



Chapbook...

Volume 52, Summer 2005

**Quarterly Journal of the Children's Services Section
North Carolina Library Association**

Letter from the Chair

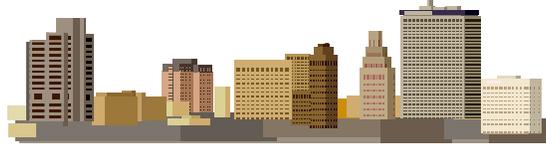
With fall comes the shifting of NCLA board member positions. I will become the Past Chair and Loree Kelly, formerly of Cumberland County, will step into the Chair position. I am pleased with the accomplishments of the Children's Services Section over the past two and a half years. We have planned three successful conferences, updated our logo, maintained a healthy budget and membership and continued producing a relevant journal for youth services staff. Without a doubt, we are a thriving organization with an active board.

This year's conference offers more programs than ever before. Participants can attend CSS programs on Wednesday, Thursday and Friday. On Wednesday we will present an in-house *Book Clubs for Kids* program. On Thursday, we will have our traditional breakfast. Janice del Negro will present *The Light and Dark of Children's Literature* at the breakfast and she will speak on *Finding the Good Stuff: Locating the Best in Children's Literature* Thursday afternoon. Also on Thursday, we will offer two literacy programs: *Encouraging Literacy @ Your Library*, and *Grow and Learn @ the Library*, presented by Charlotte-Mecklenburg Public Library staff. On Friday morning, we offer *From Sidewalk Chalk to Itty Bitty Spiders: African-American Children's Writers Today*, starring Carole Boston Weatherford and Kim Johnson. Make sure you bring a few dollars with you because the CSS table will be raffling off a gift basket and taking donations for "READ" window decals.

So what comes next? There are several things in the works including an off year retreat, CSS website revitalization and much more. As always, this is your committee, so please share any thoughts or concerns with us. We are *always* interested in serving you better.

Thanks for allowing me the opportunity to chair the Children's Services Section. I carry wonderful memories of my time working with fellow board members and meeting committee members on retreats and at conferences. It has been a great experience.

Thanks again –
Carol Laing
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News from the State Library:

by Jim Rosinia, State Library Youth Consultant

Another Personnel Change:

Even as the search for a State Librarian to succeed Sandra Cooper continues, a new vacancy is about to open. **Jeanne Crisp** has resigned her position as Chief of the Library Development Section. Jeanne has accepted a position as the Director of Technical Services and Facilities at the Sno-Isle Libraries in Marysville, Washington. She will leave the State Library at the end of September.

For those of you unfamiliar with the organization of the State Library, there are two sections which are overseen by the State Librarian: the Library Services Section and the Library Development Section. The former is responsible for providing library and information resources for North Carolinians “to promote knowledge, education, and business.” This function is carried out through the section's five branches: the Documents Branch, the Information Services Branch, the Resource Sharing Branch, the Technical Services Branch, and last, but certainly not least, the Library for the Blind and Physically Handicapped (LBPH).

The Library Development (LD) Section creates and maintains programs that assure equitable library services statewide. The “consultants” of LD are a group of professional librarians who plan, implement, and coordinate a comprehensive program of services to help achieve the State Library's priorities for library development. Each consultant serves as liaison to all types of libraries in specific counties, providing assistance on a variety of topics. In addition, each consultant has a particular area of specialty.

As Director of the Center for the Book, **Frannie Ashburn** develops and coordinates collaborative projects to focus public interest on books, reading, libraries, and the literary heritage of the state. Our Consultant on Public Library Management, **Anne Marie Elkins**, works with public libraries on management and intellectual freedom issues, administers the State Aid to Public Libraries Fund, and conducts training for library trustees and directors. Another consultant, **Penny Hornsby**, manages North Carolina's Library Services and Technology Act (LSTA) program. **Pam Jaskot's** area of specialty is Library Communications. **Raye Oldham**, administers the State Library's Continuing Education program that provides training to library staff at all types of libraries. **Timothy**

Owens is the Consultant for Resource Sharing, Networking, and Library Data. And **yours truly** is the Youth Services Consultant.

Since 2001, Jeanne has been the chief of our Section. In addition to directing a number of projects of her own (e.g., the *NCKnows* virtual reference project), she's been a consultant to the consultants on our various projects and she's been the voice of LD in the State Library and, since the resignation of our State Librarian, in the Department of Cultural Resources. Her leadership, enthusiasm, and positive attitude will be missed. We wish her the best.

A New LSTA Grant Program for 2006-07:

As you know, the State Library offers two types of grant programs: Project Grants and EZ Grants. Project Grants are awarded for more complex projects with locally-defined outcomes that meet the grant program criteria. The State Library invites potential applicants for Project Grants to submit Letters of Intent (LOI) to describe the planned project. The LSTA Advisory Committee reviews the Letters of Intent and makes recommendations based on those criteria following preliminary review by State Library staff. If a library's LOI is approved, then it is invited to submit a full application. State Library staff and peer reviewers evaluate full grant applications. The LSTA Advisory Committee reviews the applications and the reviewers' ratings and makes its funding recommendations to the State Librarian.

For 2006-07, the State Library will continue the Project Grants that were offered last year: e.g., the **Community-Centered Outreach Services Grants** (which may be given the more descriptive [if more verbose] title "Library Outreach Services for a Targeted Unserved /Underserved Audience"). In addition, a new Project Grant will be offered: "Innovation Grants." Projects funded by these grants should be designed to test a concept or to demonstrate new approaches or new services. An Innovation Grant must have a solid evaluation component integrated into every step of the project. Projects must result in formal reports that will be shared with North Carolina's library community. The Innovation Grants may be awarded to single or multi-year projects and a maximum of \$100,000 may be requested (with a 10% local match).

Guidelines and applications for Project Grants will be posted on the State Library's LSTA web page <<http://statelibrary.dcr.state.nc.us/lsta/lsta.htm>> on Oct. 4, 2005, with Letters of Intent due Nov. 21. Final applications will be due Feb. 22, 2006.

The EZ Grant programs that were offered last year will also continue in 2006-07 – e.g., the Marketing Grants, the Strengthening Public & Academic Library Collections Grants, and the Planning Grants. This last grant program will award up to \$15,000 with no local match required. These funds may be used for consulting assistance to help ensure effective planning for general programs/services, facilities, and [NOTE] youth services <wink, wink>. I've asked my colleagues who have been here longer than I and, while we've gotten planning grants for general programs and for facilities, nobody can recall a

single application for a youth services planning grant. Here's your chance to hire a consultant who can help you plan the youth services you offer to your community.

Guidelines and applications for EZ Grants will be posted on the State Library's LSTA web page <<http://statelibrary.dcr.state.nc.us/lsta/lsta.htm>> on Dec. 20, 2005. Final applications will be due Feb. 22, 2006.

And don't forget: it is **not** cheating to contact one of the LD consultants if/when you're thinking about applying for a grant or when you're actually working on a proposal. Apply yourself!



<http://statelibrary.dcr.state.nc.us/>

**The Do-It-In-A-Day Success Story:
A Puppetry Workshop For Young Teens**
by Carl Schwanke/Childrens' Dept./Main Library,
Public Library of Charlotte and Mecklenburg County

Summer is the busiest time of year for most of us and often the most rewarding. This summer gave me the chance to experience two of the most memorable programs I have ever presented— puppetry workshops with twelve-to-fourteen year-olds. We made our own puppets, created our own backdrops, and performed the shows. The puppet shows were very successful, entertaining large groups at all performances. The most amazing thing of all was that each workshop lasted only one day! We created and practiced on one day and performed on the next. That may not seem like much time but, with a little preparation, a great program resulted.

Why did I decide to use preteens and do it all in one day? First, we had rarely done anything for young teens. Second, young teens have a higher maturity level (yes, it's true!) and I did not have to spend as much time maintaining order as I had to when holding puppetry workshops for younger children. Third, I work at a downtown library and do not have a large surrounding residential population to draw from. One smaller branch created a summer puppet troupe, with commitments from their kids to rehearse once a week for six weeks. This works well for libraries with large residential populations but it has never worked for us. In addition to this, I also find that it is hard to maintain long-term projects during the summer, with all its vacations, camps, and other activities. So, with fewer kids in the area and lots of other things to do, One-day projects yield better results. The key, as I said, is **preparation**.

Once I had scripts and materials ready, kids were able to spend all their time working on their puppets and practicing. I chose two scripts, "Too Much Noise" (adapted from the book by Ann McGovern) and "Little Duckling Tries His Voice" (adapted from *Storytelling with the Flannel Board* by Paul S. Anderson). These plays were simple, entertaining, and easy to do with limited rehearsal time. It was important to know the scripts well, visualize how the play should look, and how and why the puppets should move. I chose to include a song ("The Alphabet Song" from *Mother Goose Rocks vol. 2*) that we turned into a puppet show. All these provided lots of opportunity for the kids to create wonderful puppets. Since both of these stories dealt with animals, the kids could use several animal puppets for both shows.

I also decided to use simple materials to make simple puppets. I used felt squares and a glove puppet pattern for the human characters. I let the kids trace the pattern onto two pieces of felt, cut around the trace lines, and then make faces with three-dimensional fabric paint. Make sure the fabric paint completely dries or it may smear during rehearsal. I found that out when some of the paint made contact with my pants. They decorated their puppets with markers and/or glitter glue. After they were done, I glued the two halves together with hot glue. Be aware that hot glue also takes a while to dry thoroughly. If you have a sewing machine handy, you might want to sew the puppets together.



The animal puppets were made out of different-colored foam core (called “fun foam”). The kids designed the animals themselves, cut them out, and taped them with book tape to big popsicle sticks.



My other decision was seemingly contradictory but very effective for young teens. I knew that I had to give strong direction to the kids but also let them have a lot of freedom. Since we had a limited amount of time, it was vitally important that they listen to me and follow my directions. That did not mean that I had to be a drill sergeant; it simply meant that they had to understand that I was in charge. I did this by telling them that I had two basic rules—respect each other and respect the staff. These two rules covered everything. “Respect each other” meant not hitting or saying nasty things about each other. “Respect the staff” meant not talking or interrupting while I was speaking, following instructions, nor speaking disrespectfully to me, etc. Young teens understood these concepts and worked well with them. Yes, it is true! Young teens may have a reputation for being unruly but I found that, once I established these ground rules, they were more cooperative than younger children. Along with strong direction, I gave them a lot of freedom. I let them know that once those two rules were in place, they were free to do as they pleased. They could design their puppets however they chose, decorate them as they liked, and perform the puppet roles as they saw fit. With all that freedom, of course, came responsibility. I told them that I would give direction but the puppet shows were theirs. They were responsible for organizing their materials backstage, introducing the shows, starting music, and interacting with the audience. The young teens responded really well to this mix of direction, freedom, and responsibility.

The format for the workshop was simple. The kids met from 10am to 2pm on the first day. We introduced ourselves and then looked at the scripts. I showed them some of the basics of puppetry—how to move a puppet, how to express emotions with a puppet, and how to project voices from behind a puppet stage. Then we passed out the scripts, read them, and the kids choose which parts they liked. We had a read-through, then I gave out the materials and turned them loose. What happened next was magical! Their creativity took over and the kids made simple but amazing puppets. From felt squares and foam core pieces came old beggars, wise men, cats, bluebirds, cattle, and more. I learned that if you give kids of this age the chance to create, they will produce wonders. While I hot-glued the puppets together, the kids ate lunch. We rehearsed after lunch until 2pm. The young teens were great to work with. They listened to direction well and participated enthusiastically. I found out that, once again, preparation was the key to our success.

The kids were asked to come at 9am the next morning and, of course, some of them were late but they all met together in time to rehearse. We held two shows that

day—one at 10 am and one at 2pm. The shows were huge successes and we filled the room both times. It helped that inquiring day cares and summer camps had attended. Our performances may not have been as polished as they would have been had we held six weeks of rehearsals but the kids amazed me once again. Their enthusiasm was infectious and the performers and audiences enjoyed themselves. The level of talent surprised me as well. I found out that, once again, that if I prepared well and gave good direction, the kids provided a level of talent that went far beyond my expectation.

These shows were so successful, in fact, that I asked the kids to come back the next month and do another set of puppet plays. This time we did “The Fruit of the Carambola Tree”, an adaptation of an old Vietnamese folktale. I originally found it as a puppet play in *Look What I Brought You from Vietnam* by Phyllis Shalant. I also used another song with puppets, “The Mack Chicken Dance” from *Greg and Steve's Big Fun CD*, and finished the program with my own version of *The Frog Prince*. We followed the same format as before. We used the same types of materials and followed the same schedule as the first workshop. This time we also made scenery. The first play required a fruit tree and a “Mountain of Gold”. I provided markers, glitter, paper, scissors, etc., and the kids once again made something wonderful out of those simple materials. Since we could only get five of the eight kids back, I had to get behind the stage with them and do one of the parts. We all had fun, though, and they didn't mind sharing the stage with a geezer! The enthusiasm was still there and so was the respectful cooperation they displayed during the first workshop. The performances went well again. There were more day care groups and walk-ins to fill the room, not to mention proud parents.

So, as you can see, a do-it-in-one-day program can be very successful. It might seem impossible to put together a puppet production in four hours but with careful preparation you can do it. Prepare, establish ground rules, give the young teens freedom and responsibility, and they will amaze you. I recommend a limit of 12 participants for your program. A small group is easier to manage. If you follow these simple guidelines, I am sure that you will create a truly memorable and rewarding program.



Fitness In Reading (F.I.R)



Kids exercise all the time without thinking, even at the Library! YES, the Library! At the Library you can enjoy books, books, and more books. Now stop for a second and think about a book you have just read. Now develop activities with that book. For example, let's examine *Walking Through the Jungle* by Debbie Harter. Every page is filled with wonderful ideas. Kids will enjoy exploring the jungle, learning about animals sounds, colors, and moving. While reading this book, I saw exercising, swimming, running, climbing, and walking galore. There are so many books that you can relate to being "totally physical".

So how do you master reading and exercising? First, don't just sit and read. Allow the kids to participate as you read to them. Let them stand up, find their own space, and begin the fitness workout as the book directs you. Be creative and let them be creative. Once the book is finished, tell them to quietly listen to their heart beat, check their pulse, and breathe in and out. You have just finished a total workout and a wonderful story.

Here's a list of books to help you get started. If you already have a list, share it with us or someone else. Expand reading, encourage physical fitness, and invite creativity using the books we read to our kids.

Bearobics by Vic Parker
Dancing in My Bones by Sylvia Andrews
From Head to Toe by Eric Carle
How Can You Dance? By Rick Walton
Ten Little Animals by Laura Jane Coats
Toddlers: Animal Fun by Zita Newcome
Walking Through the Jungle by Debbie Harter
Wave Goodbye by Rob Reid
We've All Got Bellybuttons! By David Martin
Wiggle by Doreen Cronin
Wilby's Fitness Book By Toni Tickel Branner

Teresa Clay, Children's Services
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Every Child Ready to Read @ the Cumberland County Public Library & Information Center

Sheila Rider, Youth Services Coordinator

Youth librarians have long known that children who are exposed to language development techniques and literature from infancy have a greater chance for academic success when they enter school. At the Cumberland County Public Library & Information Center we see first hand how our young story time participants develop as they move from “Mother Goose Time,” our infant program, to preschool and later school-age story times. We delight in the knowledge that the picture books, flannel boards, songs and rhymes that we share with them are helping them on the road to successful reading in the future. We also congratulate those parents and caregivers that recognize the library as an integral part of their children’s early education and take the time to share books with them both at home and at the library.

But what about those young children who aren’t brought to story time or whose parents never visit the library, check out a book or read to them? Will they gain the skills necessary to be ready to learn when they begin school?

We saw an opportunity to serve some of our community’s at-risk youngsters by launching an Every Child Ready to Read @ your library program in our system. This early literacy initiative was developed by the Public Library Association and the Association for Library Service to Children who incorporate the latest research into a parent and caregiver workshop to help prepare them for their critical role as their children’s first teacher. The workshop focuses on activities parents and caregivers can do to help their children master six essential pre-reading skills they need before entering kindergarten.

By enlisting the support of four local agencies that serve at-risk families of children birth to 5 years, we obtained funding from the Youth Growth Stock Trust. The \$9700 grant provided training for members of our Youth Services staff, and funds to purchase the necessary materials to develop and promote a mobile, one-hour workshop.

The workshop opens with the short video *Born to Succeed*, which features interviews with parents who have discovered the rewards of reading to their young children. A discussion of early literacy and the adults’ role as their children’s first teacher is next, followed by an overview of the six pre-reading skills. The presenter then discusses each skill in depth, demonstrating techniques and activities such as music, rhymes and games that parents and caregivers can do with their children. Participants hear a variety of age-appropriate books as the presenter models effective story-sharing techniques that further develop pre-reading skills.

Each participant receives a folder containing the *Every Child Ready to Read @ your library Parent Guide to Early Literacy*; a “tips and titles” booklet produced by the library containing 100 tips for sharing books with children and 200 recommended books for infants, toddlers and preschoolers; a library calendar of events and information on how to get a library card; and a workshop evaluation form. Each family receives a free board book at the end of the program upon submitting their evaluation.

While some of the Every Child Ready to Read workshops have been held at our various library locations, the majority are presented on-site at agencies that serve our target population. These agencies currently provide programs, meet regularly with their clients, and welcome the opportunity to have an outside speaker. The Cumberland County Department of Social Services and Fayetteville Youth for Christ each have adolescent parent programs that meet monthly. They easily incorporate Every Child Ready to Read into one of their sessions. The Cumberland County Mental Health Center’s Early Intervention program makes the workshop a regular part of their 6-week parenting classes that run throughout the year.

In addition to parents served by these agencies, the library aims to reach the daycare providers in our community. Read to Me, one of the library’s Smart Start projects, is currently using the Every Child Ready to Read program as the focus of its mandatory workshops it provides for its daycare participants. Other daycares will be reached through special flyers announcing workshops held at the various library branches.

Although the program has been a great success to date, it faced several challenges at the start.

- The first was adapting it to a one-hour format that would cover all ages. Every Child Read to Read was designed to be presented on three levels: birth to 2 years old, 2-3 years old and 4 & 5 year olds. After contacting our initial agencies and discovering that most of the clients had children of varied ages, we developed a workshop script incorporating all three levels of the presentation.
- Another challenge was serving our Spanish-speaking community. The Cumberland County Health Department, who scheduled many workshops throughout the year for its child health and maternity clinics, reported that 75% of their clients are Spanish-speaking. Not having anticipated this, we quickly procured some Spanish-language board books and a copy of the video *La Llave del Éxito (Born to Succeed)*. With the aid of a translator provided by the health department, we can present the workshop without excluding this portion of their clientele.

In the first 5 months of the program, we have reached nearly 350 individuals and are pleased with the impact we have made so far. The survey return rate is good, helped by the free board book which participants receive. Among those surveyed, 83% said that the program helped them a lot; 47% said that they currently read to their children a little or not at all and 99% said they plan to read to their children more. While 81% said they come to the library a little or not at all, 98% say that they plan to come more often.

As further research in brain development and early literacy reinforces the importance of reading and language activities for the very young, the Cumberland County Public Library & Information Center continues to play a vital part in the early education of our youngest citizens. By making Every Child Ready to Read @ your library workshops a regular part of our outreach services, we hope that all parents and adults working with young children will recognize the library's important role as well.

For more information on starting an Every Child Ready to Read @ your library program at your system, visit <http://www.pla.org/ala/pla/plaissues/earlylit/earlyliteracy.htm> .

EVERY
CHILD
READY
TO READ
@ your library®

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8-2005

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Chapbook...

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NCLA/Children's Services Section

**The mission of Chapbook is to inform those involved in Children's
Library Services about:**

- **Statewide trends in Youth Services**
- **Workshops for professional development**
- **Successful programs and upcoming events**

From the Editor.....

I invite our readership to submit articles to the Chapbook; to share your tried and true special programs, or interesting projects, or upcoming events whereby all readers may be informed or even motivated to try something new. There is no deadline.

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