

Chapbook... **Volume 38** **Winter 2001-02**
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North Carolina Library Association

FROM THE CHAIR: TAKE TIME TO READ

By Mel Burton, Children's Information Specialist, Public Library of
Charlotte and Mecklenburg County

Among teachers, principals, and librarians there are some that have made the statement "I don't have time to read!" Yes, we do have presentations to make and mountains of forms to fill out. The patrons want our attention at the desk. When we get home there are meals to be fixed, laundry to be done, and dishes to be washed. This is not to mention the other people in our family that want our attention. When all is said and done, is reading included among your daily activities?

All of us, however, have expectations for the children we work with to be readers. We want them to have a love of books and reading and to make reading a habit. We hear stories from our library regulars about using a flashlight to read under the covers or as Amy Carter did, taking a book to read at a state dinner. Those are the kinds of connections to reading that cause us to have a smile of satisfaction.

Children, though young, have the wisdom to recognize those who have a true love of reading. Adults' gestures, their eyes lighting up, and the excitement in the voice can all show that you have a love of reading. Most telling is when you can say, "This is a book that I read and enjoyed." The only way to be a role model is to walk the walk. Take time to read and your patrons will know what choices you made.



Empowering Teens: Powerful Partners

For the past few years, the State Library, through the Library Services and Technology Act (LSTA), offers “Powerful Partners Collaboration Grants.” This grant program is intended to help libraries build collaborative community partnerships focused on the needs of children and teens as it encourages libraries to work in partnership with other organizations and to make the library more visible as a strong, vibrant leader in the community. (You can read about this program and other LSTA programs at < <http://statelibrary.dcr.state.nc.us/lsta/lsta.htm>>.)

One of the 2001-02 grants < http://statelibrary.dcr.state.nc.us/lsta/awards01_02.htm - [ppcg](#)> went to the Wake County Public Library for their “Teens Training Teens” program:

“Teens Training Teens”

It all started in the fall of 2000. Representatives from three agencies, Wake County Public Libraries, Boys & Girls Clubs in Wake County, and Wake County Public Schools, began brainstorming ideas for a program to benefit the teens of Wake County.

Through our discussions, we discovered we were all witnessing the same problem. Although most teens are savvy using computers for games and other entertainment, many teens have difficulty using computers for homework assignments and other information needs.

We used these observations to design a program in which a group of technologically fluent teens (Teen Educators) instruct students of middle school age who struggle with technology (Teen Learners). The goal of this collaborative project is to empower teens to become productive citizens by developing practical research and information organization skills using technology. We submitted our idea to the State Library of North Carolina and received a Powerful Partners Grant. We were on our way!

The funds received allow us to purchase computers, software, and hire a consultant who oversees the program. Our program is housed at four sites, North Regional Library, Green Road Library, Boys & Girls Club in Raleigh, and East Wake Middle School. Teen Educators are chosen at each site. The consultant conducts four hours of training for the Teen Educators.

Training addresses curriculum to be taught to the Teen Learners and how to teach the material in an effective, non-condescending manner. Teen Learners are identified at each site and teamed with Teen Educators for at least eight hours of tutoring together as coordinated by the consultant. Tutoring curriculum consists of skills required to pass the state mandated eighth grade Computer Competency Test (i.e. word processing, spreadsheet, and database applications) and/or skills necessary to conduct web-based research.

Our goal is to serve 90 teens by the end of the project year in May 2002. At the completion of the program, we will host a graduation celebration and award diplomas to the Teen Learners and gift certificates to the Teen Educators.

We hope to continue our program and are exploring other funding options for next year. If you would like further information about our program please feel free to contact P.J. Gardiner at 919-365-2600 or pgardiner@co.wake.nc.us

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Article submitted by P.J. Gardiner and Jane Deacle



Spanish/English Programming
By Mel Burton

The influx of Latinos into North Carolina has led to many public libraries investigating bilingual programming. The appeal of a school age storytime in Spanish and English is not limited to the Latino population. Many Anglo parents desire to have their children exposed to a second language sometimes to the extent of making sure to get an au pair from a different country.

Many library staff members are leery of doing bilingual programs if they are not fluent in Spanish. Both Hispanic and Anglo parents will appreciate your efforts to present a program. You only have to be totally knowledgeable about the material you are presenting.

Here are some suggestions to keep in mind:

1. Be ready to go out in the community to do promotion so that the families can make a personal connection with you before they come to the library.
2. Songs and play rhymes are good to start with. Diez Deditos, Ten Little Fingers and other Play Rhymes, and Orozco's other collection, De Colores, are both available in book and CD format. **Juanita Ulloa-Newland** has old and original songs on her Canta Conmigo CD series, which can be sampled at www.juanitamusic.com. The CDs have each received Parent's Choice awards. One song collection, "El Toro Pinto and Other Songs in Spanish" by Anne Rockwell, has been available since 1971.

The time for your program fills quickly as you read the words, sing the words slowly, say what it means in English, and then sing it faster in Spanish.

Watch for more information in the next chapbook about presentations on bilingual programming at the **CSS retreat** this fall.

Editor's Note: See also-Amanda Boone's article, "Libros y Ninos" in the Fall 2001 issue of Chapbook.



Making Easy Flannel Board Stories

By Loretta Talbert, North County Regional Library,
Public Library of Charlotte and Mecklenburg County

“What are you making?” “That looks easy”. “What a good idea!” These were some of the comments that I heard while constructing a flannel board story for storytime. I took it for granted that everyone knew how to make them. Not so. I finally decided to present a workshop and proceeded to register interested parents. Many homeschool moms were interested.

I gave each one a list of materials to bring: a black fine-tip sharpie, 1 yard of medium weight pellon, a.k.a. interfacing from the piece goods store, a gallon size ziplock bag, and a sharp pair of scissors. The library provided the crayons and patterns with scripts.

Since parents can attend the library more readily at night, I chose a two-hour slot of 6-8p.m. Tables were arranged end-to-end. At the front of the room was a table with sample stories, resource books and construction materials. Each parent was given a “kit” containing an instruction sheet, and a script with patterns for either toddler, preschool, or school age children.

After a short introduction discussing the reasons to use a flannel board, a simple demonstration showed them how to place the pellon’s non-fuzzy side up over the pattern and then trace the pattern piece with the marker. Next, they were to color the pieces with crayons. The color does not bleed through like markers, nor does the color fade or rub off on the other pieces. Cutting out the pieces was the last step, making sure to leave a thin white border around the edge. The only time I actually use flannel is for large patterns such as trees or water and if it is simple with few details.

An easier way to obtain patterns is to copy them from internet clip art. A lightweight piece of pellon, 8 ½” x 11”, will go through your computer printer. However, when I take a script from a book, I like to maintain the integrity of the original artist. This may mean enlarging the picture on the copier in order to trace it. Make sure you use them only for educational purposes, unless they are your own original pictures.

After the first half-hour, I showed them how to construct a folding flannel board using a piece of foamcore 20” x 30” (standard size). Their hand out had these simple instructions:

1. Measure 15” on both sides and draw a line down the middle.
2. Using a craft knife, score just through the top layer along the line.
3. Fold the board in half and reinforce the scored edges with clear, strong plastic tape.
4. Tape the inner crease also for added durability.
5. Cut a piece of acrylic fleece (roll flannel) 2” larger than your foamcore all the way around.
6. Overlap the board by 2” and tape to board, with flannel on the inside.
7. Tip: If you want a self-standing, triangular unit, put the flannel on the outside and attach 2 ties in the middle of the sides with a glue gun.
8. Brush it occasionally with a soft plastic brush to charge up its “cling”.
9. The open board can be propped in your lap with the script down and the figures against your chest. It can also be carried around while telling the story. With the script in front of you, it is easy to tell a long story.

Each parent made a story and had refreshments before going home. The “demo” flannel board was given away as a door prize.

I hope that you will be encouraged to present a workshop at your library. It’s easy!

Recommended Resources:

1. Judy Sierra’s *The Flannel Board Storytelling Book*, which includes 36 multicultural stories, poems, songs, and 250+ patterns is my favorite...H. W. Wilson, c. 1997.....J027.6251
2. *Flannelboard stories for infants and toddlers* by Ann D. Carlson, American Library Association, c. 1999.....J371.335
3. *Felt Board Fingerplays* by Liz Wilmes, Building Blocks, c.1997,...J793.4
4. *Felt board Fun* by Liz Wilmes, Building Blocks, c.1984.....J371.3
5. *Flannelboard classic tales* by Doris Lynn Hicks, American Library Association, c.1995.....J371.335
6. *Storytelling with the flannel board* by Paul S. Anderson, T.S. Denison, c. 1963.....J371.335

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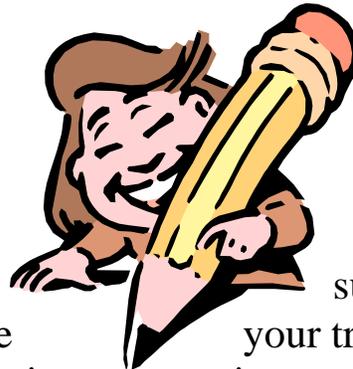
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I invite our readership to submit articles to the Chapbook. Please share your tried and true special programs, or interesting projects, or upcoming events whereby all may be informed or even motivated to try something new. There is no deadline.

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