the 22 libraries will receive a one-time grant up to \$15,000 to add or expand literacy services for the adult English language learners in their communities. This funding will help libraries build their print and digital ESL (English as a second language) collections, increase computer access and provide GED and literacy instruction courses for English language learners.

The selected fourth-round American Dream libraries join a cohort of 144 previously-funded programs in Dollar General communities. These American Dream libraries build easily replicable programs, develop coalition-building strategies and provide annotated lists of proven resources for libraries across the country, serving adult English language learners and enhancing public awareness of library services for new Americans.

All American Dream libraries are located within 20 miles of a Dollar General store, distribution center or corporate office.

*"Dollar General is excited for its continued partnership with the American Library Association to provide libraries with the necessary monetary resources to enhance and advance literacy," said **Denine Torr**, Dollar General's director of community initiatives. "Dollar General is passionate about its mission of Serving Others and the ability to help make a real impact in people's lives as they learn English and improve their reading skills."*

To see a complete list of the fourth round libraries, please visit <http://www.ala.org/americanream>.

One of the 2014 funded libraries is the Bedford Public Library System. Kudos to them!

ALA Press Release, December 9, 2014 ■

"Christmas day is a day of joy and charity. May God make you very rich in both."

~ Phillips Brooks ~

"Christmas is doing a little something extra for someone."

~ Charles Schulz ~

"Christmas, my child, is love in action."

~ Dale Evans ~





American Library Association News

Encouraging Play Through Early Learning Spaces

Don't simply accommodate families with young children—draw them in and make your library a destination! Written by an early childhood specialist, a designer and an outreach librarian, **"The Power of Play: Designing Early Learning Spaces,"**

published by ALA Editions, is a hands-on guide that takes you step by step through the process of designing an early learning space that fits your space limitations and budget. With a strong focus on making play spaces welcoming for parents, caregivers and children while reducing stress for library staff, authors **Dorothy Stoltz, Marisa Conner** and **James Bradberry**:

- use current research to explain the importance of play in regard to early literacy and learning;
- show how underutilized spaces of any size can be transformed into play spaces, with planning secrets for small, mid-size, and large play environments;
- offer tips for reinventing reading nooks as "playscapes" that encourage fun and play;
- present models of successful early learning spaces from across the country, with illustrations and floor plans;
- suggest ways to motivate adults to help young children develop a sense of discovery, energizing adults and children alike to pursue the lifelong enjoyment of learning;
- include sample guidelines, surveys and plans to help you adapt your play spaces to the needs of your community; present a vendor list, tips for cleaning toys, worksheets and other tools for pulling it all together, from engaging library staff and community partners to hiring architects and contractors

Stoltz coordinates programming and outreach services at Carroll County (Maryland) Public Library. She spearheaded a successful early literacy training study for Carroll using home child-care providers and three- and four-year-olds. This research-tested study showed statistically significant increases in early literacy skills of children. She is coauthor of "Every Child Ready for School: Helping Adults Inspire Young Children to Learn" and "Tender Topics: Picture Books about Life's Challenges."

Conner, MEd, coordinates the programming and services for children and youth at Baltimore County (Maryland) Public Library. She created Early Learning Activity Centers in all 19 branches at BCPL and designed the learning components for both Storyvilles, BCPL's award-winning early childhood learning environments. She has presented workshops and trainings on creating play spaces in libraries at numerous conferences.



Bradberry, AIA, LEED, is an award winning architect/author and principal of James Bradberry Architects. He has taught architecture at Yale, Penn and the Technical University of Nova Scotia, and his work has been published in the U.S. and abroad. His firm has designed several noted interactive learning environments for children, including two Storyville projects for the Baltimore County Public Library, and the Cotsen Children's Library at Princeton University.

ALA Press Release, December 11, 2014 ■



American Library Association News

Rob Reid's Animal Shenanigans

Featuring our four-legged, no-legged, winged, scaled and feathered friends, **"Animal Shenanigans: Twenty-four Creative, Interactive Story Programs for Preschoolers,"** published by ALA Editions, is a new series of story program lesson plans from bestselling author **Rob Reid** that will help librarians and teachers unleash kids' curiosity and learning. Using a combination of high-quality picture books, fingerplays, movement activities, songs and games, these ready-to-use, mix-and-match lesson plans focus on universal themes such as family, friendship, and school—but with animal protagonists. Useful for both school and public libraries, for teaching as well as collection development, Reid's book:

- includes two dozen complete 30-minute story programs for preschoolers that can also be adapted for K-2 children;
- offers 70 new "in-between" activities such as fingerplays and movement activities, songs and musical activities, chants, creative dramatics, imagination exercises and more;
- provides alternate book lists at the end of each story plan so readers can further customize their own storytimes;
- gives tips on how to energize presentations and encourage audience participation

Reid is the very popular author of numerous books on children's programming for ALA Editions. He has also written resource books for Upstart Books, as well as two picture books. In addition, he writes regular columns on programming and children's literature for LibrarySparks and Book Links magazines. He teaches courses on children's and adolescent literature and a variety of library topics at the University of Wisconsin-Eau Claire. He conducts workshops throughout North America on ways to make literature come alive for children. His website is **Rappin' Rob** <http://www.rapnrob.com/>

ALA Press Release, December 9, 2014 ■

Toy Safety

Good toys should be safe, durable and appropriate to a child's age. Even well designed toys can be hazardous if given to a child in the wrong age range or if not used properly. Make sure toys are suited to the child's age, abilities, skills and interest level. Review all manufacturer instructions and warnings and follow these tips to help you choose safe and appropriate toys for your child.

Read the label. Warning labels give important information about how to use a toy and what ages the toy is safe for. The "recommended age" sticker can be used as a starting point in the selection process. Be realistic about your child's abilities and maturity level when choosing an age-appropriate toy. Toys that have projectiles, for example, are never suitable for a child under age 4 – and even some 6-year-olds aren't mature enough to handle them. Likewise, if your 3-year-old still puts everything into his mouth, wait a little longer to give him toys and games with small parts and pieces. Be sure to show your child how to use the toy the right way.

Think LARGE. Make sure all toys and parts are larger than your child's mouth to prevent choking. To determine whether a toy poses a choking risk, try fitting it through a 35mm camera film canister. If a toy or part of a toy can fit inside the canister, it's not safe.

Avoid toys that shoot objects into the air. They can cause serious eye injuries or choking.

Avoid toys that are loud to prevent damage to your child's hearing.

Look for stuffed toys that are well made. Make sure all the parts are on tight and seams and edges are secure. It should also be machine washable. Take off any loose ribbons or strings to avoid strangulation. Avoid toys that have small bean-like pellets or stuffing that can cause choking or suffocation if swallowed.

Buy plastic toys that are sturdy. Toys made from thin plastic may break easily.

Avoid toys with toxic materials that could cause poisoning. Make sure the label says "nontoxic."

Electric toys should be "UL Approved." Check the label to be sure.

Be careful when buying crib toys. Strings or wires that hang in a crib should be kept short to avoid strangulation. Crib toys should be removed when your child is sleeping and as soon as your child can push up on his hands and knees.

CHECKLIST FOR EVALUATING TOYS

- ◇ Does the toy have sharp, cutting edges?
- ◇ Is the toy constructed so small parts could be removed and swallowed?
- ◇ Will it make loud noises that can damage hearing?
- ◇ Does the toy have hidden sharp points or prongs that might be exposed?
- ◇ Is it a throwing toy with a sharp point?
- ◇ Is it an improperly constructed electric toy?
- ◇ Is it inappropriate for the child's age?

Sign Up to Receive Product

Recall Information

Go to www.safekids.org to sign up for email alerts about product recalls specific to children

Go to www.recalls.gov for additional information