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LIBRARIES UNLIMITED
Project Proposal Memo
From: Kathy Barco, Melanie Borski-Howard
Date: November 23, 2016

Project Summary
Title and subtitle: A working title is fine.
Storytime Engagement: The Fun Stuff

Authors: Name and bio, about 100 words. Please include publishing experience/professional awards. (Your CV is helpful but not a substitute for this brief bio.)

Kathy Barco is a freelance Library Consultant, following her retirement as Literacy Coordinator at Albuquerque/Bernalillo County Library System. She was a Children’s Librarian with the ABC Library, and served five years as Youth Services Coordinator for the New Mexico State Library. Kathy has co-authored three books with Valerie Nye: True Stories of Censorship Battles in America’s Libraries (ALA Editions, 2012), Breakfast Santa Fe Style and Breakfast New Mexico Style (Sunstone Press, 2006, 2009). Kathy’s book, READiscover New Mexico – A Tri-Lingual Adventure in Literacy (Sunstone Press, 2007), won a 2008 New Mexico Book Award. She received her MLIS from the University of Southern Mississippi.

Melanie Borski-Howard has been doing storytimes for over 20 years. She is currently a Youth Services Specialist at the Boulder Public Library, in Boulder, Colorado where she does 4-5 storytimes a week and stars in the show, Read With Us, a monthly television show produced and shown by Boulder’s local television station Channel 8.

Keynote: One line summing up the content. (Your “elevator pitch.”)

Welcome to the world of maracas and music, balloons and pancakes -- just a few ways to foster literacy in the library and the classroom, as well as at home. Literacy builders range from using music to feed the soul in storytime to a variety of “literacy doodads.”

Purpose Statement: 200–500 words on the intent of the work, who it is for, why it is needed, and why are you the person to write it.

Storytimes can be the most exciting part of early literacy. They provide skills necessary to prepare the pre-reader for their own venture into the world of the written word. But for the Storyreader, storytimes can be a frustrating.
Kathy Barco and Melanie Borski-Howard have spent many years in front of children presenting storytimes and encouraging literacy. Looking back on their personal experiences, they have compiled many of their successful (and the not-so-successful) techniques.

In this book, we want to show how to make storytimes FUN-- for the reader, the children and even the caregivers! The book is filled with anecdotes and hints to make storytimes a success and make you smile during the whole process! Also included are an array of “literacy doodads” which can be used outside the library or classroom to enhance the basic components of any early literacy program: talking, singing, reading, writing, and playing.

Melanie describes preparing and presenting a Musical Storytime, which incorporates a core musical element into the entire storytime. All books are set to songs or are rhythm heavy. All flannels are songs and puppets are singing or dancing. Melanie talks about incorporating instruments, in not only a Musical Storytime, but also regular storytimes. Instrument are great way to get a child’s attention and teach literacy skills, whether it’s a drum being beaten by the storyteller during a book (for print motivation), or the children shaking a shaker egg during a song (phonological awareness.)

As a presenter of workshops on early childhood literacy for parents, grandparents, and caregivers, Kathy has assembled a collection of what she calls “Literacy Doodads.” In addition to being fun to play with, these items help develop letter recognition, vocabulary, and reading, writing and conversation skills. Inexpensive things turn into powerful learning tools. Many of the “doodads” can be created as family DIY (Do It Yourself) projects. Kathy explains how to use each idea in storytimes, workshops, or just one-on-one with a child. Many of them can also be adapted to work with non-readers of any age.

Scope Statement in Bullet Form: 5–10 bullet points that describe the contents in as complete, concise, and compelling a manner as possible. Be sure to make clear how and why the book will be important to librarians and information specialists.

Early literacy is what children know about reading and writing before they learn to read and write. Our book will foster early literacy as follows:

- Using music and dance in storytimes
- The how, what, where, and why to incorporating instruments.
- Specific hints on choosing music for instrument play.
- Incorporating the ECRR five skills: Read, Write, Play, Sing, and Talk, using instruments.
- Creative ways to develop narrative skills, letter knowledge, print awareness, vocabulary, print motivation and other reading skills using inexpensive and even homemade items.
- Literacy activities that appeal to non-readers of any age.
- Techniques that can be used by librarians, teachers, parents, grandparents, and caregivers.
Primary Audience: Identify the specific audiences and kinds of readers for this work (e.g., reference libraries, youth services coordinators, medical librarians in academic and/or medical center libraries, directors of large urban libraries, emerging technology librarians) and comment on the value of this work to these specific readers.

Selling Points/Benefits/Objectives: 3–6 bulleted items that explain what benefits users will derive from the work.

Youth services librarians and staff; teachers; parents and caregivers; literacy tutors – in short, anyone involved or interested in fostering literacy using fun and practical techniques.

MS Length: Total word count or page count for planned manuscript.

We have no idea how to estimate this. We were considering asking friends and colleagues to contribute anecdotes, but would do this only with a limited group of people that we already know.

MS Due Date: When you will submit the manuscript. Keep in mind whether you will be writing the entire manuscript yourself or recruiting contributors.

If it is just Melanie and Kathy writing the book, we think we could complete it in six months. If we decide to expand with outside contributors for various chapters then 9 - 12 months would probably be more realistic.

Book Details

Table of Contents/Outline: A list of chapters or planned resources.

Storytime Engagement: The Fun Stuff

- Foreword/ How we came to write this book
- “Signature” chapters by each author (K & M) based on our portion of our conference presentation
- Themed and Holiday Storytimes
- Displays
- Storytime Disasters/Storytime Successes
• Outreach Experiences
• Presenting at Conferences
• Favorite Parent/Patron Comments
• Photos - These could be included in the body of the book within specific chapters or we might want to have a special section of photos that tell their own stories.
• Bios of Authors – In addition to Kathy & Melanie this would include short bios of any contributors

## Market Assessment

**Competition and Comparisons:** List at least five books that are similar or related to your proposed project. Include author name, book title, year, publisher, length, and price, then briefly—in 1 or 2 sentences—explain how your book is different/better. (Please do not say, “My book has no competition.”)

(1) **J. Elizabeth Mills, Kathleen Campana, and Saroj Nadkarni Ghoting** *Supercharged Storytimes: An Early Literacy Planning and Assessment Guide*  2016 ALA Editions  184 pages  $55.00  
This book recommends simple interactive ways to emphasize early literacy techniques and encourage children to use and practice their pre-reading skills. The authors offer guidance in performing assessment, as well as giving tips for planning and conducting storytimes. Our book would describe our personal experiences and examples.

(2) **Kathy MacMillan and Christine Kirker** *More Storytime Magic*  2016 ALA Editions  200 pages  $52.00  
This book contains an assortment of original fingerplays, transitional rhymes, movement songs, flannel boards, sign language rhymes and other activities to spice up storytimes for ages two and up. It is aimed at children’s librarians, early literacy specialists, and other adults who work with young children.

Our book targets the same group, but does not include the type of activities described by MacMillan and Kirker.

(3) **Stephanie G. Bauman, Editor** *Storytimes for Children*  2010 Libraries Unlimited  252 pages  $45.00  
This text presents a compilation of the best of ideas from a group of library science graduate students, providing creative and engaging programs geared especially for children ages 0–12.
Our book would contain primarily our own experiences (but could be augmented with short anecdotes from a variety of Children's Librarians). Also, this book list several great themes for storytimes, but our book will also be discussing what a Musical Storytime looks like, as compared to the traditional “storytime” for children.

This manual is a "one-stop shop" on how to present storytimes to suit different audiences including bilingual learners, special needs children, and those in a variety of settings such as Head Start, preschools, and daycare situations.

Our book also appeals to a variety of audiences and covers various settings but does not focus specifically on special needs groups. Also, our book will discuss the importance of instruments as a fundamental storytime tool. Additionally, where Crash Course covers using volunteers at storytime, our book will talk about bringing in volunteer musicians (children and adults) in a storytime setting. And of course, how to use a variety of instruments for storytimes.

(5) Dorothy Stoltz, Elaine M. Czarnecki, and Connie Wilson Every Child Ready for School: Helping Adults Inspire Young Children to Learn 2013 ALA Editions 160 pages $48.00
Explains how to help day-care providers, homeschoolers, and others who care for young children foster school-readiness skills among their charges.

This one is probably closest to what we are proposing, although ours will not include extensive background on the importance of early literacy nor will it contain lots of jargon. It is more of a potpourri of hands-on activities and ways that music and pre-literacy skills can be used in storytimes and in one-on-one interactions with youngsters.
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Storytimes can be the most exciting part of early literacy. They provide skills necessary to prepare pre-readers for their own venture into the world of the written word. But for the storyreader, storytimes can be a frustration.
Kathy Barco and Melanie Borski-Howard have spent many years in front of many children, presenting storytimes and encouraging literacy. Here, they look back on their personal experiences to share many of their successful techniques.

This book is filled with anecdotes and hints to make storytimes a success and make everyone smile during the whole process! Also included are an array of “literacy doodads,” which can be used outside the library or classroom to enhance the basic components of any early literacy program: talking, singing, reading, writing, and playing. In addition to being fun to play with, these doodads help develop letter recognition; vocabulary; and reading, writing, and conversation skills. Inexpensive things can be turned into powerful learning tools, and many of them can be created as family do-it-yourself projects. Each idea can be used in storytimes, workshops, or one-on-one with a child. Many of them can also be adapted to work with non-readers of any age. Musical storytimes incorporate a core musical element, whether it’s rhythm, singing, or dancing. Instruments are a great way to get a child’s attention and teach literacy skills, whether it’s a drum being beaten by the storyteller during a book (for print motivation), or the children shaking a shaker egg during a song (phonological awareness.)

This book will teach storytime leaders how to build early literacy skills while helping children and caregivers pay attention and have fun!

Scope Statement in Bullet Form: 5–10 bullet points that describe the contents in as complete, concise, and compelling a manner as possible. Be sure to make clear how and why the book will be important to librarians and information specialists.

Early literacy is what children know about reading and writing before they learn to read and write. Our book will foster early literacy as follows:

• Using music and dance in storytimes
• The how, what, where, and why to incorporating instruments.
• Specific hints on choosing music for instrument play.
• Incorporating the ECRR five skills: Read, Write, Play, Sing, and Talk, using instruments.
• Creative ways to develop narrative skills, letter knowledge, print awareness, vocabulary, print motivation and other reading skills using inexpensive and even homemade items.
• Literacy activities that appeal to non-readers of any age.
• Techniques that can be used by librarians, teachers, parents, grandparents, and caregivers.

Comment [22]: I created this paragraph from the two below, as you can see!
Comment [23]: I love the way you amalgamated our two paragraphs.
Comment [24]: Yes-Thanks Jessica!
Primary Audience: Identify the specific audiences and kinds of readers for this work (e.g., reference libraries, youth services coordinators, medical librarians in academic and/or medical center libraries, directors of large urban libraries, emerging technology librarians) and comment on the value of this work to these specific readers.

Selling Points/Benefits/Objectives: 3–6 bulleted items that explain what benefits users will derive from the work.

Youth services librarians and staff; teachers; parents and caregivers; literacy tutors – in short, anyone involved or interested in fostering literacy using fun and practical techniques.

MS Length: Total word count or page count for planned manuscript.

We have no idea how to estimate this. We were considering asking friends and colleagues to contribute anecdotes, but would do this only with a limited group of people that we already know.

MS Due Date: When you will submit the manuscript. Keep in mind whether you will be writing the entire manuscript yourself or recruiting contributors.

If it is just Melanie and Kathy writing the book, we think we could complete it in six months. If we decide to expand with outside contributors for various chapters then 9 - 12 months would probably be more realistic.

Book Details
Table of Contents/Outline: A list of chapters or planned resources.

Storytime Engagement: The Fun Stuff

- Foreword/ How we came to write this book  [Preface]

- “Signature” chapters by each author (K & M) based on our portion of our conference presentation: Melanie will talk about the history, creation, implementation and success of Musical Storytimes and how she uses the ECRR six early literacy skills as a foundation for her success.

Kathy describes fun and inexpensive props to add excitement to early literacy storytimes. These can be used by anyone who works with parents, grandparents or caregivers of preschoolers who might be needed help fostering letter recognition, vocabulary, and reading/writing/conversation skills with their youngsters.
These powerful learning tools can be used in storytimes, presentations, or just one-on-one with a child. Many of these are adaptable to work with non-readers of any age.

- **Themed and Holiday Storytimes** - Scripts from an assortment of storytimes that stay within a theme. Several that are within a musical storytime umbrella: Food, Animals, Numbers, Shapes, Colors, also Halloween (Emotions), Winter (hibernating animals), Valentines (Love) and more. We also discuss what worked and what did not.* I have a lot of themed storytimes as well, ours may overlap but it might be helpful to include as many examples as possible that show ways to incorporate a particular literacy tool (alphabet letter magnets, letter puzzles, alphabet charts, etc.) into a storytime as a quick demo to parents that they could easily do this at home.

- **Displays**

  Libraries often have a display case or curio cabinet that contains more cobwebs than collections. Sometimes they also have a blank wall that could easily be filled with fun.

  Kathy shares:
  - Lots of ideas for book-theme displays, based on many years of putting them together in a variety of settings
  - Photos and descriptions of crowd-pleasing, inexpensive, and not-too-labor-intensive display examples that will inspire readers to try new methods of grabbing the attention of their patrons (young and old)
  - Clever wall designs that can stay up through several seasonal and holiday changes with minimal work
    - Jazzy display case tricks designed to draw viewers like a magnet
    - Ideas on how to convince collectors to share their treasures!
    - Since an effective display is a great way to promote literacy, emphasis will be placed on incorporating books into the scenario.

- **Storytime Disasters/Storytime Successes** - thinking this could be deleted and incorporated in our various storytime experiences*?? Yes.

- **Outreach Experiences** - Preparing and presenting musical storytimes, and regular storytimes in preschools, women’s shelters, outside/park events, recreational centers, birthday parties, and community centers. We also discuss what worked and what did not.* I see this chapter as being split into two parts with each of us describing our experiences. I did outreach at preschools, head-start, with mid-school students involved in a one-on-one weekly “book buddy” program, with adult literacy tutors, and with incarcerated people -- presenting workshops for parents, grandparents, and caregivers and others on how they can include early literacy experiences in their daily interactions with pre-readers.
Presenting at Conferences  This is being removed.

Favorite Parent/Patron Comments- A short chapter relaying some input that proved to be very helpful for us as storytellers. If we don’t have enough stuff for a whole chapter on this these comments could probably be incorporated into the text but offset in “boxes” or something . . .

Photos - These could be included in the body of the book within specific chapters or we might want to have a special section of photos that tell their own stories.

Bios of Authors – In addition to Kathy & Melanie this would include short bios of any contributors

Market Assessment

Competition and Comparisons: List at least five books that are similar or related to your proposed project. Include author name, book title, year, publisher, length, and price, then briefly—in 1 or 2 sentences—explain how your book is different/better. (Please do not say, “My book has no competition.”)

(1) J. Elizabeth Mills, Kathleen Campana, and Saroj Nadkarni Ghoting Supercharged Storytimes: An Early Literacy Planning and Assessment Guide 2016 ALA Editions 184 pages $55.00
This book recommends simple interactive ways to emphasize early literacy techniques and encourage children to use and practice their pre-reading skills. The authors offer guidance in performing assessment, as well as giving tips for planning and conducting storytimes. Our book would describe our personal experiences and examples.

(2) Kathy MacMillan and Christine Kirker More Storytime Magic 2016 ALA Editions 200 pages $52.00
This book contains an assortment of original fingerplays, transitional rhymes, movement songs, flannel boards, sign language rhymes and other activities to spice up storytimes for ages two and up. It is aimed at children’s librarians, early literacy specialists, and other adults who work with young children.

Our book targets the same group, but does not include the type of activities described by MacMillan and Kirker.

(3) Stephanie G. Bauman, Editor Storytimes for Children 2010 Libraries Unlimited 252 pages $45.00
This text presents a compilation of the best of ideas from a group of library science graduate students, providing creative and engaging programs geared especially for children ages 0–12.
Our book would contain primarily our own experiences (but could be augmented with short anecdotes from a variety of Children's Librarians). Also, this book list several great themes for storytimes, but our book will also be discussing what a Musical Storytime looks like, as compared to the traditional “storytime” for children.

225 pages $45.00
This manual is a "one-stop shop" on how to present storytimes to suit different audiences including bilingual learners, special needs children, and those in a variety of settings such as Head Start, preschools, and daycare situations.

Our book also appeals to a variety of audiences and covers various settings but does not focus specifically on special needs groups. Also, our book will discuss the importance of instruments as a fundamental storytime tool. Additionally, where Crash Course covers using volunteers at storytime, our book will talk about bringing in volunteer musicians (children and adults) in a storytime setting. And of course, how to use a variety of instruments for storytimes.

(5) Dorothy Stoltz, Elaine M. Czamecki, and Connie Wilson Every Child Ready for School: Helping Adults Inspire Young Children to Learn 2013 ALA Editions 160 pages $48.00
Explains how to help day-care providers, homeschoolers, and others who care for young children foster school-readiness skills among their charges.

This one is probably closest to what we are proposing, although ours will not include extensive background on the importance of early literacy nor will it contain lots of jargon. It is more of a potpourri of hands-on activities and ways that music and pre-literacy skills can be used in storytimes and in one-on-one interactions with youngsters.
### New Book Proposal

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<td>Subtitle:</td>
<td>Having Fun with Early Literacy</td>
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| ONIX Avail. Code:          | NP          |
| Marketing Workflow Status:| Work Initiated |
| Series:                   | Non-Series  |
| Set ID:                   | NS          |
| Set Component Type:       |            |
| No. of Volumes:           | 1           |
| Edition Number:           | 1st Edition |
| Edition Type Code:        | NA          |
| Media Type:               | Paper       |

| Promo Status:             | Forthcoming |
| Price Status:             | List        |
| Prd. Page Count:          | 162         |
| Total Word Count:         | 55,289      |
| Mkt. Page Count:          | 141         |
| Trim Size:                | 8 1/2x11    |
| Number of Columns:        | 1           |
| 4-Color Insert:           |            |

| List Price:               | $45.00      |
| Investment Level:         | C           |
| Initial Promo Season:     | 2018-S-LU   |
| Bookmap Subject:          | LU-Professional Books |
| Bookmap Level:            | 1 volume non series |
| Place of Publication:     | Santa Barbara, CA |
| EAN:                      | 978-1-4408-5898-7 |
| EAN (Ebook):              | 978-1-4408-5899-4 |
| Ebook Overview Status (ABC-CLIO): | Not Yet Published |
| Ebook Overview Status (Distrib.): | Not Yet Published |

#### Subject

- **Subject Main 1:** Children's and Young Adult Programs
- **Subject Sub 1:** Reading Promotion and Literacy
- **Subject Main 2:** Librarian's Instructional Role
- **Subject Sub 2:** Teaching Resources, K-12

#### Comments

- 3/5/2018: Robin Tutt
  - Pub date updated to 10/31/2018

- 3/5/2018: Emma Bailey
  - Page count adjusted based on final ms

- 2/20/18: David Paige
  - Moved TD to 3/5 and pub date to 9/30.
Welcome to the world of maracas and music, balloons and pancakes—these are just a few ways to foster literacy in the library, the classroom, and at home. Literacy builders range from using a wide range of music and instruments in storytime to a variety of “literacy doodads” like magnetic letters, alphabet beads, flashcards, and yes, pancakes!

Storytimes can be the most exciting part of early literacy. They provide skills necessary to prepare pre-readers for their own venture into the world of the written word. But for the story reader, storytimes can be a frustration.

Kathy Barco and Melanie Borski-Howard have spent many years in front of many children, presenting storytimes and encouraging literacy. Here, they look back on their personal experiences to share many of their successful hands-on techniques. Storytime and Beyond is filled with anecdotes and hints to make storytimes a success and make everyone smile during the whole process. Also included are an array of “literacy doodads,” which can be used outside the library or classroom to enhance the basic components of any early literacy program: talking, singing, reading, writing, and playing. In addition to being fun to play with, these doodads help develop letter recognition; vocabulary; and reading, writing, and conversation skills. Inexpensive things can be turned into powerful learning tools, and many of them can be created as family do-it-yourself projects. Each idea can be used in storytimes, workshops, or one-on-one with a child. Many of them can also be adapted to work with non-readers of any age. Musical storytimes incorporate a core musical element, whether it’s rhythm, singing, or dancing. Instruments are a great way to get a child’s attention and teach literacy skills, whether it’s a drum being beaten by the storyteller during a book (for print motivation), or the children shaking a shaker egg during a song (phonological awareness.)

Barco and Borski-Howard teach storytime leaders how to build early literacy skills while helping children and caregivers pay attention and have fun!

Kathy Barco is a freelance library consultant, following her retirement as literacy coordinator at Albuquerque/Bernalillo County Library System. She was a children’s librarian with the ABC Library and served five years as youth services coordinator for the New Mexico State Library. Kathy has co-authored three books with Valerie Nye: True Stories of Censorship Battles in America’s Libraries (ALA Editions, 2012), Breakfast Santa Fe Style, and Breakfast New Mexico Style (Sunstone Press, 2006, 2009). Kathy’s book READiscover New Mexico: A Tri-Lingual Adventure in Literacy (Sunstone Press, 2007), won a 2008 New Mexico Book Award. She received her MLIS from the University of Southern Mississippi.

Melanie Borski-Howard has been doing storytimes for over 20 years. She is currently a youth services specialist at the Boulder Public Library, in Boulder, Colorado, where she does 4–5 storytimes a week and stars in the show Read With Us, a monthly television show produced and shown by Boulder’s local television station, Channel 8.

Chapter 1: Musical Storytimes Build Literacy Skills
Discusses the history, creation, implementation and success of musical storytimes and how they use the Every Child Ready to Read six early literacy skills as a foundation for storytime and literacy success. Offers examples of how to incorporate music and instruments into storytimes.

Chapter 2: Creating and Using “Literacy Doodads”
Describes fun and inexpensive props to add excitement to early literacy storytimes. These can be used by anyone who works with parents, grandparents, or caregivers of preschoolers who might need help fostering letter recognition, vocabulary, and reading/writing/conversation skills with their youngsters. These powerful learning tools can be used in storytimes, presentations, or just one-on-one with a child. Many of these are adaptable to work with non-readers of any age.

Chapter 3: Themed and Holiday Storytimes
Offers scripts from an assortment of storytimes that stay within a theme. Many can be used within a musical storyline: Food, Animals, Numbers, Shapes, Colors, Halloween (Emotions), Winter (hibernating animals), Valentines (Love) and more. The authors discuss what worked and what did not. These themes also incorporate particular literacy tools (alphabet letter magnets, letter puzzles, alphabet charts, etc.). The authors show how parents can easily add to themed storytimes at home.

Chapter 4: Displays
Libraries often have a display case or curio cabinet that contains more cobwebs than collections. Sometimes they also have a blank wall that could easily be filled with fun. Displays can contribute to literacy in so many ways. They foster creativity among staff members and can involve community
members as well. This chapter includes:

- Lots of ideas for book-theme displays, based on many years of putting them together in a variety of settings
- Photos and descriptions of crowd-pleasing, inexpensive, and not-too-labor-intensive display examples that will inspire readers to try new methods of grabbing the attention of their patrons (young and old)
- Clever wall designs that can stay up through several seasonal and holiday changes with minimal work
- Jazzy display case tricks designed to draw viewers like a magnet
- Ideas on how to convince collectors to share their treasures!
- Since an effective display is a great way to promote literacy, emphasis will be placed on incorporating books into the scenario.

Chapter 5: Outreach Experiences
Preparing and presenting musical storytimes and regular storytimes in preschools, women’s shelters, outside/park events, recreational centers, birthday parties, and community centers. The authors also discuss what worked and what did not. The authors have done outreach at preschools, at Head Start, with middle-school students involved in a one-on-one weekly “book buddy” program, with adult literacy tutors, and with incarcerated people. They also teach readers how to present workshops for parents, grandparents, caregivers, and others so they can learn to include early literacy experiences in their daily interactions with pre-readers.

Primary Audience: Youth services librarians and staff; teachers; parents and caregivers; literacy tutors—in short, anyone involved or interested in fostering literacy using fun and practical techniques.

Textbook Appeal: n/a

### Selling Points:

- Readers will learn how to use storytimes to build literacy skills in pre-readers of all ages
- Photos, examples, and instructions will teach readers all the steps necessary to carry out pre-literacy storytimes, displays, and outreach experiences
- Readers will learn how to engage caretakers in storytime for their own benefit and so they can continue their children’s learning at home
- Readers nervous about adding musical elements to storytime will learn how to use even rudimentary music to improve literacy
- Readers will get ideas for how to use inexpensive “doodads,” especially those including letters of the alphabet, to build literacy skills

### Strategic Fit/

Rationale: This hands-on book includes lots of programming ideas for combining early literacy with fun storytimes, both important topics for librarians working with young children.

Timing: By the time this publishes in 2018, our storytime books will be a few years old. Early literacy is only gaining in importance!

### Comparable Praeger/Libraries Unlimited/Reference Books (at least 2 titles)

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<tr>
<td>The Maker Cookbook: Recipes for Children's and 'Tweens</td>
<td>Cindy R. Wall and Lynn M. Pawloski Foreword by Bil</td>
<td>961</td>
<td>2014</td>
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<td>Maker Literacy: A New Approach to Literacy Programming for Libraries</td>
<td>Lynn Pawloski and Cindy Wall</td>
<td>83</td>
<td>2016</td>
<td>$40.00</td>
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<td>Guided by Meaning in Primary Literacy: Libraries, Reading, Writing, and Learning</td>
<td>Joyce Armstrong Carroll, Kelley Barger, Karla Jame</td>
<td>0</td>
<td>2016</td>
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<td>Exploring the Connection Between Children's Literature and Music</td>
<td>Regina Carlow</td>
<td>1,241</td>
<td>2008</td>
<td>$40.00</td>
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Read, Rhyme, and Romp: Early Literacy Skills and Activities for Librarians, Teachers, and Parents

Heather McNeil

1,376 | 2012 | $45.00 | $47,282

School Library Storytime: Just the Basics

Written and Illustrated by Brenda S. Copeland and Stephanie G. Bauman

306 | 2013 | $40.00 | $9,053

Storytimes for Children

Julie Dietzel-Blair and Marianne Crandall Follis

376 | 2010 | $45.00 | $9,060

Get Real with Storytime: 52 Weeks of Early Literacy Programming with Nonfiction

Penny Peck

248 | 2015 | $45.00 | $9,079

Crash Course in Storytime Fundamentals

215 | 2015 | $45.00 | $7,489

Competing Works

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<tr>
<td>Every Child Ready for School: Helping Adults Inspire Young Children to Learn</td>
<td>Dorothy Stoltz, Elaine M. Czarnecki, and Connie Wi</td>
<td>ALA Editions</td>
<td>2013</td>
<td>160</td>
<td>$48.00</td>
<td>This one is probably closest to what we are proposing, although ours will not include extensive background on the importance of early literacy nor will it contain lots of jargon.</td>
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<td>More Storytime Magic</td>
<td>Kathy MacMillan and Christine Kirker</td>
<td>ALA Editions</td>
<td>2016</td>
<td>200</td>
<td>$52.00</td>
<td>This book contains an assortment of original fingerplays, transitional rhymes, movement songs, flannel boards, sign language rhymes and other activities. Our book uses different techniques and has a broader scope.</td>
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<tr>
<td>Supercharged Storytimes: An Early Literacy Planning and Assessment Guide</td>
<td>J. Elizabeth Mills, Kathleen Campana, and Saroj Na</td>
<td>ALA Editions</td>
<td>2016</td>
<td>184</td>
<td>$55.00</td>
<td>Similar to ours because it recommends simple interactive ways to emphasize early literacy techniques and encourage children to use and practice their pre-reading skills. Our book is more hands-on and builds literacy through themes, displays, and outreach.</td>
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Marketing

Related Titles

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Companion Resources Included:

Marketing Comments:
New Book Proposal

**Vital Statistics**

- **Entry Code:** I-1146639
- **Main Title:** What Do I Do Now?
- **Subtitle:** A Guide for First-Time Library Directors
- **Author Credit Line:** David McCaslin
- **Imprint:** Libraries Unlimited
- **Links:** Ebook not available

**Overview Status:** Idea

- **Pub Date (revised):** 8/31/2020
- **100% Submission:** 3/1/2020
- **Editorial Manager (EM):** DP
- **Acquisition Editor (AE):** JEG
- **Submission Editor (SE):**
- **Transmitter:**
- **Production Editor (PE):**
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- **List Price:** $55.00
- **Initial Promo Season:**
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- **Bookmap Level:**
- **Place of Publication:**
- **ISBN:**
- **ISBN (Ebook):**
- **EAN:**
- **EAN (Ebook):**
- **Ebook Overview Status (ABC-CLIO):** Idea
- **Ebook Overview Status (Distrib.):** Idea

**Subject Main 1:** Librarianship: Philosophy, Values, and Issues

**Subject Sub 1:** Leadership

**Subject Main 2:** Management and Administration

**Subject Sub 2:** General

**Comments:**

---

**Editorial - Description of Work**

**Grade Level From (LU only):** n/a  **Grade Level To (LU only):** n/a

**Contributors:** Yes  **Est. # of Contributors:** 0  **Existing Content (est.):** 0%
director at some point in his/her career and had to learn how to be in that top position.

**Primary Audience:**
- Current library departments heads
- Librarians interviewing for director positions
- New, first-time library directors
- Faculty in library science programs
- Students in library science programs
- Participants in the College Library Director Mentorship Program
- Participants in the Harvard Graduate School of Education's Leadership Institute for Academic Librarians

**Textbook Appeal:** n/a

**Course Category 1:**
- **Category:**
- **Subcategory 1:**
- **Subcategory 2:**

**Course Category 2:**
- **Category:**
- **Subcategory 1:**
- **Subcategory 2:**

**Selling Points:**
- Identifies topics or challenges for first-time library directors that often get overlooked
- Includes first-person accounts of how other new directors handled similar issues

**Strategic Fit/Rationale:**
While we have many leadership books, this book is something different, offering an unvarnished behind-the-scenes look at the challenges that may be faced by new library directors.

**Timing:**
Library leadership has become more specialized and requires expertise across a spectrum of responsibilities. Librarians who ascend to leadership positions must stretch their understanding of library operations beyond the level that their career had previously prepared them for.

### Comparable Praeger/Libraries Unlimited/Reference Books (at least 2 titles)

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<tr>
<td>The Many Faces of School Library Leadership</td>
<td>Sharon Coatney and Violet H. Harada, Editors</td>
<td>528</td>
<td>2017</td>
<td>$50.00</td>
<td>$22,320</td>
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<td>The Next Library Leadership: Attributes of Academic and Public Library Directors</td>
<td>Peter Herson, Ronald R. Powell, Arthur P. Young</td>
<td>1,454</td>
<td>2003</td>
<td>$62.00</td>
<td>$44,662</td>
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<td>Practical Strategies for Academic Library Managers: Leading with Vision Through</td>
<td>Frances C. Wilkinson and Rebecca L. Lubas, Editors</td>
<td>212</td>
<td>2015</td>
<td>$65.00</td>
<td>$10,452</td>
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<td>Leading in the New Academic Library</td>
<td>Becky Albizt, Christine Avery, and Diane Zabel, Ed</td>
<td>195</td>
<td>2017</td>
<td>$55.00</td>
<td>$8,769</td>
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### Competing Works

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Pub Year</th>
<th>Length</th>
<th>Price</th>
<th>Comments</th>
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<tr>
<td>First Time Boss: Essential Tools for Your New Leadership Role</td>
<td>R.C. Williams and Michael Trust</td>
<td>Shelfguide</td>
<td>2017</td>
<td>118</td>
<td>$14.99</td>
<td>This book is structured more as a how-to book for first time leaders whereas my book would be structured around real-life examples and how those issues were addressed by other first-time directors who would share lessons learned. Also, the book is not library-focused.</td>
</tr>
<tr>
<td>So You Want to be an Academic Library Director</td>
<td>Colleen Harris</td>
<td>ALA Editions</td>
<td>2017</td>
<td>128</td>
<td>$59.00</td>
<td>This book does focus on a similar theme as my proposed book but the topics differ. In addition, the book only</td>
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</table>
SALES AND MARKETING QUESTIONNAIRE: LIBRARIES UNLIMITED AUTHORS

Author Name: Rachel McMullin; Kerry Walton
Working Title: Supporting Students on the Autism Spectrum: A Practical Guide for Academic Libraries

PLEASE READ BEFORE YOU PROCEED WITH YOUR REVIEW
As a starting point, we have auto-populated each section with information that your Libraries Unlimited Editor gathered earlier in the development of your book. Please follow instructions below on how to update any changes to each section since your book idea was first submitted to Libraries Unlimited.

How to Save, cancel, and submit:

'Save for Additional Revision': Save your work and finish later. This button allows you to return to this form to edit your responses, or you can use the URL link on the email to return to this form at a later time.

'Cancel': Reverts the questionnaire to before it was last saved, i.e., erasing all additions and revisions since the 'Save for Additional Revision' button was used.

'Submit': Once submitted, you will not be able to revise and re-submit your response. Only submit when you are satisfied that the information you have entered is correct and the form is complete.

Please complete and submit this questionnaire by April 6, 2018.

Photograph:
If you have a high-quality headshot image appropriate for marketing purposes (a clear picture of you in professional dress, highest resolution possible), you can e-mail it to abc-clio@abc-clio.com with 'Headshot of [YOUR FULL NAME]' in the subject line and your contact information in the e-mail body. Please note that supplying a picture of yourself is OPTIONAL and is not required.

General description and contents

1. Describe the breadth, depth and scope of coverage in your book, especially with regard to how it differs from other titles on this topic. Detail the parameters of coverage in terms of subject, dates, or time periods, students' grade levels, and language. (3-5 sentences)

As a large number of students on the autism spectrum are coming of age and entering college, increased awareness is necessary among those who work in academic libraries, so that they can respond to and meet the unique needs of these students. There is currently very little library and information science literature on the topic. This book fills the scholarship gap while serving as a practical resource for working with the neurodivergent student population in academic libraries.

McMullin and Walton explain issues that are likely to arise when interacting with students on the autism spectrum and offer practical solutions for handling them. They discuss how to work with neurodiverse students in different contexts, including at service points, in the classroom, as employees, and through outreach programs. They highlight possible concerns about the physical environment of the library and demonstrate ways that the library can be an especially positive place for students with ASD. Personal anecdotes from students with autism as well as library faculty and staff round out this valuable work.

This book will be important for academic librarians, library administrators, and library staff. It will also be useful to others on campus who work with and support students on the spectrum.

2. Describe the primary potential audience who would benefit from your book. (2-3 sentences)

Anyone working in public services in academic libraries, including not just librarians but also administrators and staff. The overall scholarship on autism is vast; however, there is a dearth of literature specific to libraries for librarians to consult. This makes finding relevant information a very daunting prospect. This book will provide academic librarians/staff with exactly the information they need to serve the ASD student population.

3. Explain how the work solves the reader's problem, saves them time, and provides new and/or unique knowledge. Elaborate on the specific information supplied and the author's(s') credentials, always detailing the benefits the reader will derive. (2-3 short paragraphs)

This book provides much-needed background information and concrete strategies for academic librarians and staff working with students with Autism Spectrum Disorder (ASD).

4. What are the strongest selling points of your book? Clearly identify its unique content, perspective, insights, notable contributors, or features and explain why they are invaluable to the reader. (3–6 bullet points)

- Serves as an essential resource on how to serve students with autism spectrum disorder (ASD)
- Provides an overview of characteristics of students with ASD that is tailored to those working in academic libraries and how those
characteristics will affect various types of interactions
● Provides practical solutions for common issues that librarians/staff may encounter when communicating with ASD students
● Provide tips and ideas for librarians and library staff working at service points (i.e., reference desk, circulation, etc.) and in the instruction classroom

5. Describe how your book will be organized, or the order in which specific information will be presented, and why. (2–3 sentences)

● Introduction: Students on the Spectrum Are Here!
  o Facts and statistics about students with Autism Spectrum Disorder attending college
  ● Growth in students with ASD attending college
  ● What does this look like and what does this mean for higher education and academic libraries?

● What Academic Librarians and Staff Need to Know about Students with ASD
  o Communication styles
  o Social interactions
  o Behavioral traits and characteristics
  o Cognitive traits and characteristics
  o Needs when transitioning to college

○ Research Help
  • How to communicate with students
  • Strategies for effective research help

○ Library Instruction
  • What to expect from students in the classroom
  • How to engage students in the classroom
  • Strategies for effective teaching
  • Universal design

● Physical Environment of the Library
  o How students with ASD use the library
  o What students with ASD need from the library to be successful in research and study skills
  o How to provide physical spaces to meet the needs of students with ASD

● Students with ASD as Library Employees
  o Strengths and weaknesses as employees
  o Library jobs that are a good fit for students with ASD
  o How to manage student workers with ASD in the academic library

○ Outreach
  • Initiating contact with college programs and services that support students with ASD
  • Examples of specific types of outreach
    • Going to the program
    • Bringing the program to the library
    • Providing an opportunity for socialization while introducing information literacy concepts
  • Programming in the library

● Conclusion
  o Future recommendations/directions

● Scattered throughout the book:
  o Personal anecdotes from students with ASD
  • Experience transitioning to college
  • Experience using the academic library
  • How they approach research
  • What students with ASD want or look for from the library
  • Personal stories of experiences that went well and also those that did not go well
  o Tips and strategies from the experts
    • Concrete tips and strategies from Rachel and Kerry
    • Concrete tips and strategies from the director of D-CAP
  • Reproducibles
  o Personal anecdotes from library faculty and staff on working with neurodiverse students in the library
    • Anecdotes of experiences that went well
    • Anecdotes of experiences that did not go well

6. List 10–15 major sample topics or sub-topics that you cover. These topics can be subjects (specific or general), problems or issues, or approaches or solutions, written as a single word or a short phrase. Please present sample topics and sub-topics in title case. (Separate by semicolon)

EXAMPLES: Cataloguing; Collection Development; Literacy Standards; No Child Left Behind Act of 2001; Teen and Young Adult Patrons
Autism Spectrum Disorder; Library Services for Students with Disabilities; Reference Services; Library Instruction; Academic Libraries; Student Employment in Academic Libraries; Universal Design; Outreach; Young Adult Patrons; Transition to College

7. If your book is a revised edition, specify what and how much has changed from the previous edition to explain why readers should buy and read this new edition. (2-4 sentences).

N/A
8. If your book is intended for course use, please list relevant course titles. If available, please augment our research with a list of faculty who teach this course, including as much additional information as possible—e.g., institution, email, mailing address. Leave this field blank if your book is not intended for course use.

N/A

PUBLICITY

1. List any review media you believe may have special interest in the work, including name of publication, contact name and email. Review media encompasses mainstream journals as well as more specialized blogs, listervs, and virtual communities that reach an audience relevant to your work. Please note we fill review copy requests with ebook only so we cannot send them without proper email addresses. Any requests from publicists will also be filled with ebooks.

Journal of Academic Librarianship

Book review editor: Stephanie Atkins, Washington University, satkins@wumail.wustl.edu

Portal: Libraries and the Academy

Tomalee Doan, Arizona State University, tomalee.doan@asu.edu

College and Research Libraries

Book Review Editor, Mark Shelton, Director of Library Services, College of the Holy Cross, mshelton@holycross.edu.

Reference and User Services Quarterly

Editor: Barry Trott, btrott@wr1.org (unable to find a book review editor on the website)

Journal of Librarianship and Information Science (SAGE)

Reviews Editors: Adrienne Muir, Elizabeth Tait, e.j.tait@rgu.ac.uk and a.muir3@rgu.ac.uk

Library and Information Science Research (Elsevier)

Peter Hernon, peter.hernon@simmons.edu

Candy Schwartz, candy.schwartz@simmons.edu

Library Journal

https://reviews.libraryjournal.com/about/submitting-titles-for-review/

Library Quarterly

https://www.journals.uchicago.edu/journals/lq/book-reviews

2. If you have your own blog, website, or contribute to an online forum, please list here.

PRESENTATION OF AUTHOR NAME

Provide your name below exactly as you would like it to appear on the cover of your book. If you do not want your middle initial or name displayed, leave this field blank. Identify each individual as an author or editor. If there are additional authors, please provide their information as well, listed in the order in which they should appear on the book.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Initial/Name</th>
<th>Last Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Rachel</td>
<td>M.</td>
<td>McMullin</td>
<td>Author</td>
</tr>
<tr>
<td>2 Kerry</td>
<td>R.</td>
<td>Walton</td>
<td>Author</td>
</tr>
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<td>3</td>
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<td>4</td>
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</tbody>
</table>

Author Biography

Provide a short biography for yourself and each author/editor working on this title. The biography that appears within the book may be different or longer. (up to 150 words each)

- Specify your current occupation, title, or position.
- When referencing a college or university with multiple campuses, please specify the location of the campus.
- Identify awards or accolades received and group affiliations.
- When including academic degree abbreviations, please exclude periods. For example: Please write John Doe, PhD, as opposed to John Doe, Ph.D..

Format your bio using the following example:

Nancy Polette is professor emeritus at Lindenwood University, St. Charles, MO. She is the author of more than 150 professional books. Polette won the of the Texas Legacy Award for her publications for gifted children and of the Mom's Choice 2012 Gold Seal International Award for The Spy with the Wooden Leg: The Story of Virginia Hall.
Rachel McMullin, Phd, MLIS, is an Associate Professor at West Chester University of Pennsylvania, where she is the Humanities and Information Literacy Librarian.

Kerry Walton, MLIS, is an Assistant Professor at West Chester University of Pennsylvania where she is the Electronic Resources and Instruction Librarian.

Thank you very much from the Marketing Team at Libraries Unlimited. We look forward to the successful publication of your new book!
Makers with a Cause
Creative Service Projects for Library Youth
by Gina Seymour

Activities to provide students with the inspiration to create and engage with their community.

This quick-start guide explains how to use inquiry to promote civic engagement in the school library makerspace and provides ready-to-use ideas for hands-on service projects.

By creating for their community in the school library makerspace, young people not only develop academic and cognitive skills but also learn to value building a culture of caring. Award-winning author Gina Seymour discusses her initiative to empower students to take an active role in making a difference and outlines how to implement similar programs in any school library setting.

The book may be used in school libraries in conjunction with a service learning model to extend the learning that takes place in classrooms and to make youth feel a valuable part of their community. Numerous service project ideas are presented, from simple, low-cost, no-tech, craft-based ideas to high-tech projects including 3-D models, and while the book focuses on youth in middle school and high school, many projects may also be used in elementary school. Detailed project instructions include tips for making programs inclusive for all youth, and money-saving tips to promote sustainability.

Features
- Provides step-by-step instruction for service-driven, hands-on projects
- Lists possible organizations to work with as well as a calendar of dates to facilitate programming
- Provides detailed funding sources and makerspace set-up instructions
- Offers advice for developing community partnerships

Other Titles of Interest
Critical Rhode Island

AUGUST 12, 2018 / 2 COMMENTS
The Power of Story
by Joan Wink

This book will show you how to link your library and its patrons to literacies through the power of stories, both oral and written.

Through this book, readers will discover that stories can move the human heart and head in ways that research cannot.

Stories bring together readers, writers, librarians, teachers, students, and families in the libraries of today and will continue to do so tomorrow. Written for all those lovers of literacy, this book links libraries and literacies through the power of stories. The book is not filled with data in the form of pie charts, graphs, and tables. Rather, the truth of the research is grounded in authentic stories that reflect not only the interpretation of data but also the transformative nature of literacies and libraries. The author’s primary goal is that readers will come to value and use storytelling in their own professional and personal lives to explain and expand on complex concepts and to make information more accessible for all.

The book begins by presenting anecdotes and the author’s personal story to lay the foundation for what literacies are, and what literacy is not. An activity, “Spiral of Literacy,” allows readers to reflect on their own literacies. Chapters that follow each begin with a story that sets the theoretical foundation. Each chapter concludes with an action section that demonstrates how to turn theory to practice, whether you are in a library, a classroom, or at home. A final chapter envisions what libraries might look like in 10 years, through interviews with librarians, teachers, and others interested in literacy.

Features
- Emphasizes the power of story and highlights the many unique paths to literacies
- Shows how stories make complex information about literacies accessible to everyone
- Covers approaches to storytelling and literacies for immigrant communities and children who may speak multiple languages
- Shines a bright light on the significant role of libraries in providing access to books, knowledge, and human connections
- Features photos, images, drawings, and quotes throughout each chapter
The purpose of my personal web pages is to share resources with teachers and learners. In addition, I share news of my family and our life on the prairies. My life informs my learning, and my learning informs my life. Here is what I know today:

- Prairies: The greater the diversity, the healthier the environment.
- Perspectives: The greater the diversity, the broader the thought.
- People: The greater the diversity the better the democracy (Wink, 2005, p. 3).

Enjoy, and help yourself to anything: a reference is always appreciated.

Thanks,

Joan
Heather Moorefield
@actinginthebib Follows you
Assistant Professor for The Department of Library and Information Studies at The University of North Carolina at Greensboro. Loves Technology & Dr. Who.

Joined July 2011

Tweets 20.9K  Following 4,445  Followers 4,605  Likes 9,579  Lists 2

Who to follow
AAAL @aasl

Library Girl @jennieslagar

Ashley Coksey @AshleyC...

Trends for you
#AppleEvent Tap to watch live now
#WednesdayWisdom Facets Burke. Gen2 Publishing, and 1 more are Tweeting about this
Brett Kavanaugh
13K Tweets
North Carolina
12K Tweets
#ClimateChangesHealth
#AskACurator 12.1K Tweets
Jamie Dolson
6.2K Tweets
#DCMentalHealth
1.3K Tweets
Eric Trump
7,449 Tweets

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STEM Superheroes: women who have changed the world
8 incredible female pioneers' discoveries and inventions in the science, technology, engineering and mathematical fields

 Heather Moorefield @actinginthebib 2h
Soterra: Over 200 map quizzes in over 30 languages. RT @rmbyme soterra.com

 Heather Moorefield @actinginthebib 3h
Thank you @TASLConf2018 for a lovely conference, great conversation, and good times with library friends. Until our next time together!

 Pamela Williams @readingrocksPam 17h
@SCASLNet 177 days until @scas19, I can't wait, how about you?? Tell me about it! flippin.com/b69c91

 Heather Moorefield @actinginthebib 19h
Check this out @Voalgenistra

LOL @ImaginationInnl
Want to know what you can get up to at Lab Live: #FutureMe? We've just announced more exciting activities and partners for our festival of the future. Check it our here, including robot demos, virtual reality, coding, dance and make:spaces: lb.ly/2rMWhr
Summer Escape

Organization & Management

Carl A. Harvey II
Travel the Library World
It seems I spent a lot of my time lately at the airport. Whether it be a trip home to visit my family, attending conference, exploring someplace new, or the occasional trip to the beach. I do love to travel. When we take off on an adventure, it gives us the opportunity to scout out new things, embrace new ideas, and consider how those are going to impact the world we live in.

*Learn More*

Instructional Leadership

Leslie B. Priddy
Summer Plans
I often wonder if I would survive a traditional job, because I love the rejuvenating effects of summer. Each summer is when, traditionally, educators loosen the reins of the school year regimen, make personal choices about where and how to spend time, take a deep breath and reconnect with family, and prepare for a new year and fresh start.

*Learn More*

Library in Context

Rebecca J. Morris
Summertime Learning
Summertime and the learning is easy... or maybe learning is never really "easy." But it seems like many of my favorite learning experiences have taken place in the summer—from courses and conferences to special project teams. Even in the face of challenge, there is a lightness and energy that only lives in the summer.

*Learn More*

Workshops & Webinars

Margaret L. Sullivan
Designing for the Senses
Margaret Sullivan talks about enriching library design to include an appeal to all of our senses.

*Learn More*

Curriculum Connection

Liz Deskins
Designing a Collaboration with a Focus on Mental Health
While not a new issue, teen mental health has been making headlines and sparking debates lately. Working in a high school, I know how relevant it is for students, so I was excited to learn about a program at Westborough High School (WHS) in Massachusetts, where a librarian and teacher help teens examine mental health through a Psychology in Literature course.

*Learn More*

reReviews+

Sylvia M. Vardell
Self-Service In-Service: PD4Me
It's time to wrap up the school year and look forward to summer. And summer means rest, relax, sit on the beach and read, and... plan for professional development! Building and expanding our professional skills might not be our first thought for summer, but summer is the perfect time to pause, reflect, and learn something new. Fortunately, there are more and more tools and opportunities to do just that and so many are free and readily accessible.

*Learn More*

New Reviews

The Baseball Fanbook
by Gary Gramling and the Editors of Sports Illustrated Kids
*Read Review*

Your Personalized Internet
*Read Review*