

hear ye! leaders of the 21st century

DIGITAL STORYTELLING IN THE CLASSROOM: NEW MEDIA PATHWAYS TO LITERACY, LEARNING, AND CREATIVITY

Jason Ohler

Over the last year, we have become more and more enthusiastic about the potential of enhancing teaching and learning with new technologies. The reason for this enthusiasm involves the availability of simple-to-use software that is readily free and allows all users—adults, kids, and teens—to produce creative content and share it over the Web. Ohler takes us into the realm of digital storytelling. First, he tells us about the possibilities of enhancing literacy, links us to standards, describes methods of storytelling, and then helps us produce a digital product using free tools on the Mac or PC. He encourages us to teach children and teens to write and produce their own stories via the story mat—a technique for understanding how a story works using a graphical model. We can think of all kinds of applications beyond just the reading of stories online or the writing of stories through production. Using these techniques, we see students as individuals or groups creating digital story biographies or oral presentations using story as the central narrative interest catcher. Even better, the products that we share on the Internet can be instantly available for parents, board members, and judges in competitions, and they can even be uploaded to YouTube. (Corwin Press, 2007. 228 pp. \$32.95. 978-1-4129-3850-1.)

Bottom line: A big plus. A required read. A required *do it!* —David Loertscher

DESIGNING A SCHOOL LIBRARY MEDIA CENTER FOR THE FUTURE, 2ND ED.

Rolf Erikson and Carolyn Markuson

It is well-known that too many schools have school library facilities that are antiquated and thus need extensive renovation and replacement. The authors of this guidebook to designing a school library have worked on more than 100 school library building projects and so provide those of us fortunate enough to be planning a new or refurbished facility with a comprehensive planning tool. For most of us, designing a new or updated library is likely a once-in-a-lifetime opportunity, and the authors urge teacher-librarians to take an active part in the process rather than defer to architects, interior designers, and building contractors. Erikson and Markuson provide us with this comprehensive tool for such active involvement. The guidebook—full of detailed text, illustrations, charts, and floor plans—walks teacher-librarians through the process of designing a school library, beginning properly with planning for the program. Topics addressed include accessibility requirements and issues, sustainability and conservation issues related to “going green” in the school library, joint school library–public library facilities, as well as space allocation, technological issues, and furnishings. A welcome bonus to the guidebook comes in Ross Todd’s insightful foreword, which provides a succinct vision of why well-designed library facilities are vital for delivering an effective library program and providing personalized learning spaces for students. (ALA Editions, 2007. 124 pp. \$45.00. 978-0-8389-0945-4.)

Bottom line: Recommended. —Esther Rosenfeld

CREATING AND SUSTAINING SMALL LEARNING COMMUNIT- TIES: STRATEGIES AND TOOLS FOR TRANSFORMING HIGH SCHOOLS, 2ND ED.

Grace Sammon

The small learning communities described in this book are defined as smaller schools within a school using the school-to-work philosophy. Sammon has lots of experience in setting up, monitoring, and gathering data with these types of smaller groups within a larger entity and provides extensive planning materials and descriptions with examples to help put this organization into place. She describes the creation of a collaborative team composed of administrators, lead teachers, regular teachers, and counselors. Thus, this team becomes a closely knit professional learning community. My beef with this book, as with many others in the general education literature, is that there is really no mention of technology or a library—no mention of a team member steeped in resources and networks who can join the instructional design team and help produce the learning activities, particularly for the target student group whom this book focuses on. In actuality, the focus is on helping students shadow various careers, and this is wonderful; but when in class, the traditional tedium of boring, without the help of a librarian or instructional designer, is unthinkable. (Corwin Press, 2007. 227 pp. \$37.95. 978-1-4129-3790-0.)

Bottom line: If you are into this type of school design—and it is one pregnant with possibilities—you will have to again fight for a foundational team member who will add the essential spark that this idea needs. —David Loertscher

EFFECTIVE TEACHING WITH INTERNET TECHNOLOGIES

Alan Pritchard

One opens a book of this title expecting to find great ideas about the use of technology and high-level learning. Well, as it turns out, the author has tested a number of software packages available on the Internet with actual classroom teachers and

has watched the teaching method used by the teacher, the responses of the students, and the results. Most of the packages are of the kind that kids are set busy on while the teacher is doing something else—a kind of substitute teaching or at least some coaching by the teacher as individual students or small groups interact. The results are predictable. Some students enjoy the packages; others do not. Occasionally, the teacher assesses the result but not always. The author wants these packages to fit into the latest theoretical findings of the benefits of technology in education and is trying to fit them into constructivist principles. It doesn't quite happen. It doesn't quite happen, because these are side events, not the main attraction—supplementary, not central. And there is no mention of a technology specialist or a teacher-librarian anywhere in the vicinity. One presumes a classroom with a few computers and programs that tend kids when something else is happening with the rest of the class. (Paul Chapman, 2007. 132 pp. \$27.95. 978-1-4129-3095-6.)

Bottom line: Hopes are dashed with the potential of this kind of technology. No mention of Web 2.0 applications. Pass this one by. —David Loertscher

THE COLLECTION PROGRAM IN SCHOOLS: CONCEPTS, PRACTICES, AND INFORMATION SOURCES, 4TH ED.

Kay Bishop

Times change. But in school libraries, the more they change, the more they remain the same. This textbook was written in three editions by Phyllis VanOrden and served as a textbook on collection development for many years. Now in its fourth edition and written by Kay Bishop, the essential structure remains the same, with new additions for various new formats. If you liked the previous editions, then you will welcome this one. However, it would seem to be time to reconceptualize the entire reason for and methods of building materials for teaching and learning in schools. For example, digital resources in schools are now far larger than print resources (or at least should be). We are in the 21st century, and students and teachers who are in love with Google expect quite different delivery mechanisms, access, and formats. This text assumes that the

traditional principles still apply with just new formats to contend with. However, teacher-librarians must consider what kind of collection kids and teachers need. Certainly, 24/7/365 access is a place to begin. And teacher-librarians keep up with their users in devices, networks, and needs since it is the users who will decide and who are deciding what formats and systems to use for their information. That's dreaming but here now. (Libraries Unlimited, 2007. 287 pp. \$50.00. 978-1-59158-360-8)

Bottom line: Use this book for Kay Bishop's effort and if you appreciate the traditional approach. However, I put out a call for an entire makeover. —David Loertscher

COLLABORATIVE STRATEGIES FOR TEACHING READING COMPREHENSION:

MAXIMIZING YOUR IMPACT

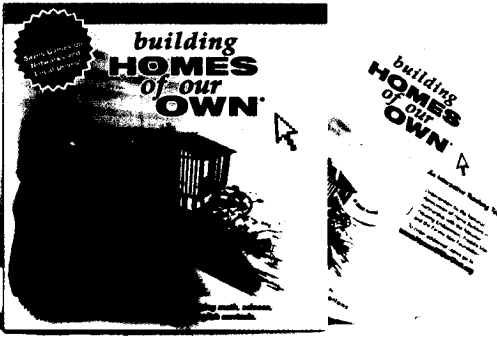
Judi Moreillon

The author, a veteran and well-known teacher-librarian, has written this comprehensive guide to show that collaboration between

classroom teachers and teacher-librarians in teaching reading comprehension is both desirable and doable. By developing their understanding of best practices in teaching reading comprehension and by effective collaboration with literacy specialists and classroom teachers, Moreillon asserts that teacher-librarians can position themselves as vital elements of the literacy program in their schools. With the goal of collaborating to increase student success firmly in mind, the book is organized into chapters that highlight reading comprehension strategies in detail. Each chapter provides resources such as sample lessons and supplementary web materials (including customizable graphic organizers and rubrics). The sample lessons for each strategy are flexibly designed for different stages of literacy development and for different modes of delivery, and they are well grounded in good pedagogical practice. Bravo to Judi Moreillon for emphasizing the *teacher* part of teacher-librarian, for providing a practical guide for effective collaborative teaching, and for helping teacher-librarians assume a leadership role

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in their schools' literacy efforts. Although teacher-librarians have traditionally not been directly involved in reading instruction and have instead concentrated on emphasizing independent reading for pleasure as a lifelong habit, Moreillon shows how teacher-librarians can be a direct partner in teaching reading comprehension. (American Library Association, 2007. 170 pp. \$38.00. 978-0-8389-0929-4.)

Bottom line: Highly recommended for elementary school libraries. Buy this book and share it with your principal and your school's literacy team and with classroom teachers. As a professional learning group, you can study and implement the strategies and use the resources. Then you can watch your students' progress and gather the evidence of their success. This book can also be used in preservice teacher training programs and in school librarianship courses to show how classroom teacher-teacher-librarian collaboration can work. —*Esther Rosenfeld*

THE LIBRARY MEDIA SPECIALIST AND THE WRITING PROCESS

Marge Cox, Carl A. Harvey II, and Susan E. Page

This book is a useful guide for teacher-librarians on the writing process, and it provides various ways in which teacher-librarians can collaborate with classroom teachers to teach the process. The authors (a teacher-librarian, a district library director, and a former classroom teacher who is now a staff developer) begin by reviewing the research on best practices in teaching writing and offer an overview of the writing process. A valuable chapter describes the potential role of the teacher-librarian in teaching this process. Subsequent chapters outline each step of the writing process and include sample lessons and other ways that collaborative teaching can take place, as well as lists of recommended resources. The lessons and strategies have been developed for grade groups ranging from kindergarten to high school. A final chapter discusses assessment of student writing and the potential roles that the teacher-librarian can play in evaluating student work. The ideas and strategies in this book provide an avenue for collaborating with classroom teachers and is thus a useful

addition to the professional collection in a school library. (Linworth, 2007. 120 pp. \$39.95. 978-1-58683-214-8.)

Bottom line: Recommended.

—*Esther Rosenfeld*

ALL YEAR LONG! FUNNY READERS THEATRE OF LIFE'S SPECIAL TIMES

Diana R. Jenkins

Everyone loves readers theater because it is quick and easy to do, it involves many readers, it can be done without preparation or very little, and it can be a literary respite when there is but a few minutes to spare. Jenkins uses the many holidays and special days of the year to write original short plays for readers theater production for middle school kids. The topics all center on various teen problems encountered in this complex and emerging culture. Personally, I found these plays humorous, but the question I have is, will they be humorous and helpful to your students? There is only one way to find out—and if they do not work for the group, introduce the idea, have kids write their own plays, and then produce them for Podcast distribution. (Libraries Unlimited, 2007. 254 pp. \$25.00. 978-1-59158-436-0.)

Bottom line: A great writing and reading idea worth pursuing. —*David Loertscher*

PLAYING TO LEARN: VIDEO GAMES IN THE CLASSROOM

David Hutchison

As we all know, many of our students spend a great deal of their leisure time playing a variety of video games. Yet for many educators, especially those of us who are veterans, video games are terra incognita. According to the author (an associate professor of education at Brock University), teachers should be educating themselves about video games and should be considering them as valuable instructional tools. Consequently, Hutchison has written this guidebook to help teachers integrate the study of video games into classroom practice. The book features over 100 video game-related activities for grades 4 to 12, and he anchors these activities in a variety of subject areas, including drama, visual arts, physical education, and science. For the most part, the activities are highly interesting, challenging, and creative and will certainly engage students. Thoughtful discussion

articles, such as ones on video game addiction and video game violence, form the basis for several activities that involve research, critical thinking, and written or oral presentations. The activities are age appropriate and contain resources and discussion questions for lesson extensions that involve critical thinking. Many of the activities can be used to teach media literacy skills, which are now part of the language arts curriculum. As well, many of the activities and their follow-up discussion questions can be implemented through a collaborative approach between the classroom teacher and the teacher-librarian. Hutchison provides a valuable, concrete way of engaging students in reading and writing by integrating a ubiquitous aspect of popular culture into classroom practice. (Teacher Ideas Press, 2007. 280 pp. \$30.00. 978-1-59158-492-6.)

Bottom line: Highly recommended. This book can form the core of interesting exploration and implementation by professional learning groups in your school. As well, it offers new opportunities for school library-classroom collaboration. —*Esther Rosenfeld*

CRASH COURSE IN MARKETING FOR LIBRARIES

Susan Webreck Alman

Blanche Wools created a series of crash-course books that give the kernel of an idea on how to market libraries, with lots of examples. Now Alman, a pro at marketing, gives us 58 pages of essential information about how to market any library and then fills the rest of the pages with ideas and examples that teacher-librarians can harvest for their own marketing efforts. Alman covers the planning process for a marketing plan, namely, developing the plan, communicating the plan to the community, and raising funds—all followed by many appendixes of examples. Alman is a pro, and her suggestions and advice are excellent. (Libraries Unlimited, 2007. 177 pp. \$30.00. 978-1-59158-430-8.)

Bottom line: How long has it been since you as a librarian worked seriously on your marketing plan? If it's been a while, then this refresher idea book is worth the price to renew your determination to keep your library in the public eye.

—*David Loertscher*

SCHOOL REFORM AND THE SCHOOL LIBRARY MEDIA SPECIALIST

Ed. Sandra Hughes-Hassell and Violet H. Harada

To date, this collection of essays about essential directions in the school library media programs is the most significant contribution of the year. Taking important topics of school reform into account, renowned authors in the field weigh in on the directions that library media professionals must move to stay relevant. The major topics that the editors address include academic excellence, accountability, diversity, digital literacy, professional renewal and leadership, the librarian as change agent, partnering for student achievement, literacy development, serving diverse student populations, and building professionalism. The writers include the editors themselves, Ross Todd, Marjorie Pappas, Barbara Stripling, Bonnie Mackey, Sharon Pilcher, Elizabeth Dobler, Pam Berger, Mary Jo Noolan, Denise Agosto, Carol Gordon, and Joyce Yukawa. The book is an experience in top-notch professional development, and its message is a critical one—get serious about pushing the envelope toward significant contributions to teaching and learning. (Libraries Unlimited, 2007. 204 pp. \$40.00. 978-1-59158-427-8.)

Bottom line: Do not pause. Order your copy today. But more important, read it, talk with colleagues about it, and take action. —David Loertscher

THE NEWBERY AND CALDECOTT AWARDS: A GUIDE TO THE MEDAL AND HONOR BOOKS, 2007 ED.

Association for Library Service to Children

The Newbery and Caldecott awards are given each year by the American Library Association for the most distinguished children's books published the previous year. The 2007 edition of this annual guide to the winners of these awards provides a quick reference for teacher-librarians and teachers. It includes annotations for all medal and honor books dating back to the inception of each award (1992 for Newbery and 1938 for Caldecott), and the book is fully indexed by title and author/illustrator. (ALA Editions, 2007. 192 pp. \$19.00. 978-0-8389-3567-5.)

Bottom line: Recommended for collection

development, curriculum tie-ins, and resources for themed displays. Consider purchasing this if you don't have it in your professional collection or if your current edition is too out of date. —Esther Rosenfeld

ACROSS CULTURES: A GUIDE TO MULTICULTURAL LITERATURE FOR CHILDREN

Kathy East and Rebecca L. Thomas

This well-organized guide to multicultural resources for preschool to grade 6 students is arranged thematically and contains annotations for over 450 recently published fiction and nonfiction titles. Broad themes—such as identity and self-image, families, traditions, the history of diverse communities, and globalism—are used as a framework to present the books recommended by the authors (a public librarian and a teacher-librarian). In addition, there are chapters of curriculum strategies on using multicultural literature in literature circles and in parent-child book discussion groups and on awards for multicultural literature. As well, the authors provide useful indexes by culture and grade level, by author, by title, by illustrator, and by subject and grade level. (Libraries Unlimited, 2007. 342 pp. \$55.00. 978-1-59158-336-3.)

Bottom line: Recommended for developing a diverse collection, for use in literature circles, and for a variety of curriculum uses. —Esther Rosenfeld

UNDERSTANDING DIVERSITY THROUGH NOVELS AND PICTURE BOOKS

Liz Knowles and Martha Smith

This is another winning guide written by Knowles and Smith who previously brought us *Character Builders: Books and Activities for Character Education* (2006, Libraries Unlimited) and *Boys and Literacy: Practical Strategies for Librarians, Teachers, and Parents* (2005, Libraries Unlimited). In this volume, the authors focus on diversity and have organized this guide around using novels and picture books to teach diversity issues via the Big 8 Cultural Identifiers created by the National Association of Independent Schools: race, religion, ability, age, ethnicity, socioeconomic status, sexual orientation, and gender. Each aspect of diversity is then featured in a chapter that offers an annotated list of books recommended for children in

grades 4 to 8, a longer bibliography of other recommended books and picture books, a bibliography of nonfiction books and series, several featured authors, awards, several annotated journal articles, additional print and web resources, and discussion questions for literature circles or novel study. In short introductory chapters, the authors discuss recent demographic trends and research and the sensitive issue of using authentic voices in diversity literature. (Libraries Unlimited, 2007. 156 pp. \$39.00. 1-59158-440-7.)

Bottom line: Recommended for collection development on diversity issues and for a variety of curriculum uses in classrooms and school libraries. —Esther Rosenfeld

SCHOOL LIBRARY MANAGEMENT, 6TH ED.

Ed. Judi Repman and Gail K. Dickinson

This book is a compendium of recently published articles from *Library Media Connection* magazine, as selected by the editors. Written by well-respected authors in the school library field, the articles are arranged in broad thematic sections. As used in the title, the term *management* is really a misnomer because the articles cover a much wider range of topics than that which the term implies—such as collaboration, effective staff development, evidence-based practice, and technology. (Linworth, 2007. 200 pp. \$44.95. 978-1-58683-296-4.)

Bottom line: Recommended for keeping up with some of the important recent articles on school librarianship. Useful as a resource for courses in school librarianship. —Esther Rosenfeld

PARTNERS IN LITERACY: SCHOOLS AND LIBRARIES BUILDING COMMUNITIES THROUGH LIBRARIES

Sandra Cuban and Larry Cuban

With two major authors and with the stamp of approval of two major publishers, one expects to find important and major proposals for a new generation of literacy initiatives. Sadly, such is not the case here. The authors castigate the state of technology in the public schools, including one-to-one computing, as largely a failure and so turn to experiments in the public library, where hosts of computers and wireless technologies are

available as a major component in bringing literacy to those who do not have access to computing. One cannot deny this success, and in every public library that I have visited recently, the computers are usually busy and are serving those who do not normally have access. However, the authors rarely acknowledge the existence of school libraries. Instead, they discuss schools in general. They spotlight a number of public library computer literacy programs but no such school library literacy initiatives. It is unfortunate. And for this reason, pass this title by. (Teachers College Press and the American Library Association, 2007. 150 pp. \$25.95. 978-0-8077-4795-7.)

Bottom line: Not recommended.

—*Esther Rosenfeld*

GENREFIED CLASSICS: A GUIDE TO READING INTERESTS IN CLASSIC LITERATURE

Tina Frolund

Part of the Genreflecting Advisory series, this book highlights over 400 classic literary works (including some young adult and children's titles) published before 1985. The classics chosen for inclusion are grouped broadly by genre and then specifically by topic. The entry for each classic is well annotated, with readers also being directed to similar books. Where appropriate, readers are also directed to audio book and film versions. As a reference work, this is well organized and easy to use, and it includes a chronology of the listed titles, a list of titles by reading level, an author/title index, and a subject index. This would be a valuable addition to high school library collections, particularly to assist senior English and AP English students in choosing books for independent projects. Because of the inclusion of classic young adult and children's titles, it would also be useful in middle school libraries at schools that have an academic focus on classic literature. (Libraries Unlimited, 2007. 392 pp. \$45.00. 978-1-59158-172-7.)

Bottom line: Highly recommended for professional and student use in high schools and middle schools that have an academic focus on classic literature.

—*Esther Rosenfeld*

TEACHING THE MALE BRAIN: HOW BOYS THINK, FEEL, AND LEARN IN SCHOOLS

Abigail Norfleet James

This book is a welcome addition to the growing body of professional literature on how boys and girls learn differently. The author begins by providing readers with a well-written overview of the research about gender differences, looking at both scientific and sociological approaches. After presenting cognitive, sensory, physical, social, and emotional differences between genders, James provides a variety of strategies and resources to differentiate instruction so that male students can succeed. Chapters on classroom management, subject-specific suggestions, and effective teaching provide examples and strategies that are useful, practical, and well grounded in pedagogical best practice. Furthermore, they are presented in an engaging, jargon-free writing style. However, by taking a traditional view of the school library and the role of the teacher-librarian, the author misses the opportunity to use the school library and the teacher-librarian as an important component in providing a positive educational experience for boys. (Corwin Press, 2007. 304 pp. \$37.95. 978-1-4129-3663-7.)

Bottom line: Recommended with reservations as an addition to your school's professional library. On the whole, it is a useful and practical guide. However, it omits the important role that the school library can play in enhancing learning for boys. —*Esther Rosenfeld*

DIFFERENTIATING INSTRUCTION: COLLABORATIVE PLANNING AND TEACHING FOR UNIVERSALLY DESIGNED LEARNING

Jacqueline S. Thousand, Richard A. Villa, and Ann Nevin

The authors have written a dense and detailed reference guidebook to universally designed learning, especially with regard to collaborative planning and collaborative teaching as the preferred way to differentiate learning. The authors claim that their guidebook is research based and anchored in best practice. However, they seem to live in a universe where school libraries do not exist. Many types of cooperative planning and teaching models are explained and discussed, illustrating co-teaching between classroom teachers and ESL

teachers, specialist reading teachers, speech language pathologists, psychologists, various paraprofessionals, and even school volunteers. Yet, incredulously, not once is the school library ever mentioned as a resource for differentiating instruction, nor is the teacher-librarian ever mentioned as a cooperative planning and teaching partner. (Corwin Press, 2007. 256 pp. \$34.95. 978-1-4129-3861-7.)

Bottom line: Not recommended. The book purports to be about collaboration, yet the authors totally ignore school libraries as resource centers as well as teacher-librarians as instructional partners. —*Esther Rosenfeld*

WOMEN ENGAGED IN WAR IN LITERATURE FOR YOUTH: A GUIDE TO RESOURCES FOR CHILDREN AND YOUNG ADULTS

Hilary S. Crew

This curriculum and collection development reference guide covers books and other resources that present girls and women as being actively involved in wars in various ways, as nurses, doctors, soldiers, war correspondents, spies, and participants on the home front. The resources (which are mostly annotated) include fiction, picture books, biographies, historical reference books, periodical articles, and web sites. The listings for most books contain suggested grade-level information. The scope of the book is comprehensive and global, spanning from ancient times to the present day. Separate chapters list professional resources for teachers, primary resources for students and teachers, and an international directory of memorials, monuments, and museums. Particularly valuable is an appendix that suggests inquiry-based activities designed for collaboration between classroom teachers and teacher-librarians. Finally, the author provides a list of titles for building a core collection. (Scarecrow Press, 2007. 324 pp. \$51.00. 978-0-8108-4929-7.)

Bottom line: Highly recommended. This is a valuable resource for collection development, for curriculum planning, and for student use in researching resources for inquiry projects about women in war. —*Esther Rosenfeld*

THEME PLAY: EXCITING YOUNG IMAGINATIONS

Gary Zingher

Based on his Thematic Journey column for *School Library Media Activities Monthly*, Theme

Play contains theme-based activities using writing, drama, art, and music to encourage creativity in young children. Zingher believes in clustering a variety of resources, including picture books, chapter books, poetry, sound recordings, and videos around thematic topic areas that stir children's imagination. Each thematic area includes an extensive bibliography of print and media resources, questions for discussion, and creative starting points and follow-up activities. (Libraries Unlimited, 2006. 196 pp. \$35.00. 978-1-59158-307-3.)

Bottom line: Recommended. Whether you operate on a fixed or flexible schedule, this book offers useful thematic resource lists and lots of creative activity ideas for use with primary grades.

—*Esther Rosenfeld*

MIDDLE SCHOOL LITERACY CENTERS: CONNECTING STRUGGLING READERS TO LITERATURE

Lynette Prevatte

This book is about creating literacy centers in middle school classrooms. It has blackline masters for 40 literacy center activities, along with teacher and student directions for each activity. However, in creating these literacy centers, the author ignores the largest literacy center in the school—the school library—as well as the collaborative role that the teacher-librarian plays in providing a rich literacy experience for students. (Maupin House, 2007. 208 pp. \$24.95. 978-0-929895-98-7.)

Bottom line: Not recommended.

—*Esther Rosenfeld*

READING DOESN'T MATTER ANYMORE

David Booth

According to the book's author, a highly regarded literacy expert, reading *does* matter (of course), and he is passionately devoted to spreading an expanded view of teaching literacy skills to 21st-century students. He exhorts teachers to devise innovative ways and use all types of reading material to redefine reading so that it embraces the interests and needs of today's students. In Booth's view, our concept of reading material needs to include comic books, technical manuals, graphic novels, the Internet, and much more. In building literacy, Booth believes that teachers need

to think in terms of multiliteracies and thus go further beyond traditional reading and writing in building literacy. In 12 chapters, Booth outlines 12 steps to assist teachers and parents in changing the way that they view reading and in encouraging children to learn to read and develop a lifelong reading habit. He believes that using technology is a literacy skill, and he emphasizes how important it is to focus on literacy across the curriculum. Booth develops these strategies in an entertaining, highly readable anecdotal style, and at the book's end, he provides readers with a list of over 100 literacy events for students, parents, and teachers. (Stenhouse [in the United States], Pembroke [in Canada], 2006. 176 pp. \$18.00. 978-1-57110-492-2.)

Bottom line: Highly Recommended. Buy this book and share it with your principal and your teacher colleagues. It is perfect for professional learning group discussions and for discussion with parents. The practical, commonsense, no-jargon, and highly readable approach makes this book appealing for a wide audience of teachers and parents. —*Esther Rosenfeld*

WORTH A LOOK

TEACHERS CHANGE LIVES 24/7: 150 WAYS TO DO IT RIGHT

Jim Burgett

This is a book version of the author's presentation program "How to Be a More Effective Teacher, Remain Sane, and Stay Out of Jail—All at the Same Time!" Using humorous anecdotes and examples, Burgett provides a positive, upbeat message about teaching as a transformational occupation. (Education Communication Unlimited, 2007. 176 pp. \$17.95. 978-0-910167-91-8.) —*Esther Rosenfeld*

101 WAYS TO HELP PRESCHOOLERS EXCEL IN READING, WRITING, AND SPEAKING

Catherine DePino

This guide outlines a series of creative activities that preschool teachers, nursery and day care staff, kindergarten teachers, and ESL teachers can use to help young children develop their reading, writing, and speaking skills. The modifiable activities are

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ADULT BOOKS FOR OLDER TEENS

SCIENCE FICTION

Event. David Lynn Goleman. Thomas Dunne Books, 2006. \$24.95. 978-0-312-35341-4.

After an event that echoes that of Roswell in 1947, a secret agency, the Event Group, goes to investigate, with eye-opening results. This riveting science fiction–thriller combination is an excellent read packed with plenty of action and fascinating characters.

Rollback. Robert J. Sawyer. Tor Books, 2007. \$24.95. 978-0-7653-1108-5. Sawyer offers a fascinating tale of a message from aliens, first contact, and human rejuvenation. Great character development and a unique premise make this insightful story about moral choices a standout in the genre.

The Rosetta codex. Richard Paul Russo. Ace, 2007. \$7.99. 978-0-441-01389-0. Five-year-old Cale Alexandros survives a spaceship wreck, grows up in terrible hardship, and eventually finds the key to communicate with an ancient alien race. This fine story is a potent blend of a coming-of-age tale and a quest saga, with a youthful protagonist who is believable and engaging.

The Solaris book of new science fiction 2007. Ed. George Mann. Solaris, 2007. \$7.99. 978-1-84416-448-6. This diverse collection of short stories has something for everyone who appreciates science fiction. Current authors, such as Peter F. Hamilton and Stephen Baxter, offer thought-provoking tales on topics ranging from alien contact to war.

Zig zag: A novel. Jose Carlos Somoza. Rayo, 2007. \$24.95. 978-0-06-119371-2. String theory, quantum physics, time travel, and the consequences of "looking back" combine in this interesting blend of thriller, science fiction, and horror. Action and adventure abound in this exciting novel about young scientists whose daring outstrips their wisdom.

divided by age groups with a set for children aged 2 to 4 and one for children aged 4 to 6. (Rowman & Littlefield Education, 2007. 158 pp. \$21.95. 978-1-57886-575-8.) —*Esther Rosenfeld*

MANAGING FACILITIES FOR RESULTS: OPTIMIZING SPACE FOR SERVICES

Cheryl Bryan

Although written with public libraries in mind, this book is useful in school libraries where space needs to be carved out within the existing facility for technology or new types of resources. The book contains planning tools and forms to assist in the process of planning how to reorganize existing library space for new purposes. (ALA Editions, 2007. 221 pp. \$50.00. 978-0-8389-0934-8.) —*Esther Rosenfeld*

CYBERSINS AND DIGITAL GOOD DEEDS: A BOOK ABOUT TECHNOLOGY AND ETHICS

Mary Ann Bell, Bobby Ezell, and James L. Van Roekel

This book presents a variety of topics related to the use and misuse of computer technology. It is organized in alphabetical encyclopedic fashion, with one-page explanations of topics such as blogging, identity theft, spyware, Podcasting, hacking, and Internet gambling. The short entries and jargon-free language make this an easy-to-read resource for teachers and students. (Haworth Press, 2007. 187 pp. \$22.95. 978-0-7890-2954-6.) —*Esther Rosenfeld*

CRASH COURSE IN WEB DESIGN FOR LIBRARIES

Charles P. Rubinstein

The author creates a mythical library to serve as the example in this workbook to help librarians with no programming background develop a professional-looking library web site. Sequential chapters containing many screen shots take the reader through the process of creating a library-based web site. The book develops logically, using a Microsoft Windows environment with templates and an accompanying web site, but you might still need technical help in designing a new web site for your library. (Libraries Unlimited, 2007. 125 pp. \$30.00. 978-1-59158-366-0.) —*Esther Rosenfeld*

MOTHER GOOSE READERS THEATRE FOR BEGINNING READERS

Anthony D. Fredericks

This readers theater book consists of play scripts based on Mother Goose rhymes, including presentation advice, follow-up suggestions, and further resources. Several scripts have Spanish translations for use with English-language learners. (Teacher Ideas Press, 2007. 188 pp. \$25.00. 978-1-59158-500-8.) —*Esther Rosenfeld*

CHILDREN'S COUNTING-OUT RHYMES, FINGERPLAYS, JUMP-ROPE AND BOUNCE-BALL CHANTS, AND OTHER RHYTHMS: A COMPREHENSIVE ENGLISH-LANGUAGE REFERENCE

GLORIA T. DELAMAR

This reference book is an extensive listing of traditional and newer children's number rhymes. It includes indexes by author, title, first line, and subject. (McFarland, 2006. 224 pp. \$39.95. 978-0-7864-2833-5.) —*Esther Rosenfeld*

THE STORYTIME SOURCE-BOOK II: A COMPENDIUM OF 3,500+ NEW IDEAS AND RESOURCES FOR STORYTELLERS

Carolyn N. Cullum

This book is an update of the 1997 edition. It contains over 140 alphabetically arranged and themed programs for children up to age 8, with each program including follow-up resources and activities. There are also indexes of recommended picture book authors, picture book titles, videos and DVDs, crafts, song titles, activities, and music and movement. (Neal-Schuman, 2007. 489 pp. \$75.00. 978-1-55570-5893.) —*Esther Rosenfeld*

INSPIRING MIDDLE AND SECONDARY LEARNERS: HONORING DIFFERENCES AND CREATING COMMUNITY THROUGH DIFFERENTIATING INSTRUCTIONAL PRACTICES

Kathleen Kryza, S. Joy Stephens, and Alicia Duncan

This book contains lots of tips, activities, and blackline masters that are potentially

useful in engaging students to do their best work. The authors employ sound practices in curriculum design and teaching practice but seem unaware that the school library and the teacher-librarian can help classroom teachers to engage students. (Corwin Press, 2007. 253 pp. 978-1-4129-4902-6.) —*Esther Rosenfeld*

STORIES ON THE MOVE: INTEGRATING LITERATURE AND MOVEMENT WITH CHILDREN, FROM INFANTS TO AGE 14

Arlene Cohen

Written by a professional storyteller, this book includes a variety of interactive story-based activities that have children engaging in dance and movement. Each activity is described in detail and includes skill development connections, resources, and follow-up ideas. (Libraries Unlimited, 2007. 248 pp. \$32.00. 978-1-59158-418-6.) —*Esther Rosenfeld*

UNCOVERING STUDENT IDEAS IN SCIENCE, VOL. 2

Page Keeley, Francis Eberle, and Joyce Tugel

The purpose of this book is to reveal misconceptions that students bring to the science classroom so that teachers can replace the erroneous ideas with real understanding. It contains 25 reproducible formative assessment probe activities designed to determine what students know about core topics in life science and Earth and space science. The previously published volume 1 of the same title contains similar assessment probe activities with an emphasis on physical science. (NSTA Press, 2007. 200 pp. \$26.95. 978-0-87355-273-8.) —*Esther Rosenfeld*

NANOSCALE SCIENCE: ACTIVITIES FOR GRADES 6-12

M. Gail Jones, Michael R. Falvo, Amy R. Taylor, and Bethany P. Broadwell

This book contains 20 thematically organized guided-inquiry investigations to help students understand the implications of nanotechnology. Each activity has blackline masters and formative assessments. (NSTA Press, 2007. 155 pp. \$24.95. 978-1-933531-05-2.) —*Esther Rosenfeld*