

teacher | librarian

THE JOURNAL FOR SCHOOL LIBRARY PROFESSIONALS

october 2014

In This Issue . . .

8 THE ENVIRONMENT AND TOOLS OF GREAT EDUCATIONAL MAKERSPACES: PART 2 OF MAKING AN EDUCATIONAL MAKERSPACE

R. Steven Kurti, Deborah Kurti, and Laura Fleming

13 A FOOTPRINT FOR COLLABORATION

Kristine Woods

18 ENABLE-ING SCHOOL LIBRARIANS TO EMPOWER STUDENTS WITH DISABILITIES

Ruth V. Small, Ph.D., Kathryn A. Justus, and Jessica L. Regitano

23 I STAFF: A JUDGMENT-FREE COMMUNITY

Sue Kowalski

26 CREATING A WELCOMING ENVIRONMENT

Kate Todd

30 BETTING ON A LEARNING COMMONS IN LAS VEGAS

Nichole Bratsouleas-Urias

38 STANDING ON A CORNER: THE ACCESS GAP IN RURAL COMMUNITIES

Mary Ann Harlan

**Maker Movement
Maker Spaces
Disabilities
Learning Commons
Access**



12 2 2137 *****FIRM 8410
29591 TLPB 42373 DEC 14
DAVID V LOERTSCHER
123 E 2ND AVE APT 1106
SALT LAKE CITY UT 84103-4763



CONTENT

Volume 42
Number 1
October 2014

FEATURES

8

THE ENVIRONMENT AND TOOLS OF GREAT EDUCATIONAL MAKERSPACES: PART 2 OF MAKING AN EDUCATIONAL MAKERSPACE

In the first installment of this three-part series, R. Steven Kurti, Deborah Kurti, and Laura Fleming discussed the philosophy of educational makerspaces. In this second installment, they explore the look and feel of the environment and the selection of tools to inspire and equip makers to tinker, create, and invent. Innovation is fundamentally an inspired activity, and the right environment has the potential to inspire new thoughts and creative endeavors. Another must-read article for anyone interested in makerspaces.

13

A FOOTPRINT FOR COLLABORATION

Kristine Woods offers an interesting and useful article on collaboration in which she examines the core ideas necessary for success in this area. Woods' own experience detailed here can be used as a model by others.

18

ENABLE-ING SCHOOL LIBRARIANS TO EMPOWER STUDENTS WITH DISABILITIES

Ruth V. Small, Ph.D., Kathryn A. Justus, and Jessica L. Regitano at the Center for Digital Literacy, Syracuse University, introduce Project ENABLE (Expanding Non-discriminatory Access By Librarians Everywhere), funded by IMLS to train librarians how to create accessible libraries and design and deliver inclusive library programs and services. The project has trained close to 200 librarians face-to-face and more than 800 registered online, to date. The article concludes with an update on Project ENABLE future plans and their benefits to librarians worldwide.

23

iSTAFF: A JUDGMENT-FREE COMMUNITY

Sue Kowalski argues that a strong school library program can provide countless opportunities for students of all abilities and challenges to take on meaningful leadership jobs. At Pine Grove Middle School in East Syracuse, NY, the iStaff program exemplifies how students, including those with disabilities, are making an impact as leaders in and through this student volunteer program run by the school librarian and supported by the school community.

26

CREATING A WELCOMING ENVIRONMENT

Using her experience teaching online courses to librarians about providing services to patrons with disabilities, Kate Todd explores several ways to make patrons with disabilities feel welcome in the library. She covers communication etiquette people first language and alternative communication systems and she highlights the importance of distinguishing between visible and invisible disabilities, and recognizing both. She recommends ways to remove barriers that discourage patrons in the areas of physical space, staff responses, signage and collections, and addresses such topics as assistive technology and computer accessibility and the important role of the Individualized Educational Program (IEP) in schools – and ways that librarians can use the IEP educational goals to provide better service for students

30

BETTING ON A LEARNING COMMONS IN LAS VEGAS

Nichole Bratsouleas-Urias describes the challenges and opportunities she faced upon her return to the Las Vegas school system after a long absence. Her embrace of the learning commons approach is an example others might want to follow.

38

STANDING ON A CORNER: THE ACCESS GAP IN RURAL COMMUNITIES

Mary Ann Harlan argues that, although data indicate a vast majority of US teens access the Internet on a daily basis, there is a significant gap in broadband penetration in rural communities. The geographical disparity in access impacts the capacity of teens to engage in participatory communities. School libraries have an opportunity to address this inequity by acknowledging the access gap and providing tools and opportunity for participation.

EVENTS

ADVISORY BOARD

Susan D. Ballard
Simmons College, GSLIS, Boston, MA
susan.ballard@simmons.edu

Jennifer Boudrye
Washington DC Public Schools
jboudrye@gmail.com

Gail Bush
National-Louis University, Chicago, IL
gail.bush@nl.edu

Connie Champlin
Library Consultant
cchamp@iquest.net

Bill Derry
Assistant Director, Westport Library
bderry@westportlibrary.org

Ray Doiron
University of Prince Edward Island, PEI
raydoiron@upe.ca

Jean Donham
University of Northern Iowa
jean.donham@uni.edu

Rose Dotten
University of Toronto Schools, Toronto, ON

Michele Farquharson
Kerrisdale Elementary School, Vancouver, BC
mfarquhars@vsb.bc.ca

Carrie Gardner
Kutztown University, PA
carrie.gardner@gmail.com

Sara Kelly Johns
Lake Placid Middle/Senior High School, NY
johns@northnet.org

Doug Johnson
Mankato Area Public Schools, MN
djohns1@isd77.k12.mn.us

Liz Kerr
Ontario Library Association, Toronto, CA
lkerr@accessola.com

Erlene Bishop Killeen
Stoughton Area School District, WI
erlene.killeen@stoughton.k12.wi.us

Marcia Mardis
Florida State University, FL
mardis@fsu.edu

Joy McGregor
Charles Sturt University, Australia
joymal@bigpond.net.au

Jo Ellen Misakian
Fresno Pacific University, CA
jmisakian@fresno.edu

Betty Morris
Jacksonville State University, AL
bmorris@jsu.edu

Barbara Weathers
Duchesne Academy, Houston, TX
Barbara.Weathers@duchesne.org

Ann Carlson Weeks
University of Maryland
acweeks@umd.edu

Nancy Zimmerman
University of South Carolina, Columbia, SC
npz@gwm.sc.edu

Feature articles are blind refereed by members of the Advisory Board.

Guidelines for authors available online at:
www.teacherlibrarian.com

BESTBUYS

- 34 Poster**
- 44 Professional Reading**
David V. Loertscher &
Elizabeth "Betty" Marcoux
Resources for the Teacher Librarian

BOOKMARKIT

- 9 Junior Nonfiction**
Sara Catherine Howard
- 14 YA Nonfiction**
Sara Catherine Howard
- 21 YA Fiction** Kathleen Odean
- 25 YA Fiction** Kathleen Odean
- 37 Picture Books**
Erlene Bishop Killeen
- 40 Junior Fiction** Betty Winslow
- 46 Junior Fiction** Betty Winslow
- 52 Picture Books**
Erlene Bishop Killeen

DEPARTMENTS

- 6 Notebook** David V. Loertscher and Elizabeth "Betty" Marcoux
Thinking Outside the Box, and the Comfort Zone
- 36 What Works**
David V. Loertscher and Carol Koechlin
The Successful Learner
- 51 From the Brain Trust**
Camille Elliott
Thoughts from Australia
- 56 Advocacy**
Jennifer Boudrye (guest columnist)
What's in a Name?
- 59 Primary Voices**
Erlene Bishop Killeen
A Place for Readers Theater
- 60 InfoTech**
Annette Lamb and Larry Johnson
Middle Earth to Panem: Maps of Imaginary Places as Invitations to Reading
- 64 Personal Computing**
Reid Goldsborough
Countering Threats to the Internet
- 65 School Library Tech Ideas**
Elizabeth "Betty" Marcoux
Bridging the Divide
- 67 Our Columnists**
- 67 Advertiser Index**

is committed to collaborative partnerships for improved student learning through thought-provoking and challenging feature articles, strategies for effective advocacy, regular review columns, and critical analyses of management and programming issues.

Founder Ken Haycock
Publisher Edward Kurdyla
Coeditor David Loertscher
Coeditor Elizabeth "Betty" Marcoux
editor@teacherlibrarian.com

COLUMNISTS

Reid Goldsborough, Sara Catherine Howard, Larry Johnson, Erlene Killeen, Annette Lamb, David Loertscher, Elizabeth "Betty" Marcoux, Kathleen Odean, Mark Ray, Joe Sutliff Sanders, Joanne Troutner, Betty Winslow

EDITORIAL OFFICES TEACHER LIBRARIAN

The Journal for School Library Professionals
Box 958

Bowie, MD 20718-0958

Phone: 301-805-2191

Fax: 301-805-2192

E-mail: editor@teacherlibrarian.com

Web site: www.teacherlibrarian.com

ADVERTISING REPRESENTATIVE

The YGS Group,
3650 West Market Street • York, PA 17404
717.505.9701

E-mail: info@theygsgroup.com

DESIGN AND LAYOUT

Enterline Design Services, LLC
www.enterlinedesign.com

PERMISSIONS

Requests to reproduce items beyond a single copy require permission from the publisher. Send requests to: publisher@teacherlibrarian.com.

SUBSCRIPTIONS

\$60 per year. Bulk rates to one address available.

Subscriptions, Teacher Librarian

Box 958 • Bowie, MD 20718-0958

Phone: 301.805.2191 • Fax: 301.805.2192

Subscription inquiries e-mail:

subscriptions@teacherlibrarian.com

Or subscribe online at: www.teacherlibrarian.com

Teacher Librarian is owned by
E L Kurdyla Publishing LLC.

U.S. POSTMASTER: Teacher Librarian (ISSN 1481-1782 USPS #9-407) (Publications Mail Registration Number 40028609) is published bimonthly except July/August for \$60.00 per year by E L Kurdyla Publishing LLC, Box 958, Bowie, MD 20718-0958. Periodicals postage paid at Bowie, MD, and at additional mailing offices.

ADDRESS CORRECTIONS: Send address corrections (covers only) to Subscriptions, Teacher Librarian, Box 958, Bowie, MD 20718-0958.

All rights reserved. No part of this journal may be reproduced without written permission.
Not responsible for unsolicited editorial material.
Copyright © 2013 by E L Kurdyla Publishing, LLC.

NOTEBOOK



Thinking Outside the Box, and the Comfort Zone

David V. Loertscher and Elizabeth "Betty" Marcoux

Comfort zones are great things – each of us usually has at least one, sometimes at work, sometimes at home.

If your library is your comfort zone, don't be complacent; push its limits and yours – look at that "place" as a laboratory of great experiments and exciting innovations as it moves toward a learning commons.

This issue of *Teacher Librarian* is aimed at helping you do this. Not only does it present new and innovative ideas for your library learning commons, it also extends your reach for those ideas through global connections. Some ideas have long been an accepted part of the culture of school libraries, but even these need to be revisited. This issue gives them a new and unique twist to help them become more relevant and exciting in the place we call the library learning commons.

In the second of a three part series on Makerspaces, Kurti et al go from the why of an educational makerspace idea to the how of a makerspace world. They explore how to inspire student thought and investigation, and how to inspire students and teachers to invest in new and different creative endeavors.

Woods takes on the commonly understood collaboration theme and reminds us of the core ideas we need to create a successful collaboration. Her own successful experience is retold, providing guidance for others.

Then we have a trio of authors (Small, Justus, Regitano) who introduce readers to the idea of the Project ENABLE (Expanding Non-discriminatory Access by Librarians Everywhere), an IMLS grant program established to train teacher librarians in the art of true accessibility. The concepts of inclusivity are things everyone can try in their own "place." Kowalski continues this theme in her article on making the library judgment free and inclusive to all. Building the concepts of self-esteem with students helping other students and teachers is part of her plan. Todd also continues the concepts of inclusivity with her article and how to work effectively with patrons of the library learning commons that have disabilities, and how to make them feel welcome and

Resources for the Teacher Librarian

David V. Loertscher & Elizabeth "Betty" Marcoux

Lanning, Scott. *Reference and Instructional Services for Information Literacy Skills in School Libraries*. Libraries Unlimited, 2014. 140p. \$55. 9781610696715.

No book gets to a third edition without excellent sales, and Lanning has evidently done this. His thesis is that information literacy instruction is an extension of reference services. The reference service is targeted at individuals, and information literacy is taught to groups. Lanning takes the position that is popular with a number of school librarians—that curriculum for information should be taught to every student whether or not it is done collaboratively alongside a teacher. Thus many teacher librarians have a set list of things to teach, grade level by grade level, and this is done in elementary school during prescribed library times, usually without a classroom teacher being present. Such an approach does not depend on collaboration, and in the opinion of the reviewer, it does little to advance teaching and learning across the school precisely because it is not integrated. Many teacher librarians do make efforts to link what they are teaching in the library to what is being learned in the classroom, but it is still done alone. Many have argued that the library curriculum is one of the major reasons elementary librarians hold their jobs. The other argument is that by contract, teachers must have a planning period, and thus a librarian is essential to fill the obligations of the contract. Since about 2006, we have been losing elementary professional positions at an alarming rate, and so the arguments have not been persuasive enough to hold jobs.

This book is a bit more theoretical than practical, so it is best used in introductory courses to information literacy. If you like this approach, then this is a legitimate read. However, if you don't like the idea of teaching alongside a teacher and integrating both content and process at the same time, then skip this book. The reviewer's recent research study about the power of coteaching to transform teaching and learning across the schools would argue that if an information skill is not taught just in time and when it

will be used, then it need not have a formal mandate to be addressed. But that is a different topic, to be discussed at length by the profession as a whole. It appears that the volume has been updated with new ideas and references, so if you have enjoyed the past volumes, this might be a good addition to your collection. *DVL*

Weiss, Andrew. *Using Massive Digital Libraries: A LITA Guide*. ALA, 2014. 192p. \$60. 9780838912355.

For the past decade, it has become more and more apparent that the collection of a library is not necessarily "owned," but access is paramount. Already, most digital parts of the school library are much larger than the physical print collection. Websites, databases, audio books, e-books, and network sharing with other types of libraries are now so commonplace that the OPAC is only one place for children and teens to search. This is a fun read for us to think over in the school learning commons because it begins a major forecast into the collections future of all types of libraries. We learn what Weiss means by a massive digital library that rivals the size of any of the largest print libraries we know, including national libraries from a number of countries. We learn about efforts to digitize everything by Google and other large digitization efforts. And the book signals the need for a major collection development connection project aimed at children and young people. Utilizing the idea of the virtual learning commons put forward by this reviewer, what is happening is the transfer of physical access to a device in the hand. And it not only indicates the need for access to the world of published information but also the collection and dissemination of the products that our students create. Perhaps it is time to assemble a brain trust to examine the possibilities of information access, equitable access, and the means to create a new world of information targeted specifically at young people. Reading this book just gives us a brief hint into the possibilities. It is a provocative read, recommended for thinkers and futurists in our midst. *DVL*

Braun, Adam. *The Promise of a Pencil: How an Ordinary Person Can Create Extraordinary Change*. Scribner, 2014. 272p. \$25. 9781476730622.

Read this book! What a wonderful autobiography Braun has written, with thirty mantras for the self-directed learner. This is one to be read by teenagers. It is the story of a high-principled young person achieving his dream to build schools in developing countries. For us as teacher librarians, it is a case study that will teach us how to recognize and nurture these kinds of kids as they try to think their way through how to make a difference in the world . . . to reach out beyond just filling assignments. Braun is a fascinating storyteller as he leads readers through the jungle of dreams, mistakes, recovering, danger, persistence, and integrity. This is an important read. Booktalk it over and over and over. Invite these kids to be on your iTeams, love them to death, and just imagine what good your mentoring can do! This is the best book this reviewer has read all year. *DVL*

Bellanca, James, Arline Paul, and Mark Paul, Eds. *Becoming Self-Directed Learners: Student & Faculty Memoirs of an Experimenting High School 40 Years Later*. Windy City Publishers, 2014. 300p. \$14.99. 9781935766902.

New Trier High School, close to O'Hare Airport in Chicago, has been an exemplary school for as many years as I can remember and has had terrific teacher librarians during its history. Bellanca, executive director of the Partnership for 21st Century Learning, began an experiment at New Trier High School many years ago dedicated to teens who wanted to take command of their own learning. In this book, numerous essays by the teachers of these kids and the kids themselves, now in many professions, recollect what happened there and how it contributed to their dreams and success. There are not many longitudinal studies of learners out there. This is one. (Another is the work done by our Carol Kuhlthau as she has tracked students to whom she taught information literacy many years ago and has made a contribution to their lives and to librarianship as a whole.) So many folks are into direct teaching and data-driven assessment that produce cookie-cutter stamped human robots, but this book represents an awakening that is growing and growing. Yes, kids need some direction, but they also need the opportunity to develop their own passions and to be encouraged to think outside the box. Teacher librarians need to recognize and cultivate both main ideas of education and, no matter the philosophy of the school, provide the environment within the learning commons that cultivates every kind of learner and learning group. Along with reading *The Promise of a Pencil*, read this account. You can skip around, sampling short autobiographical essays, and use these as examples as you talk to teens each day. This is a must-read. *DVL*

Dueck, Myron. *Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn*. ASCD, 2014. 178p. \$28.95. 9781416618904. Hmm . . . testing and more testing. It seems to be the Ebola virus of education these

days, and it has certainly taken a toll on both school and public libraries in North America. Dueck offers personal hints from his own experiences as a classroom teacher in British Columbia. Most interesting is the chapter about how to measure creativity, since that is most often connected to project-based learning that ends up in the learning commons. Dueck provides a method of first seeing that each kid can pass the test and then building upon that evidence, measuring the creative approach to a project. Teachers regularly talk about how their students do better when they don't have to worry about direct teaching of just what is needed to pass the test. One wonders why teachers take this approach and produce results when so many others shut off anything outside of what they consider essential to hold their jobs. It is a quandary that seems to persist when those in the driver's seat of assessment use fear tactics and state, national, and international measuring sticks as the *only* measure of success. One can't help wonder why, after a decade of teaching to the test has not produced results worth bragging about. Should you read Dueck for some ideas? Perhaps. Anyone who is a premium member of ASCD got his book, so it is probably close by. Worth taking a look. *DVL*

Brookhart, Susan M. *How to Design Questions and Tasks to Assess Student Thinking*. ASCD, 2014. 144p. \$24.95. 9781416619246.

While this author uses lots of jargon to define higher-order thinking, it seems she is trying to help us all understand how to recognize when a student has an "a-ha" moment in order to frame it when creating various assessments. She covers the usual what, where, who, why, and how questions but also covers various levels of deep understanding and thinking. As the teacher librarian and classroom teacher plan assessments for their cotaught learning experiences, this is one factor to consider: the depth of understanding. But there are other factors, including creative thinking, performance, the ability to work as teams as well as individuals, and other indicators of knowing and doing. A book like

Make TL Your K-12 School Library Resource

ANNUAL SUBSCRIPTION

US Subscriber

\$60.00

Canadian Subscriber

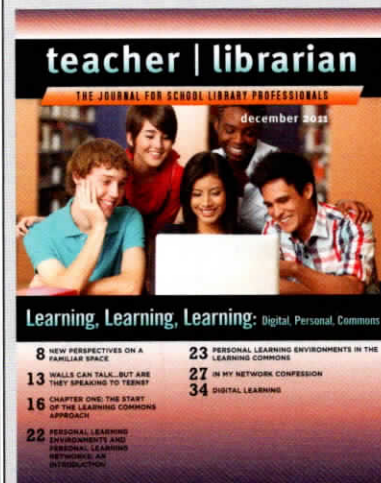
\$60.00

International Subscriber

\$75.00

BULK SUBSCRIPTION RATES

Are Available. Please contact
subscriptions@teacherlibrarian.com



www.teacherlibrarian.com

teacher | librarian



JUNIOR FICTION

SECRETS AND SECRET IDENTITIES

Benedis-Grab, Daphne. **The Angel Tree.** Scholastic Press, 2014. \$16.99. 978-0-545-61389-7. Grades 3-7. For 25 years a decorated Christmas tree has appeared in Pine River's town square. Wishes tied to its branches are granted, from surgery for Lucy's seeing-eye dog to a new house for Max's family. Who is the mysterious benefactor?

Constable, Cathryn. **The Wolf Princess.** Chicken House, 2013. \$16.99. 978-0-545-52839-9. Grades 5-9. When Sophie, an orphaned boarding school student, is chosen for a trip to Russia, she and her friends are kidnapped by a desperate woman who believes Sophie is a Russian princess who knows where lost diamonds are hidden. Is Sophie really the Wolf Princess?

Hale, Bruce. **Farewell, My Lunchbag.** Harcourt, Inc., 2001. \$15.00. 978-0-152-02275-4. Grades 3-6. When the cafeteria lady (an iguana) asks Chet Gecko, fourth-grade P.I., to find some food thieves before she loses her job, he's framed for the crime, and he and his mockingbird partner scramble to find the real crooks.

Korman, Gordon. **Memory Maze** (The Hypnotists, Bk. 2). Scholastic Press, 2014. \$16.99. 978-0-545-50329-7. Grades 3-7. Some day, twelve-year-old Jax Opus may be the world's greatest hypnotist, but right now he and his family are in hiding from both a master hypnotist who wants him on his team (or dead) and from the FBI. What's next?

Watson, Stephanie. **Elvis and Olive, Super Detectives.** Scholastic Press, 2010. \$15.99. 978-0-545-15148-1. Grades 4-7. When fourth graders Natalie and Annie open a "detective agency," they find a runaway dog's owner, an elderly neighbor's missing (and valuable) comic books, and a librarian's lost books. Can they get Natalie elected to student council and find Annie's missing mom?

this has some value as an idea book, but it is just one aspect of assessment, not a comprehensive look. This reviewer recommends *Essential Questions* by Jay McTigue as a more important book on the topic, but since this book comes with a professional membership in ASCD it is probably readily available and might stimulate a conversation. Also, what happens when the students themselves start to learn how to assess their own thinking rather than having to rely on the teacher? This is a somewhat useful guide. *DVL*

Marshall, Jeff C. **Succeeding with Inquiry in Science and Math Classrooms.** ASCD, 2013. 162p. \$27.95. 9781416616085.

With the Common Core stressing the need for inquiry, it is wonderful to see a variety of publications about the topic other than those from the library field. Suddenly however, it becomes apparent that the vocabulary of inquiry and guided inquiry mean very different things to Marshall, and there is absolutely no recognition that anyone in the school other than the classroom teacher knows anything about this topic. It is another reminder of how siloed a field can become, and not just in education. And, these days, Google is not helping the matter when searching returns items that the search engine thinks we are interested in. So if you are a Republican, your top hits are red, and if Democrat, blue.

Marshall offers the classroom teacher a model of inquiry he created that shows four steps: engage, explore, explain, and extend. The model also includes both assessment and reflection threads running through all four steps. The author is concerned about the pressure on teachers to deliver the strictly constructed outcomes of standards, and so inquiry must be controlled in such a way as to deliver predictable outcomes. To accomplish this, Marshall recommends that the teacher first try to interest the class in a particular topic. Then he suggests pushing the students into some tightly controlled information sources that allow them to explore what is meant by the problem or challenge. Then, and only then, does the teacher push out the lecture to elaborate and correct any

misconceptions, extending understanding as needed. Thus the entire inquiry project is done in the isolated classroom by the isolated teacher. There is no recognition of a person down the hall who might have any expertise at inquiry or who would let the students out into the real world of information to battle with various ideas, positions, and solutions. Without the control, the students might wander off track during discovery and not arrive at the desired outcome. Certainly, the narrower approach is "efficient" in the sense that you can allot just so much time, control the information input, and thus predict the outcome, as long as you corral divergent thinking when you explain what should have been discovered when students were exploring.

To those interested in direct teaching approaches, this modification seems quite acceptable because it might capture a bit more interest in the pursuit of a problem or concept. To teacher librarians, we worry more about creativity, critical thinking, and coming into command of one's own learning. We want young people to know the source of ideas, document that source, and perceive its intention. It might take longer, but deep thinking and doing often do. So what of this book? In a school with this idea of inquiry being sanctioned, perhaps do an experiment where one group inquires narrowly and another group widely and then look for deep understanding as well as how to learn in the real world of information. Maybe narrow information sources can give us a start as novices, but at some point we need to push learners beyond their comfort zone. This book is recommended so that teacher librarians understand that what they think inquiry is may not be what others perceive it to be. *DVL*

Hysell, Shannon. **Recommended Reference Books for Small and Medium-Sized Libraries and Media Centers.** Libraries Unlimited, 2014. 301p. \$ 75. 9781610695510. For today's purposes, a smaller, more cohesive set of recommendations of print materials is totally warranted, regardless of library size. This book is that—it needs to be paired with a technological URL rec-

ommended set so that both can be considered when using your purchasing power. Reviews are excellent, informational, and helpful. Prices and usefulness are explored. The book is recommended if you need it. *BM*

Thomas, Rebecca L., and Carolyn W. Lima. *A to Zoo: Subject Access to Children's Pictures Books* (9th ed.). Libraries Unlimited, 2014. 1,475p. \$ 95. 9781610693530. It is important to note that this volume is the ninth edition of a series of tomes that have strong information about picture-book subject matter. First created in the early 1980s, this volume has regularly been updated to include timely and important subject access to information that will help teacher librarians' work with early childhood education in the love of reading/books. This particular edition includes both nonfiction and fiction again, but in different formats that can be accommodated by libraries everywhere. This is not to be read cover to cover but used as a strong index to information that helps with both reader's advisory and illustrator's work. It contains information that is strong but friendly, comprehensive but specific. If you are new to the field, experienced in the field, working toward being expert in the field of children's literature, this ready reference is for you. Recommended. *BM*

Naidoo, Jamie C. *Diversity Programming for Digital Youth: Promoting Cultural Competence in the Children's Library*. Libraries Unlimited, 2014. 187p. \$ 55. 9781610694872.

Part of the series *Children's and Young Adult Literature Reference*, this book combines information that helps create friendly situations among diverse populations. It offers outreach suggestions including how to select culturally appropriate print and digital information and create culturally appropriate programming. The book is organized to take a professional through the theoretical issues of cultural competence and then implementation strategies to use when planning programs that make cultural competence relevant and important. The plethora of digital connections is

embraced and explored, as it has changed the way professionals do business. Suggestions for digital applications and media are intertwined. While the selection of information is limited in terms of titles and examples, those offered can be used to extrapolate to other situations. This book is recommended. *BM*

Hemphill, Joyce, Laura Scheinholtz, and Heather Von Bank. *The Power of Playful Learning: The Green Edition*. Capstone, 2014. 184p. \$ 14.95. 9781625219398.

Play has theoretical and practical places in education. Play has a place in the library too. This book takes the essence of play and attaches it to curriculum, as well as learning objectives. Yet it involves the use of common things around the house, not expensive equipment or supplies. Each activity includes reasons for it, simple instructions, and developmental benefits. A book for the early learners at your school, it helps teachers and teacher librarians incorporate many issues of play: collaboration, learning, tactile approaches, math,



“A close relative of **Sendak's *Wild Things*...** Save this for kids who will love **Monster...** There should be many.”

—Kirkus Reviews



AVAILABLE OCTOBER 1ST

SCARLETTA KIDS

MONSTER.SCARLETTAPRESS.COM

sequencing, connections, relationships, etc. The activities can be incorporated into active learning situations and multiple themes and are an excellent way to involve recycling and parent assistance. Recommended. *BM*

Mac Austin, Hilary, and Kathleen Thompson. *Examining the Evidence: Seven Strategies for Teaching with Primary Sources*. Capstone, 2014. 164p. \$ 24.95. 9781625219367.

This book is directed to learners through grade 8, with possibilities in secondary school as well. Basically, it is more for the professional and helps develop how best to use primary sources—there are strategies that involve visual literacy as well as developmental appropriateness. It is the professional who will need to see differently, weigh issues differently, and be open to student interaction with a primary source in ways not imagined. This book helps to do this. There is no index, but the book does have good references and appendixes. It challenges educators to bring the real history of photo and sound into learning. Intertwined with the Common Core standards, this book can assist in developing lessons that relate to learning in multifaceted ways. It would benefit from having a digital connection for recouping historic images and establishing electronic sharing of data among learners. Recommended. *BM*

Feaman, Linda, and Nancy Geldermann. *Unlocking Close Reading*. Capstone, 2014. 164p. \$24.95. 9781625219381.

The Common Core is a heavy influence to this book. Each lesson is aligned and prescriptive according to the CC standards. Of course, "close reading" is a CC focal point, but hasn't "close reading" been in place for many years before CC? If you are looking for prescriptive guidance and structure for teaching close reading, this book is for you. Otherwise, it can be seen as a sample of what can be done, but not necessarily with these specific lessons. Collaboration is suggested but minimally done. This book is definitely for the neophyte educator who needs this type of guidance. Others with more experi-

ence may wish to skip this one. *BM*

Ross, Catherine Sheldrick. *The Pleasures of Reading: A Booklover's Alphabet*. Libraries Unlimited, 2014. 270p. \$45. 9781591586951.

This book is clearly set up for a pleasure-seeking reader. It allows for the reader to pick and choose something to be read with abandon. For instance, there are chapters on "bad reading" and on "unreadable books." Who wouldn't find these areas of interest in their reading quest for information? Research-based information abounds in this tome, but above all it is a "fun" read itself. Genre literature is explored and considered, with information on why certain kinds of books appeal and others don't. The index is excellent, and the table of contents is quite useful, backward or forward. This is highly recommended. *BM*

Bomhold, Catherine, and Terri Elder. *Buid It, Make It, Do It, Play It! Subject Access to the Best How-To Guides for Children and Teens*. Libraries Unlimited, 2014. 430p. \$65. 9781598843910.

Makerspaces are a growing trend in library services. This book offers suggestions for projects, something makerspaces are often involved in. Collaboration, community, and 3-D printing are also great makerspace endeavors. There are some excellent projects/ideas in this book for what to do, as well as where to find how-to information. Many areas are well covered, but some could be covered more globally—for instance, while cooking is shown as international, decor is not. Priorities of emphasis might also be considered—shelter looks different to those in all parts of the world and based on economic status. Pets are another area of great interest for many learners (especially children)—the book could be expanded to include greater understandings about types of pets, as well as care and shelter for them. This book is of great use but should be considered as a place to start, not finish, a project. Excellent indexes are included, as well as both print and digital references. Recommended. *BM*

Baumann, Nancy. *For the Love of Read-*

ing: Guide to K-8 Reading Promotions. Libraries Unlimited, 2013. 161p. \$45. 9781610691895.

This book is a how-to manual on reading promotions, targeting K-8 programs. It is tied to both the AASL and the Common Core standards. There is a minimal index to help teacher librarians navigate the book and its offerings. Some of the reading promotion ideas are new; many are not. Suggestions for a neophyte teacher librarian to start a reading program are readily available in this book, but if you have a successful and ongoing reading promotion program, this book may be a bit prescriptive for you. Research to support the premise of this book is offered—one of the most valuable parts of the book. Templates abound and can be used for helping with all kinds of promotions. *BM*

Quillen, C. L., and Ilene Lefkowitz. *Read on . . . Romance: Reading Lists for Every Taste*. Libraries Unlimited, 2014. 136p. \$40. 9781610694001.

As a part of the Read On series, these reading lists are specifically for the genre of romance. An understanding/definition of what "romance" is could be included as part of the introduction. The book annotations are most helpful, as are the six to ten titles that are recommended from each area. These would be even stronger if there were information about why these are recommended. The appendixes and index are helpful to librarians, especially those who find themselves involved in reader's advisory work, but an understanding of language and developmental issues would be helpful. It would also be helpful if titles with an e-book or electronic connection showed that information. Also, some of the titles have become movies, which is also worth mentioning. *BM*

Vardell, Sylvia M. *Children's Literature in Action: A Librarian's Guide*. Libraries Unlimited, 2014. 343p. \$50. 9781610695626. Clearly this book has an audience; it is in its second edition and meets the needs of many librarians. The book provides a strong and supportive base for investigating "activity-oriented" issues when

children read. Rather than just a text that works in the classroom, this book focuses on librarians and their programs for sharing books with children. It is the perspective of the librarian in this text that makes it special. Three genre divisions are explored, and each chapter contains actions that lead to reading issues. Current trends, tastes, and selection tools are explored, as well as meaningful programming. Excellent references, bibliographies of children's literature, and a comprehensive index are provided. Blogs and other electronic connections are discussed. Recommended. *BM*

Martin, Paula. *Pachamama Tales: Folklore from Argentinian, Bolivia, Chile, Paraguay, Peru, Uruguay*. Libraries Unlimited, 2014. 242p. \$40. 9781591582991.

There is an explanation of *Pachamama* in the introduction (shown in both Spanish

and English), which sets the tone for the book. The stories are culturally centered in South America and are selected to show the rainbow of colorful contrasts this area presents. The folktales are traditional and contemporary at the same time. The tales are broken up into the southern sections of South America: Argentina, Bolivia, Chile, Paraguay, Peru, and Uruguay. Written bilingually, the translations are well done. But don't mistake the understanding of a language for an understanding of a culture. Part of the World Folklore series. *BM*

Saccardi, Marianne. *Creativity and Children's Literature: New Ways to Encourage Divergent Thinking*. Libraries Unlimited, 2014. 239p. \$45. 9781610693554.

The uniqueness of this book is its concept of divergent thinking in children and their reading. Aligned with current standard expectations, this book is also up to date in

terms of what it offers both in print and electronically. Much of the text is research supported. It takes the time to explain exactly what "divergent thinking" is in this book and then explores how it can be used in children's literature. The opening chapter explores poetry, always a challenge, especially for young learners. This book makes strong ties to various pieces of literature that feature opportunities to practice divergent thinking. The reference sections are excellent. The explanation of folklore and fantasy as tales that can be lies but also tell the truth is both interesting and captivating. The section on nonfiction is well done, featuring the concept of multiple facts used in many ways. Collaboration and creativity are explored well. Finally it examines how divergent thinking and the classroom can happen—information a teacher librarian can welcome. Recommended. *BM*

TELL US WHAT YOU WOULD LIKE TO READ

E-mail

publisher@teacherlibrarian.com

and tell us what topics you would like to read about, and we will seek to publish articles on those topics. Other comments and suggestions are welcomed, too.

teacher | librarian

WWW.TEACHERLIBRARIAN.COM