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books of 2005

THE DIGITAL READER: USING E-BOOKS IN K-12 EDUCATION

Terence W. Cavanaugh

For the last 10 years, since e-books became available, I have required every one of my students taking the young adult materials course to read one book in e-format and to then comment about that experience. I can count on two hands the number of students who have enjoyed the experience. From this experiment, I have concluded that librarians in graduate schools of library science are resistive to the e-book technology. The complaints have become loud and repetitive. But, enter the era in which more and more students have their own personal computing device on which e-books, audio books, multimedia books, periodical databases, and the Internet are available. Further, consider that more and more publishers are providing their current titles in portable document format (i.e., PDF) and that many textbook publishers now make their textbooks available digitally.

Cavanaugh, a technologist, sees the e-book as a teacher for the normal student and, in particular, for students with special needs, such as the hearing impaired, vision impaired, and English-language learners, all of whom can profit from a format other than normal text. Cavanaugh envisions that for a unit of instruction, the teacher will provide some sort of pathfinder to the students. They will download to their devices all the information resources they can handle and more, and, with their portable devices, they can work offline to do their research, assigned reading, additional reading, and recreational reading. Everything is at the elbow and just a click away.

Now, if you cannot see where all of this is going and what its implications are for school libraries, then you just missed the train. Why have classroom collections been so widely embraced? The answer is convenience, of course, and in this society convenience is everything.

Cavanaugh is convinced that such an immediate and convenient library is cheaper than the school library. He is fooling himself, but it sounds attractive to school administrators. With the announcement from the Massachusetts Institute of Technology of the \$100 computer and the governor of Massachusetts's announcement that the state will purchase one computer for every student, we are on the brink of one-to-one computing. Many schools already have such access. So what is the role of the school library in this scenario? Where do you as teacher-librarian fit? Are we to take the stand that print will be around forever? It may be, but I think the customers will make that determination by their usage patterns.

Consider, for example, what percentage of your students already prefer Google to the library as their first choice for information. No need to panic—it is time to lead! Read Cavanaugh's book. What does the author know that

you do not? What do you know that he does not? Your answers will give you the clues, the strategies, and the directions to push forward. (International Society for Technology in Education, 2006. 162 pp. \$37.95. 1-56484-221-5.)

Bottom line: This book is required reading for every teacher-librarian. It cannot be ignored. It will make you angry, pleased, amused, chagrined, excited, alarmed, and every other teeter-totter emotion that you can experience, but each one of us must confront this technology!

CONSTRUCTIVIST LEARNING DESIGN: KEY QUESTIONS TO TEACHING TO STANDARDS

George W. Gagnon Jr. and Michelle Collay
Constructivism and libraries are a match made in heaven—or so it seems. Reading the introduction to Gagnon and Collay's book is a joy. Constructivism is designed to free students from learning a set group of facts or content and to engage them in a process that will help them to make sense of the world.

For teacher-librarians, Wiggins and McTighe's book *Understanding by Design, Expanded* (2nd edition, ASCD, 2005) is a priceless companion for designing learning experiences that can take advantage of our information-rich and technology-rich environments. Gagnon and Collay present a bit of a different approach to the design of learning, but like Wiggins and McTighe, they stress the results—that is, what students know, what they are able to do, and what they understand. It is a refreshing change from traditional learning designs of mastering content. Library standards in *Information Power: Building Partnerships for Learning* (American Library Association, 1998) are founded in constructivist ideas, complete with the materials, the information, and the expert collaborator to make a constructivist learning experience successful beyond what any teacher can do alone.

Sadly, however, none of these fine works recognize the place of the library or the teacher-librarian as essential elements in their success. Gagnon and Collay stress that sufficient learning materials are critical and that some classrooms have a variety of sources and that others do not. The authors never, however, suggest joining forces with the library or the teacher-librarian, who



**BETTY
WINSLOW**

> JUNIOR FICTION

HISTORICAL FICTION

Early Sunday morning: The Pearl Harbor diary of Amber Billows, Hawaii, 1941.

Barry Denenberg. Scholastic, 2001. \$10.95. 0-439-32874-8. Grades 4-6. Amber Billows, a reporter's daughter, is tired of moving so much, but she loves it in Hawaii, until the Japanese bomb Pearl Harbor.

Eyes of the emperor.

Graham Salisbury. Wendy Lamb, 2005. \$15.95. 0-385-72971-5. Grades 7-8. After a 16-year-old Hawaiian boy upsets his Japanese-immigrant parents by enlisting in the U.S. Army, he becomes part of a top-secret program and discovers that even being a soldier will not save him from prejudice and poor treatment.

Taking liberty: The story of Oney Judge, George Washington's runaway slave.

Ann Rinaldi. Simon & Schuster, 2002. \$16.95. 0-689-85187-1. Grades 6-8. Oney Judge, born and raised on the Washington plantation as part of the family, eventually has to decide whether to continue her life of comparative ease as a slave or run away to a life of freedom and difficulty.

How I became an American.

Karin Gündisch. Cricket Books, 2001. \$15.95. 0-8126-4875-7. Grades 4-6. Ten-year-old Johann Bonfert and his German-speaking family relocate to America in 1902, where they struggle with new jobs, a new language, new customs, and changing family relationships. This book contains historical information in the afterword.

Anna's blizzard.

Alison Hart. Peachtree Publishers, 2005. \$12.95. 1-56145-349-8. Grades 4-6. When the 1888 children's blizzard hits Nebraska, Anna and her teacher and classmates are snowed in at school. With hardly any food, no blankets, and a dwindling fuel supply, how will they survive until they are rescued?

would be a natural ally. Is it ignorance or just an assumption that such resources are naturally there and can be taken for granted? Perhaps the answer lies in the fact that our two authors are from California, where libraries and credentialed teacher-librarians are as scarce as hens' teeth. So, in the absence of a hopeless library environment, the total burden for resources falls on the creativity of the teacher.

But, what are the merits of this book? Ganon and Collay have an excellent model for building learning experiences as a six-step process:

1. Create the situation; that is, describe your goals using the state standard for the topic to be learned.
2. Divide the class into working groups.
3. Build a bridge to learning by asking and helping students create questions about what they need and want to learn.
4. Create the task or learning activity.
5. Help learners create an exhibit or product demonstrating what they have learned.
6. Reflect with the learners what they now know, can do, and understand.

Teacher-librarians need to know the detailed elements of constructivism; they need to be able to collaboratively create constructivist learning experiences that utilize the resources of the library; and they need to understand how the merger of method (constructivism), materials, and collaboration boost learning and achievement. If we as teacher-librarians have that deep understanding, then we are prepared to collaborate with teachers who are truly seeking to improve their craft. Thus, both Wiggins and McTighe and Gagnon and Collay are required reading. We have to know their language, talk their language, and be able to teach comfortably in this methodology so that we are prepared to be partners, facilitators, and leaders in our schools. We just have to be smarter than the average bear and then use that knowledge to implement *Information Power*. There does not seem to be any other way. (Corwin Press, 2006. 256 pp. \$32.95. 1-4129-0956-2.)

Bottom line: Even though the authors ignore us or are ignorant of our expertise, buy this book and digest their methodology, particularly if there is any hint in your school that constructivism is an acceptable strategy for learning.

60 STRATEGIES FOR IMPROVING READING COMPREHENSION IN GRADES K-8

Kathleen Feeney Jonson

Really helpful professional books help extend our knowledge and brush us up on what we already know. Regardless of whether we have lately taken a reading skills course, Jonson comes to our rescue, introducing 60 major strategies—both old and new—to build comprehension. Each of the 60 methods takes up three to five pages. The author first defines the method (could you define *read-pair-share*?) and then gives directions and helpful hints on how to use that method with various ages of readers. So this book is something like a dictionary with explanations of how to accomplish each task. The following are some of the strategies used: anticipation guide, bio poem, book box, brainstorming, character bag, character mapping, cubing, double-entry journal, fishbowl, gallery walk, story mapping, Venn diagram, think-aloud protocol, and quick-writing.

For the teacher-librarians who is participating in or leading the literacy team in the school, this book will help them to understand much of the jargon for drill activities that reading teachers use. A number of these activities can be used in the library because literature is shared and enjoyed. Some of the techniques are also useful while the research process is taught and children are trying to consume large amounts of information before they create some sort of product. It is what we call a handy-dandy, instantly useful tool. Of course, the teacher-librarian will want to push the love of reading without the skill-drill-kill mentality, but, used in the right way, many of these simple techniques can quickly build understanding as well as enjoyment. (Corwin Press, 2006. 240 pp. \$34.95 0-7619-8838-6.)

Bottom line: Highly recommended.

THE ART OF SCHOOL LEADERSHIP

Thomas R. Hoerr

Constructivism has hit the world of leadership. Strong leaders are artists. They inspire, applaud, chastise, steer, and stand on the side. They create, monitor, reinforce, encourage, and stand in the back. Yes, sometimes they stand in front, too. They



KATE
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WEB SITES

MONEY

Kids Bank

www.kidsbank.com/index_3.asp

On this site, kids learn about money—why and how to save it, how interest and checking accounts work, and what electronic funds transfers are. Kids will also enjoy using the holiday savings car calculators to find out what they need to save to buy holiday gifts or a car. Each section includes a quiz to help students retain the information they read.

Young Investor

www.younginvestor.com/

This site has separate sections for kids, teens, parents, and educators. Students learn how to become profitable babysitters, find summer work, and budget their money and spending; then they play games and complete puzzles to reinforce the concepts learned. This is a great introduction for youth of all ages to learn about money.

Hollywood Stock Exchange

www.hsx.com/

The stock market can be difficult for students to understand, but it becomes much easier when they apply their Hollywood celebrity knowledge to investments. Students can buy stock in upcoming movies, based on their beliefs in the movies' potential success, and they can invest in Starbonds of individual actors and actresses, based on their beliefs in the stars' growing or waning celebrity. Hollywood is fickle, and some say the stock market is too. What a great way for teens to truly understand and interact with the way that the stock market works.

Know Your Dough

<http://pbskids.org/cyberchase/knowyourdough/>

From the PBS Kids series *Cyberchase*, kids learn to problem solve through games that use money. Kids go on a supermarket shopping trip for the family, using cyberbucks they print from the site; they determine how much money they need for a class trip to the Statue of Liberty; and they learn to make a money diary.

recognize that it is their responsibility to help create a setting in which each individual can flourish and everyone can grow. Strong leaders understand that leadership is about relationships. (p. 1)

Hoerr states that there is no one set of rules by which to lead or govern but a set of tools that help the leader push and encourage. He is a principal of 28 years, and he uses the *L* word in his book. This is truly an event in education literature that makes us stand up and cheer. What is the role of the library? Hoerr spends his last chapter discussing the immediate future of schools and recognizing that schools are central forces in society now that the dysfunctional family is seemingly the norm. In this picture, he casts a major role for technology to individualize education, but he also sees . . . well, let him describe the library:

As I write, we are converting one of our two gymnasiums into a 5400-square-foot multiple intelligence library. It will include a mezzanine, lots of nooks and crannies, a mini-theater, a wealth of books, and many ways for children to learn and show what they know. But that is not enough. We are planning to widen the scope of the library's uses and users as another way to support families. The library will be available after school from 3:30–6:00 p.m. for parents who want to read to or work with their children. (pp. 179–180)

If you have a premium membership to ASCD (and every school should), Hoerr's book is already in your hands. If not, get a copy. As a teacher-librarian, you should read and use it in your own management vocabulary, and you should certainly see that every administrator gets a copy with highlights of passages that we love. (ASCD, 2005. 216 pp. \$27.95. 1-4166-0229-1.)
Bottom line: Recommended!

THE EDUCATOR'S GUIDE TO PREVENTING AND SOLVING DISCIPLINE PROBLEMS

Mark Boynton and Christine Boynton

You can hear the class long before the kids enter the library, that thundering herd of children or teens already out of control. After the event in the library, you retreat to a quiet place and pull out the Boyntons's book. Whether you are a classroom teacher, principal, or teacher-librarian, it is always

good practice to read a book on discipline to keep your techniques sharp and to reconsider your current practice.

The authors cover four major areas that must be a part of effective discipline, but the four principles are not equal. They are weighted by emphasis: positive teacher–student relationships, 40%; consequences, 10%; clear parameters of acceptable behavior, 25%; and monitoring skills, 25%. Numerous chapters address these and other norms in creating and disciplining a classroom and an entire school, but other chapters cover students with extreme disruptive behaviors. Of course, the authors recognize that the best behavior strategy is to have engaging learning experiences where discipline melts into insignificance in the face of exciting learning. It matters not whether you agree with the strict rules outlined here; rather, it matters that everyone in the school works regularly to have a healthy and safe learning environment. (ASCD, 2005. 177 pp. \$23.95. 1-4166-0237-2.)
Bottom line: Highly recommended.

DEVELOPING LIBRARY AND INFORMATION CENTER COLLECTIONS, 5TH ED.

G. Edward Evans and Margaret Zarnosky Saponaro

Evans and Saponaro's work has been the standard text and authority on collection development for all types of libraries. It still is. However, in the advent of digital resources, the Internet, databases, multimedia, and so forth, the topic of collection development is so large that our authors have resorted to their usual 450-plus pages, including a CD-ROM with numerous articles written by various authors. They also have established a web site that brings even more current materials to the attention of the reader.

For the teacher-librarian, much of the collection development ideas rest with academic, public, and special libraries, and although some mention is given to schools, the focus is broad and specialized. Should we as teacher-librarians be educated broadly about the collection development concerns of all types of libraries? Should we understand a role that we can play in the total information picture? And now that technology has thrust us into a new world, how important are the many collection

development practices that exist from tradition? There is not room here to discuss the implications of collection development as we transition from print to digital. Evans and Saponaro clearly gives a mix of the traditional with glimpses into the difficulties and challenges of the present and immediate future. This is heavy stuff, not bedtime reading, and it is still required in many library schools.

So, if you are a current student or want to get serious about updating what you learned long ago in library school, then this is certainly the core center of professional reading. There are, however, many other concerns of teacher-librarians as we emerge into the 21st century and as we address the needs of our kids, who seem tethered to Google . . . but that is another conversation. (Libraries Unlimited, 2005. 472 pp. \$45.00. 1-59158-219-9.)

Bottom line: Evans and Saponaro is recommended as a central work.

DON'T SMILE UNTIL DECEMBER, AND OTHER MYTHS ABOUT CLASSROOM TEACHING

Peggy Deal Redman

The function of a professional learning community is something akin to a support group whose members are continually learning collaboratively. In times of stress, particularly as external expectations go beyond the real world, books such as Redman's give us the opportunity to reflect, pat ourselves on the back, and move forward.

- What are the myths she covers?
- Don't smile until Christmas.
- Teaching is a cushy job.
- Good teachers are born, not made.
- Good teachers don't make mistakes.
- Good teachers teach facts.
- Students can't learn.
- Teaching is a lonely job.
- Teaching is a dead-end job.

Few readers, we suspect, would quibble with the myths presented here and the reality expressed. As teachers, we work hard, collaborate, establish good relationships with students, and stimulate other capacities that make our jobs exciting. But although one would like to give this book to the beginning or preservice teacher or use it in a professional learning community, the advice here is so general that the reader is left reaffirming her or his own phi-

losophy without clear steps for altering the problems we all face. The reader is left asking, so what? For our professional learning communities, books that provoke thought, stir controversy, or provide solid advice are preferable to this book. (Corwin Press, 2006. 104 pp. \$21.95. 1-4129-2553-3.)

Bottom line: Not recommended.

STIMULATED RECALL AND MENTAL MODELS: TOOLS FOR TEACHING AND LEARNING COMPUTER INFORMATION LITERACY

Lyn Henderson and Julie Tallman

Much discussion and research has taken place with children as they conduct research. The most famous is the Kuhlthau studies of students and their behavior during the entire research process. We know that, for them, the process is like riding a roller coaster. But what is the view of the process from the person teaching the process? Henderson and Tallman conducted extensive case studies of different teacher-librarians as they taught a single student to use a database. They did interviews about their perceptions of teaching before the search began; they recorded the teaching of the student; and they did a postinterview of each teacher-librarian's perception again.

The authors title their interview tactic a *stimulated recall*, and they are searching for the teacher-librarian's mental model of the teaching act. The authors spend a great deal of time discussing their methodology, reporting the case, and presenting their findings. In the process, the researchers learn a great deal about interviewing to discern a person's mental model as a teacher. Their task in future research is to look at the student's mental model during the teaching process to see what matches and how the act of teaching and learning could be improved.

This book is a lengthy research study that is more of interest to researchers and theorists than to the practicing teacher-librarian. For doctoral students and the theorists of the field, this study is worth considering as another attack on understanding the research process. (Scarecrow Press, 2006. 304 pp. \$55.00. 0-8108-5222-5.)

Bottom line: Recommended to doctoral students and theorists of the field.

TECHNOLOGY FOR THE REST OF US: A PRIMER ON COMPUTER TECHNOLOGIES FOR THE LOW-TECH LIBRARIAN

Nancy Courtney, Ed.

Computers for library idiots this book is not. Designed as an introduction to technology for those who communicate with the tech-demi-gods (who often run the place), this collection of topics is written by knowledgeable professionals, such as the familiar Walt Crawford. Here is a list of the book's chapters, to review in considering whether to purchase this collection: "Computer Networks," "Wireless LANs," "Cybertheft, Network Security, and the Library Without Walls," "OpenURL Basics," "Radio Frequency Identification (RFID)," "Blogs and RSS," "Introduction to XML," "The Open Archives Initiative Protocol for Metadata Harvesting," "International Repositories," "Adaptive Technologies," and "Let's Get Digital." Although not for complete idiots, the essays are quite readable, particularly for those who have decided it is time to sit down and concentrate on a technology with which they are somewhat familiar.

For this work, the editor selected topics from a conference for academic librarians and then sought authors to write articles for folks needing the information. If the majority of the topics are of interest to you as a teacher-librarian—or are a complete mystery—then this book is worth the price as a quick introduction and a guide to the jargon. (Libraries Unlimited, 2005. 192 pp. \$40.00. 1-59158-233-4.)

Bottom line: Worth a look.

ALMA FLOR ADA AND YOU

Alma Flor Ada

JIM AYLESWORTH AND YOU

Jim Aylesworth and Jennifer K. Rotole

TONI BUZZEO AND YOU

Toni Buzzeo

These three volumes are preceded by the book *Gerald McDermott and You* and form the Author and You series of books by and about unique children's authors. Some of the authors have web sites where they provide material about their lives and work for teachers and teacher-librarians. Each of the

volumes is written by the author or in cooperation with a coauthor and begins with a sketch of his or her life as a child and teen. The overviews are followed by essays that each has written regarding various issues dealing with children's literature, discussions of their individual titles, recommendations for an author visit, and recommendations on how to use their work with children. For example, in *Alma Flor Ada and You*, readers learn about the Hispanic culture as background for using the work with children in a culturally smart way.

In each of these books, the reader is acquainted with the author in a depth hitherto unavailable to teachers and teacher-librarians. This series provides background for working with the many children who love an author's work and have so many questions. And readers will understand and appreciate the efforts behind the many hours that each author spends on creating a work to be enjoyed by thousands and thousands of children. (Libraries Unlimited, 2005. 152 pp. \$35.00. 1-59158-186-9. 112 pp. \$35.00. 1-59158-256-3. 176 pp. \$35.00. 1-59158-211-3.)

Bottom line: Highly recommended for those interested in the individual authors.

Worthwhile Collection Development Lists

MORE OUTSTANDING BOOKS FOR THE COLLEGE BOUND

Young Adult Library Services Association
This is a super collection of YALSA lists spanning 1959-2004 of fiction and nonfiction. It is outstanding, fun to browse, and great for teen collections. (American Library Association, 2005. 224 pp. \$31.50 0-8389-3553-2.)
Bottom line: Essential.

MIDDLE AND JUNIOR HIGH SCHOOL LIBRARY CATALOG, 9TH ED.

H. W. Wilson

This reliable core collection continues and has added more multimedia materials and web sites. It is recommended for those who are creating new libraries. Online core lists compete with this standard, but all are needed to create essentials, to have a little bit of everything. This resource is not useful, however, for building in-depth collection segments matching major curriculum

topics for research. (H. W. Wilson, 2005. 1,237 pp. \$275.00. 0-8242-1053-0.)

Bottom line: Worth considering.

TEEN GENRE CONNECTIONS: FROM BOOKTALKING TO BOOKLEARNING

Lucy Schall

This guide presents brief booktalks on current works in fiction and nonfiction, as well as those on fun and interesting titles. It serves as a booktalk resource, a list of suggested reading, and a selection tool. (Libraries Unlimited, 2005. 340 pp. \$40.00. 1-59158-229-6.)

Bottom line: Recommended.

TANTALIZING TIDBITS FOR MIDDLE SCHOOLERS: QUICK BOOKTALKS FOR THE BUSY MIDDLE SCHOOL AND JUNIOR HIGH MEDIA SPECIALIST

Ruth E. Cox-Clark

Herein are 75 booktalks for books across the genres of fiction and nonfiction. (Linworth, 2005. 152 pp. \$36.95. 1-58683-195-X. \$36.95.)
Bottom line: Excellent for perusal, use, and collection development.

Worth a Look: Children's and Teen Literature

ALLYN & BACON ANTHOLOGY OF TRADITIONAL LITERATURE

Judith V. Lechner

This collection is designed for storytellers, with tales from around the world; they are ready to read or tell. (Pearson, 2004. 336 pp. \$35.00. 0-8013-3097-1.)

Bottom line: Add this to your collection to cover countries or periods that may not be covered in your fairy or folktale collection.

CHILDREN'S LITERATURE STUDIES: CASES AND DISCUSSIONS

Linda C. Salem

Designed for courses in children's literature or professional learning communities, this volume contains excellent materials to discuss literary quality; challenges; religion; languages and books; peace; disabilities; gender; and gay, lesbian, bisexual, transgender, and queer issues. (Libraries Unlimited, 2006. 168 pp. \$40.00. 1-59158-089-7.)

Bottom line: Recommended.

BOOKMARKIT



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PICTURE BOOKS <

INVENTIVE ABECDARIA

PreK-Grade 4

ABC: A child's first alphabet book.

Alison Jay. Dutton/Penguin Putnam, 2003. \$15.99. 0-525-46951-6. Jay's signature cracked paint surface reflects an artist girl and a boy explorer. "I is for ice cream" also has an iguana and an island on the page; engaged readers can make up quite a tale following both the children and the letters.

Amelia to Zora.

Cynthia Chin-Lee. Ill. Megan Halsey and Sean Addy. Charlesbridge, 2005. \$15.95. 1-57091-522-9. Twenty-six women who changed the world, many of them still alive, evoked in vivid language and stunning collage: "I is for Imogen [Cunningham, photographer]; U is for Ursula [Le Guin, writer]."

Little Bird's ABC.

Piet Grobler. Front Street/Lemniscaat, 2005. \$8.95. 1-932425-52-7. In bright colors and lively line on white backgrounds, birds find their own, often irreverent versions of the ABCs. C may be for *chirp*, but P is for *plop* as a chicken lays her egg.

Museum ABC.

Metropolitan Museum of Art. Metropolitan Museum of Art / Little, Brown, 2002. \$16.95. 0-3160-7170-6. An imaginative and beautiful approach where each letter faces a page of four images taken from the museum's collections, illuminating color, form, and shape as well as the alphabet.

Talk to me about the alphabet.

Chris Raschka. Henry Holt, 2003. \$16.95. 0-805-06782-5. A hyped-up guy focuses on letter sounds: "Y is for Yo!" His agitated line and splats of color dovetail nicely. "M is for Milk. Mmmmm. Mine!"



**KATE
HOUSTON
MITCHOFF**

WEB SITES

TAXES

Understanding Taxes

www.irs.gov/app/understanding/Taxes/index.jsp

The Internal Revenue Service offers both a teacher area and a student area to help explain what taxes are and why people must pay them. Students learn the basic concepts behind taxes and for what programs the collected money is used. Students learn their role as taxpayers, a quick history of U.S. taxes, perspectives on fairness in taxes, and the impact that taxes have on everyday living. Many activities, tutorials, and tax simulations round out this site.

Tax History Project

www.taxhistory.org/

This site offers a broad and expansive look into the history of taxes from 1620 to the present, an image gallery of historical tax-related cartoons, historical tax documents and articles, and even a section that reports the presidents' and vice presidents' tax returns from 2000 to the present.

U.S. Department of Treasury Fact Sheets: Taxes

www.treas.gov/education/fact-sheets/taxes/index.html

This U.S. Treasury site explains the economics of taxes and why there are state and local taxes while giving a historical perspective on U.S. tax practices and laws. The site also presents a look at how tax legislation is written and enacted, something that the other sites listed do not do. The U.S. Treasury site also directs students to the Bureau of Public Debt to learn about the country's current national debt, updated daily.

WONDERS OF THE SEA

Kendall Haven

Storytelling in the science classroom and science in the library's storytelling—this is a perfect guide to join literature with science by a master storyteller and storyteller. (Libraries Unlimited, 2005. 200 pp. \$30.00. 1-59158-279-2.)

Bottom line: Highly recommended.

BIG IDEAS IN SMALL PACKAGES: USING PICTURE BOOKS WITH OLDER READERS

Molly Pearson

There are so many great picture books that can be used to motivate teens. Here is an annotated list with activity ideas. (Linworth, 2005. 128 pp. \$36.95. 1-58683-178-X.)

Bottom line: Offers an excellent buying list.

STORIES, TIME AND AGAIN: A PROGRAM GUIDE FOR SCHOOLS AND LIBRARIES

Jan Irving

Irving is a master at creating book-centered activities for the library and the classroom. This latest work offers a variety of themed activities for grades 2–6 that can be built into the reading program. (Libraries Unlimited, 2006. 216 pp. \$32.00. 1-56308-998-X.)

Bottom line: Recommended.

BORN STORYTELLERS: READERS THEATRE CELEBRATES THE LIVES AND LITERATURE OF CLASSIC AUTHORS

Ann N. Black

Here are ready-to-use scripts for teens who are studying Shakespeare, Defoe, Dickens, Stevenson, Poe, Kipling, Alcott, Shelley, Stowe, and Veme. Index this book in the catalog to ensure that it is instantly available and not forgotten. (Teacher Ideas Press, 2005. 144 pp. \$30.00. 1-59469-003-0.)

Bottom line: Highly recommended.

Teacher Development Guides

INTELLECTUAL FREEDOM MANUAL, 7TH ED.

Office for Intellectual Freedom

Check your shelves. Which edition of this manual is there? Are you ready for those challenges? (American Library Association, 2006. 544 pp. \$52.00. 0-8389-3561-3.)

Bottom line: Now might be the time to update your copy of this essential source.

INTEGRATING PRINT AND DIGITAL RESOURCES IN LIBRARY COLLECTIONS

Audrey Fenner, Ed.

For all types of libraries, this work is a collection of articles that considers the ramifications of a major shift in library collections. (Haworth Press, 2005. 203 pp. \$29.95. 978-0-7890-2834-1.)

Bottom line: Recommended for the theorist among us.

SUCCEEDING WITH ENGLISH LANGUAGE LEARNERS: A GUIDE FOR BEGINNING TEACHERS

Thomas S. C. Farrell

Link the information in this book with Krashen's idea in *The Power of Reading: Insights From the Research* (2nd ed.) of flooding English-language learners (see with materials they desperately want to read in English, and you have some excellent strategies to work with these kids, in both the library and the classroom. (Corwin Press, 2006. 176 pp. \$27.95. 1-4129-2439-1.)

Bottom line: Recommended.

BULLYING FROM BOTH SIDES: STRATEGIC INTERVENTIONS FOR WORKING WITH BULLIES AND VICTIMS

Walter B. Roberts

Whether in the library, in the school, or on the playground, teacher-librarians have a stake in this behavior. (Corwin Press, 2005. 208 pp. \$31.95. 1-4129-2580-0.)

Bottom line: This is a good title to consider for professional learning groups.

EVALUATING TEACHING: A GUIDE TO CURRENT THINKING AND BEST PRACTICE, 2ND ED.

James H. Stronge, Ed.

EFFECTIVE TEACHER EVALUATION: A GUIDE FOR PRINCIPALS

Kenneth D. Peterson and Catherine A. Peterson

These two books are a good way to update yourself on methods currently being used

ONLINE with hotlinks @ www.teacherlibrarian.com

in the field. (Corwin Press, 2006. 328 pp. \$39.95. 1-4129-0978-3; 2005. 128 pp. \$24.95. 1-4129-1483-3.)

Bottom line: Worth a look.

BLUEPRINT FOR YOUR LIBRARY MARKETING PLAN: A GUIDE TO HELP YOU SURVIVE AND THRIVE

Patricia H. Fisher and Marseille M. Pride
Created for every library, this handbook offers practical advice, forms, activities, data collection instruments, and other tips for getting a marketing campaign off the ground. (American Library Association, 2006. 152 pp. \$45.00. 0-8389-0909-4.)

Bottom line: This book is particularly good for district-level coordinators.

IN-HOUSE BOOKBINDING AND REPAIR

Sharon McQueen

This is a well-illustrated guide that is better than the brief materials provided by the supply houses. (Scarecrow Press, 2005. 130 pp. \$35.00. 0-8108-5224-1.)

Bottom line: Worth the price.

CULTURAL PROGRAMMING FOR LIBRARIES: LINKING LIBRARIES, COMMUNITIES, AND CULTURE

Deborah A. Robertson

In many communities, school and public libraries can join together to celebrate so many wonderful diverse aspects of culture—and here is how to do it, from a professional at the American Library Association's headquarters. (American Library Association, 2005. 120 pp. \$35.00. 0-8389-3551-6.)

Bottom line: Definitely worth a look.

Review by Esther Rosenfeld

CANADIAN FICTION: A GUIDE TO READING INTERESTS

Sharron Smith and Maureen O'Connor.

This guide, modeled in some ways on Nancy Pearl's two *Now Read This* books, is a welcome addition to the Genreflecting advisory series. The book resembles the rest of the series in that it is primarily written to help librarians (in public, academic, and school libraries) to help readers choose interesting, worthwhile books. As such, the

recent works of Canada's internationally acclaimed literary award winners—Margaret Atwood, Ann-Marie MacDonald, Yann Martel, Anne Michaels, Timothy Findley, Mordecai Richler, Carol Shields, and Rohinton Mistry—are all featured in the guide. For librarians who want to include other Canadian writers in their collections, *Canadian Fiction* also serves as a comprehensive collection development guide for recent Canadian fiction, covering over 650 Canadian-authored titles published between 1990–2004.

Canadian Fiction has value as a professional resource in several ways. First, it is a comprehensive selection tool for quality Canadian fiction. Second, it is a valuable reference for secondary English teachers, enabling them to build reading lists for students. Third, it is a useful resource for senior secondary students to assist them in choosing novels by theme and subject for novel and author studies.

This book is organized into several chapters that list titles according to four "appeal characteristics"—setting (including historical fiction), story, character, and language—with each listed title having an annotation and suggestions for further reading. There is also an additional long chapter that covers recent Canadian fiction by genre (mystery, science fiction, fantasy, romance, thriller, and horror), which similarly includes annotated titles and suggested books for further reading.

An interesting aspect of the suggested books for further reading—over 2,400 in all—in all of the chapters is that they are not all Canadian titles (as the main entries all are) but are English-language titles from all over the world. Several comprehensive appendixes list additional resources and web sites, literary awards, and Canadian publishers. An author/title index and a subject index are also included. (Libraries Unlimited, 2005. 448 pp. \$60.00. 1-591-58166-4.)

Bottom line: Highly recommended. Although not written specifically for school libraries, *Canadian Fiction* is an essential resource for Canadian secondary school libraries and an important resource for secondary school libraries in the United States, Australia, and other English-speaking countries that want to build an international collection of fiction written in English.

The Best Professional Books of 2005 By David Loertscher and Esther Rosenfeld

ACTION RESEARCH: A GUIDE FOR LIBRARY MEDIA SPECIALISTS

Jody K. Howard and Su A. Eckhardt
(Linworth, 2005. 160 pp. \$39.95. 1-58683-177-1.)

Bottom line: Recommended as a practical guide to formulating a local study, carrying it out, and analyzing its results.

ASSESSING LEARNING: LIBRARIANS AND TEACHERS AS PARTNERS

Violet H. Harada and Joan M. Yoshina
(Libraries Unlimited, 2005. 168 pp. \$40.00. 1-59158-200-8.)

Bottom line: One of the most important books of the year on assessment. Highly recommended.

BAN THOSE BIRD UNITS: 15 MODELS FOR TEACHING AND LEARNING IN INFORMATION-RICH AND TECHNOLOGY-RICH ENVIRONMENTS

David V. Loertscher
(Hi Willow Research and Publishing, 2005. 208 pp. \$35.00. 1-93179-11-5.)

Bottom line: High-thinking learning activities replace worksheets and makes plagiarism irrelevant.

BOYS AND LITERACY: PRACTICAL STRATEGIES FOR LIBRARIANS, TEACHERS, AND PARENTS

Elizabeth Knowles and Martha Smith
(Libraries Unlimited, 2005. 192 pp. \$35.00. 1-59158-212-1.)

Bottom line: Highly recommended for its wealth of practical strategies and its comprehensive annotated bibliographies.

COLLECTION MANAGEMENT FOR YOUTH: RESPONDING TO THE NEEDS OF LEARNERS

Sandra Hughes-Hassell and Jacqueline C. Mancall
(American Library Association, 2005. 120 pp. \$35.00. 0-8389-0894-2.)

Bottom line: A must-read for every instructor of collection development in the school library field.

COLLEGE KNOWLEDGE: WHAT IT REALLY TAKES FOR STUDENTS TO SUCCEED AND WHAT WE CAN DO TO GET THEM READY

David T. Conley
(Jossey-Bass, 2005. 350 pp. \$24.95. 0-7879-7397-1.)

Bottom line: A reanalysis of the role of all educators in the preparation of young people for advanced learning opportunities.

COPYRIGHT FOR SCHOOL: A PRACTICAL GUIDE, 4TH ED.

Carol Simpson
(Linworth, 2005. 223 pp. \$44.95. 1-58383-192-5.)

Bottom line: A standard tool for those everyday copying decisions.

GUIDING STUDENTS FROM CHEATING AND PLAGIARISM TO HONESTY AND INTEGRITY: STRATEGIES FOR CHANGE

Ann Lathrop and Kathleen Foss
(Libraries Unlimited, 2005. 288 pp. \$35.00. 1-59158-275-X.)

Bottom line: An important problem, complete with many strategies for success.

I-SEARCH FOR SUCCESS: A HOW-TO-DO-IT MANUAL FOR CONNECTING THE I-SEARCH PROCESS WITH STANDARDS, ASSESSMENT, AND EVIDENCE-BASED PRACTICE

Donna Duncan and Laura Lockhart
(Neal-Schuman, 2005. 250 pp. \$75.00. 1-55570-510-3.)

Bottom line: Recommended highly for fans of the I-Search method.

LEARNING TO QUESTION, TO WONDER, TO LEARN

Jamie McKenzie
(FNO Press, 2005. 180 pp. \$20.00. 0-9674078-5-0.)

Bottom line: Learning activities change and improve when students, teachers, and teacher-librarians understand how to create a fascinating and high-level question.

MOTIVATIONAL DESIGN: THE SECRET TO PRODUCING EFFECTIVE CHILDREN'S MEDIA

Marilyn P. Arnone
(Scarecrow Press, 2005. 192 pp. \$24.95. 0-8108-5037-0).

Bottom line: Beyond death by PowerPoint. Highly recommended.

ON COMMON GROUND: THE POWER OF PROFESSIONAL LEARNING COMMUNITIES

Richard DuFour, Robert Eaker, and Rebecca DuFour, Eds.
(National Educational Service, 2005. 272 pp. \$29.95. 1-932127-42-9.)

Bottom line: The best idea in years for purposeful conversations as a school faculty.

POWERING ACHIEVEMENT: SCHOOL LIBRARY MEDIA PROGRAMS MAKE A DIFFERENCE: THE EVIDENCE, 3RD ED.

Keith Curry Lance and David V. Loertscher
(Hi Willow Research and Publishing, 2005. 232 pp. \$35.00. 1-933170-14-X.)

Bottom line: A complete summary and guide to the presentations of Lance, linking school library programs to achievement.

THE POWER OF READING: INSIGHTS FROM THE RESEARCH, 2ND ED.

Stephen D. Krashen
(Libraries Unlimited, 2004. \$25.00. 180 pp. 1-59158-169-9).

Bottom line: One irresistible title from 2004, documenting the power of wide reading on achievement, the foundation of the school library reading initiative.

A STAFF DEVELOPMENT GUIDE TO WORKSHOPS FOR TECHNOLOGY AND INFORMATION LITERACY: READY TO PRESENT!

Kay Bishop, Sue Janczak, and Jennifer Cahall
(Linworth, 2005. 128 pp. \$39.95. 1-58683-155-0.)

Bottom line: Provides almost-instant professional development ideas for the integration of technology and information literacy, complete with handouts.

TEACHING THINKING SKILLS WITH FAIRY TALES AND FANTASY

Nancy Polette
(Teacher Ideas Press, 2005. 168 pp. \$25.00. 1-59158-320-9.)

Bottom line: A classic author teaches the integration of thinking with literacy enjoyment.

UNDERSTANDING BY DESIGN, EXPANDED 2ND ED.

Grant Wiggins and Jay McTighe
(ASCD, 2005. 370 pp. \$32.95. 1-4166-0035-3.)

UNDERSTANDING BY DESIGN: PROFESSIONAL DEVELOPMENT WORKBOOK

Jay McTighe and Grant Wiggins
(ASCD, 2004. 295 pp. \$26.95. 0-87120-855-5.)

Bottom line: Two of the best professional development titles of the year, outlining the constructivist formulation of learning experiences.

UNDERSTANDING HOW STUDENTS LEARN: A GUIDE FOR INSTRUCTIONAL LEADERS

P. Karen Murphy and Patricia A. Alexander
(Corwin Press, 2006. 168 pp. \$48.00. 1-4129-0886-8.)

Bottom line: Coupled with the McTighe and Wiggins's books, this one provides an in-depth treatment of constructivism that is compatible with learning activities brought into the school library.

