



Superbugs!

My Attempt to "Ban a Bug Unit"

Beth Hale, James Island Elementary, margaret_hale@charleston.k12.sc.us

After attending David Loertscher's conference presentation in Florence and subsequently buying his book, *BAN those BIRD UNITS*, I was horrified at how many of the projects in the media center were really "Bird Units." I became obsessed with the notion of students **using** the information they gather rather than just *regurgitating* it on note cards or a PowerPoint presentation. I started small, trying to tweak existing collaborative projects. Superbugs was a successful result!

At the start of each year, my second graders all research an insect. I swooped on the teacher I work with the most and asked her if we could try something different. I rambled incessantly about "bird units" and I know she thought I was "cuckoo" (couldn't resist!). Regardless, she was willing to give it a try. We decided we still wanted the students to have the experience of individually researching an insect, so we decided to simply add a group component and change the final product. Here is what we did...

Students each selected a bug they wanted to research. We then asked students as a group to think of what they wanted to know about their bug. After hearing such questions as "Do bugs get married?" we decided that we might provide the questions as a guide in the future. Next, we gave each student a graphic organizer to record answers and gathered the materials they would need to find the information. We used non-fiction books, selected Websites, and, in some cases, an encyclopedia. Our classes, like most, have a tremendous range of reading levels, so we emphasized to all students that the photographs in the book are also sources of information. We even practiced "reading" photographs for information in our introductory PowerPoint. We also taught how to use the table of contents and the index. Students then conducted their individual research. We provided a great deal of assistance with some students and others had no problems. Early finishers were paired with students needing help. The introduc-

tion and individual research took two 40-minute library visits.

Now for the fun stuff! Time for the students to USE the information! We created groups of 4, grouping students by what insect they had. We had to spread around the winged insects, etc. The groups were instructed that they were going to create a Superbug using physical and behavior characteristics of each of their bugs. We explained that physical characteristics answer the question: *What does the bug look like?* And behavioral characteristics answer the question: *How will the bug act?* These questions were typed at the top of the organizer to remind the students. They had to explain to the other members of the group what their bug looked like and how it acted, then as a group decide what 2 physical and 2 behavioral characteristics from each bug the Superbug should have. We provided the groups with another graphic organizer to record these traits. Once they were finished, they were asked to illustrate and diagram the Superbug. Groups used their organizers for reference and drew outrageous creatures with all the physical characteristics listed. For example, a Superbug might have a cockroach body with butterfly wings and grasshopper legs and the cerci of an earwig. We then asked the students to write sentences to explain what this Superbug could *do* or how it acted. For example, the Superbug might make a loud noise to protect itself like a cicada, sting like a wasp, and change colors like a walking-stick. Finally, groups presented their creations and read their



(Continued on page 4.)



The President's Letter
Ida Thompson, President SCASL

Leadership and Image ...
Essential Professional Traits

It has been a very busy three months! School is well underway, football season is in full swing and the holiday decorations are rushing us to prepare for shopping and gift giving. I hope that the 2006-2007 school year has presented new and exciting opportunities for you and your school community. The SCASL Executive Board has been busy as well. The conference program is progressing very well and the various committees are settling into accomplishing their goals. As you review the Call to Conference, I know you will agree with me that this is going to be an exceptional professional development activity. Submit your registration now and be sure to invite your principal, other district leaders, and legislators.

One of my goals for the association this year is to focus on leadership development. During the October board meeting, I presented a plan for identifying potential leaders for SCASL. Annually, through an application process, 3-5 members would be selected for inclusion in the Leadership Development Academy. Through a series of leadership and training sessions, these persons would be oriented to the general operations of the organization, be mentored by current and former officers, and assigned to specific programs and initiatives that support the work of the organization. These candidates' successful completion of the program would qualify them for selection as constitutional officers. This is an important management initiative for SCASL that will improve and sustain its growth. More details will be posted to the Website and in future editions of the *Messenger*. I urge you to seriously consider responding. If there are persons you would like to recommend, please e-mail their names to me at ithompson@richlandone.org. The talent of our members is what makes SCASL a strong organization. We want to tap that strength and further develop it into a cadre of future leaders.

As you move through the remainder of the school year, let me share a few reflections that speak to who we are as professionals. My son and I were driving home one afternoon listening to a local radio talk show. The guest for that day launched into a detailed description of how she became successful as a life coach, financial advisor and consumer advocate. In her advice to the radio audience, she continually urged them to use the library for ready access to books and research (Yeah!) However, each time she said library, she mispronounced it, saying "li-berry." I cringed each time she said it. My son looked over at me and said, "Mom, I'll bet that is the ultimate insult to a librarian to hear the word library mispronounced." I thought about his statement and realized that he was absolutely correct. I was personally offended and upset that someone of this person's stature and obvious intellect was on the airwaves mispronouncing an important word like library. Upon reflection I realized that this was very personal, because she was talking about me and my many colleagues and friends. Libraries are important places, staffed with librarians who help people in many valuable ways every day, both in their physical library buildings and in cyberspace. With such an important role, how could anyone possibly mispronounce our title?

For years the image of librarians and library media specialists has been one that symbolized rigid rules of conduct and behavior, conservative and measured approaches and, of course, a modest response in fashion and hair design. You will immediately recognize that this is a description of "Marian the Librarian." Why is this image and continuing stereotype important? I think it is always important to have an awareness of perceptions and their impact on the opinions people have. As school library media specialists, we function in a dynamic work environment that requires

interaction with many groups and individuals, all of whom have their unique information and service needs. We must have and exercise the skills to assess the needs of learners and other clients, be creative in our responses and continually exercise professionalism and support. This is the surest way to dispel the dated image of who librarians are and what they do.

I urge each of you to continually assess how you carry yourself, what impressions you leave with others and how you promote your school library media center and its programs. What others think is only important if it is true. Seize each day to do the best you can as an advocate for our profession and all that it means.

I look forward to hearing from you over the course of the next few months and to seeing you in Columbia at the annual conference.

*Ida W. Thompson, President
ithompson@richlandone.org*

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SCASL listserv:

To subscribe:
Address: listserv@listserv.sc.edu
Subject: Leave blank
Message: Subscribe SCASL-LS
yourfirstname yourlastname

To send a message:
Address: SCASL-LS@listserv.sc.edu
Type: your subject

Type your message and send.

The **Media Center Messenger**:

Send all suggestions, corrections, articles, and ideas to
jmoggles@hughes.net

Other important addresses:

SC Dept. of Education: www.state.sc.us/sde/

SCLA: www.scla.org

SC State Library: www.state.sc.us/scsl

ALA: www.ala.org

AASL: www.ala.org/aasl

Important Dates

January 19-24, 2007
ALA Mid-Winter, Seattle, Washington

March 7 - 9, 2007
SCASL Annual Conference, Columbia, SC

April
School Library Media Month

April 15 - 21
National Library Week

June 21 - 27, 2007
ALA Annual Conference, Washington, D.C.

MISSION STATEMENT

The South Carolina Association of School Librarians advocates professional excellence, facilitates collaboration, and develops leadership to ensure that school library media programs are integral to teaching and learning in every South Carolina school.

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Prime Time for Media Literacy

Frank Baker, Media Education Consultant, fbaker1346@aol.com

It is that time of year again: politics is on the airwaves and so are those endless commercials for children’s toys. Both of these topics are ripe for the classroom because both are at the heart of “media literacy.”

If you have not already done so, please take a look at these categories (Media & Politics; How TV Toy Ads Influence Kids) on my Web site: The Media Literacy Clearinghouse <www.frankwbaker.com> Both web pages offer teachers and media specialists lots of ideas and resources for helping students understand the techniques of persuasion and production.

In the December issue of “Cable In The Classroom” <www.ciconline.org>, I have authored another column especially for school librarians. This time the topic is toy advertising. Your teachers can legally record these spots from television to use in the classroom. You might also peruse your local bookstore’s magazine rack: parent magazines are full of articles and advice on which toys are hot this coming holiday season.

Since many of you devote bulletin board space in your school or library, why not devote some space to media literacy as it relates to toys? In my workshops, I always ask participants: “What do you want your students to know about the media?” The Website for Zillions (Consumer Reports for Kids) has a good section about Toy Ad Tricks: <http://www.zillions.org/Features/Toyadtricks/toyad001.html>

In January 2007, Capstone Press is releasing a new 6-book set about media literacy for students in grades 3-5. Topics covered include everything from TV and radio to video games and the Internet. I am pleased to have authored the book about the movies. For information, go to amazon.com or www.capstonepress.com

Media Literacy Clearinghouse <http://www.frankwbaker.com>
nationally recognized and recommended
Phone (803) 254-8987 Fax (803) 254-0508

Workshops available for schools and conferences.



(Continued from page 1.)

sentences in front of the class. We assessed the groups using 2 simple checklists: one for the research component and one for the group work. The group work and final presentations took three 40-minute library visits.

The class really enjoyed the project. We gave help as needed, but most of the groups worked well together. I was delighted when I overheard one group member say: “Wait a minute, our bug needs a thorax!” We dreamed up a number of extensions that we could do with this project. Here are a few: Create an Insect Zoo in the classroom or library (gulp!). Carolina Biological Supply <www.carolina.com> has a number of live insects and habitats for sale. Go for a insect hunt in school yard (our kids are always bringing in ladybugs!). Use Streamline videos as a resource, especially for struggling readers. Extend the final product with a creative writing component – have the students tell the story of how their Superbug came to be – this could even be created in a comic strip format for less proficient writers.

This project can be changed for animal research as well. I imagine wondrous creatures like Bill Peet’s Whingdingdilly or the hippopotamus from Bernard Waber’s *You Look Ridiculous said the Rhinoceros to the Hippopotamus*. It was really engaging for our students, which we counted as a success. I’d love to hear about projects that you are doing with your students. Please share them. If you have any questions about this one, my email is margaret_hale@charleston.k12.sc.us. The introductory PowerPoint, note-taking graphic organizers, and assessment checklists are all available on my school website at <http://jies.ccsdschools.com>, under Media Center Resources – just click on Media Center Webpage and find the resources!



A “Superbug.”



From the State Department of Education
School Library Media Services
Martha Alewine, Consultant, School Library Media Services
E-mail: malewine@ed.sc.gov

At this point in the school year, each of us has probably settled as comfortably as we can into a daily routine and we move through the day with little regard for what is around us. It's the little things that can make the most difference in our interactions with others and, unfortunately, it's often the little things that we just let slip right by us.

I recently had an opportunity to spend a few days with a good friend while I was working in her school district. She graciously offered her hospitality and we had two delightful evenings to renew our friendship, talk shop, and enjoy each other's company. But it was the little things she did that were so noticeable...the lighted scented candle in the bedroom; the spa items in the bathroom; a small welcome basket; hot chai tea when the temperature took a dramatic drop. My two-hour drive home provided ample time for reflection and to wonder what would happen if we took the hospitality from our home to our workplace. Look around you at school. Who—teachers or students—could use a little pick-me-up? It could be something as simple as a card (a real card sent by snail mail!) with a personal hand-written note. We are losing the art of personal, hand-written correspondence in this age of instant messaging and email. But noticing and doing something about the little things goes beyond just offering your hospitality.

My daughter, Emily, was referred by our family physician to a specialist several months ago and I accompanied her to that appointment. While sitting in the waiting room, I had ample time to look around and what I noticed did not give me great confidence in that doctor's ability. Sitting in that waiting room I saw broken blinds, a burned-out bulb in the lamp, very dirty carpet, overflowing trash can, and taped to the glass at the reception desk were hand-written notices for patients with words crossed out and others printed on top. Emily's observations from the examination room were similar. I am sure that doctor is competent and knowledgeable about his medical specialty, but the lack of attention to details around his office gave both of us great pause. If he is that unconcerned with the little details in his office, would he also be that unconcerned with the little details of medical treatment? Needless to say, we did not return and asked our family physician for a referral to another doctor.

Now let's relate our experience to your library. What does your library media center say to visitors when they walk through the door? Do they feel welcome? Is the atmosphere inviting? Do they get the feeling that you and others who work there are interested in them and their information needs? Is the space neat and orderly? What about your office and/or workroom? I know you are in a working library but the space should not look like a tornado just went through! Attention to the little things says a lot about the big things that can and should happen in and through your library media center.

So this afternoon before you turn off the lights and lock the door, stop. Take a look around. Notice the little things. They are a reflection of you. These little things also reflect on you, on your professional expertise, and on your library program. Visitors will also notice these little things and might just be as turned off by what they see. Will visitors to your library media center value your professional knowledge less because of these little things just as Emily and I valued that doctor's knowledge less because of the little things we noticed in his office? If we take care of the little things, very often the big things take care of themselves.

Design by the Book, Chapter 2



The *Design by the Book, Chapter 2* library makeover was presented to Lake View Elementary/Middle School in Dillon 1. The school was selected in April following the competition among the three semi-finalists, Rollings Middle School for the Arts (Dorchester 2), Whittaker Elementary School (Orangeburg 5), and Lake View Elementary/Middle School (Dillon 1). The *Design by the Book* documentary showing the school selection and the actual work in the library was broadcast via ITV in October. Check out the pictures on the SLMS web site in the Professional Development section. Special thanks to all the sponsors for this project and especially to SCASL.



Alan November



Jim Trelease



Sharon Draper

Special Conference Events



Harry Bliss



Dr. Kwame Dawes



Coleen Salley



Terry Young



Conference & Exhibits Hall Grand Opening

Wednesday, March 7 5:30 – 7:30 P.M.

You've never seen a grand opening like this – food, fun, and fellowship! We're cutting the ribbon to the Exhibits Hall and beginning this conference with a bang! Special performances by the Logan Steel Drum Band, Cocky, USC's mascot, civic and government leaders, and many more honored guests will be on hand to officially open the 2007 conference. Join us in the Exhibit Hall for our Conference Reception and Exploratorium. This is one event you can't miss!

All SCASL members are urged to invite their legislators for this grand opening.



Dialogue with the Experts / Lunch with the Vendors

Thursday, March 8 12:00 – 1:15 P.M.

Here's your opportunity to participate in a panel discussion on the future of libraries and technology while you eat lunch. This will be an interactive session with panelists receiving and responding to audience questions. Distinguished panel members include Alan November, Dr. Samantha Hastings, Charles Bierbauer, and others. You can also spend some time in the Exhibits Hall during this casual lunch with the vendors.



A 21st Century Soiree: Authors, Arts & Entertainment

Thursday, March 8 4:30 – 6:30 P.M.

Spend some extra time with some of the most loved and respected authors and illustrators around, and enjoy performances from Columbia's best! Here's your chance to hear Coleen Salley tell of her adventures with Epossamondas, to listen as Dr. Kwame Dawes shares his poetry, to discover how Harry Bliss came to illustrate Diary of a Worm, and to experience the excitement of Sharon Draper. Meet the SCASL Administrator, Paraprofessional, and Media Specialist of the Year. Plus, there will be visual and performing arts events and demonstrations by the Keenan RoboRaiders and much, much more! You will need to purchase a ticket for Hors D'oeuvres at the bargain price of \$5.00. You will not need a ticket to visit with the authors or experience the arts entertainment. This event is a **must** for every conference attendee!



Book Award News

Samantha McManus, Book Awards Chair, smcmanus215@yahoo.com



Cast Your Vote for the South Carolina Book Award Program!

Hopefully your school is in full swing with this year's wonderful South Carolina Book Award Nominees. By now, your nominees should either be long absent and in the hands of eager readers or perhaps looking a little loved to death as they slump on the shelves waiting for the next set of enthusiastic hands to scoop them up.

We, the South Carolina Book Award Committee, thought this would be an excellent time to provide you with a few reminders about voting in the South Carolina Book Award Program. Read on...

1. Any student in grade PreK4-12 may participate in the book award program.
2. Participating schools MUST own at least TEN (10) titles from any recommended list (13 for Picture Book) to participate in that voting category. Schools **are not** required to pre-register to participate.
3. Students MUST read THREE (3) titles from any one list (we recommend eight (8) from Picture Book) to vote in that category, but students MAY vote in more than one category with approval of their media specialist/ sponsor as long as they read the minimal number of books required per category.
4. Voting categories are as follows:
 - Picture Book—PreK4 – grade 3
 - Children's Book – grade 3 – 6
 - Junior Book – grade 6 – 9
 - Young Adult – grade 9 – 12.These levels may be found at <http://www.scasl.net/bkawards/criteria.htm>
5. **ALL votes are due via e-mail or must be postmarked by Friday, February 9, 2007.**
6. Students should list all book award nominees read AND THEN vote for their favorite nominee on their voting ballot. We recommend using the student ballot located at <http://www.scasl.net/bkawards/criteria.htm> under the appropriate book award level.
7. Students should vote prior to the deadline so the sponsor has time to tally votes and fill out the Voting Report Form located at <http://www.scasl.net/bkawards/criteria.htm> under the appropriate book award level.
8. The sponsor submitting the Voting Report Form MUST count **EACH INDIVIDUAL** student VOTE (not books read) and report the total of these votes on the form. Do not simply send in a statement such as "Book X is the favorite at ___ Middle School." All votes from the state are pooled to determine a winner so each individual vote is important.
9. The sponsor should fill out the Voting Report Form COMPLETELY and include contact information in case there are questions. The sponsor should also keep all student ballots until after the SCASL Conference for this same reason.
10. After completing the Voting Report Form, submit it to the appropriate address below by **Friday, February 9, 2007**. DO NOT send it to the SCASL post office box.

Picture Book— Daniel Beach, Concord Elementary School, 2701 Calrossie Road, Anderson, SC 29621
OR danielbeach@anderson5.net

Children's— Greta Flinn, Media Specialist, Hodges Elementary, 953 Sunset Drive, Greenwood, SC 29646
OR mrgh_98@yahoo.com

Junior— Tambra Pingle, 6340 Cloverdale Drive Columbia, SC 20209 OR tpingle@richlandone.org

Young Adult— Mary Lou Elliott, Lancaster High School, 617 Normandy Rd, Lancaster, SC 29720
OR biblio77@comporium.net

Emergency Contact—Samantha McManus, Book Award Chair, smcmanus215@yahoo.com
OR (803)263-4441 ext. 210.

HAPPY READING!

Greetings from Director Sam Hastings



Hello, dear friends and colleagues. I am so pleased to have this space to say hello and let you know some of the wonderful projects your SLIS is working on. Thank you, Laura Jackson, for thinking of me and reminding me that you saved space for a SLIS update.

I am starting my fourth month here at USC and let me tell you, it has been a ride! We've done everything from pressure wash Davis College to the Fall Fling party at my house to SLIS Goes to the Fair. I so appreciate the warm and lovely welcome from you all and look forward to working with you. One of my top research priorities is to tackle the problem of how we show the impact that school media centers have on quality of life. We know that school library media specialists are an integral part of the educational team but we need better ways to measure the influence and success we generate. I will be asking for your help as we develop some of the tool kits that might work for this type of assessment.

SLIS is deeply tied to literacy and the campaign to help build a skilled and literate workforce in South Carolina. The following project descriptions are examples of our work and I'll keep you posted on further developments:

USC's School of Library and Information Science launched a \$6 million, multipart effort to raise the literacy level across South Carolina. It all starts with teaching the state's youngest residents to read. The initiative has three key components:

- The Augusta Baker Chair—named for a pioneer in children's literature and former USC Storyteller-in-Residence—will be the first academic chair at USC named for an African-American woman. Half of the \$3 million in funding targeted to endow the chair is being provided through a \$1.5 million appropriation by the state legislature. A national search for the chair begins in Fall 2006. The Chair will conduct research and teach on literacy issues.
- The Center for Children's Books and Literacy will apply the best practices developed by the Baker Chair's research and houses a collection of the most recent children's books for educators, librarians, and students
- Community outreach is online and on wheels. The initiative has an active Web presence and will deliver programs and training to underserved communities of the state.

In preparation for launching our doctoral program, we received federal funds from the Institute of Museum and Library Services (\$800,000) for "Creating the Teacher Scholar for Children, Families, and Literacy in School and Public Libraries." The school will provide doctoral education for at least seven future library and information science faculty members who will focus their teaching, research, and professional service on the information, literacy, and reading needs of children and families in public and school libraries.

SLIS faculty delivered presentations and workshops in several areas related to literacy this year including:

- The provision of consumer health information services to librarians and others who provide such services. A series of four regionally distributed sessions featured a suite of five of the existing National Network of Libraries of Medicine (NN/LM) courses, including as the last segment "¿No Comprendo? Spanish Health Information Resources for English Speaking Librarians." Funded by NN/LM, Southeast Atlantic Region. H. Hoerman, Dr. Feili. Tu, Dr. Robert Williams.
- Elizabeth Miller traveled to Singapore to evaluate four libraries in preparation for their SAS's re-accreditation by the Western Association of Schools and Colleges and the School. Many of her recommendations became action items. She also worked with the ALSC committee, "Great Websites for Kids." The committee selects and makes available annotated Web sites for children, parents, and teachers.
- In addition to many community service projects including United Way, Friends of Richland County Public Library and ETV Endowment, Dr. John Olsgaard published "Income and Expenditures" in *Library and Information Science Education 2004 Statistical Report*, edited by Evelyn Daniel and Jerry D. Saye. Oak Ridge, TN: Association for Library and Information Science Education, 2005. [with Jane K. Olsgaard]; pp. 299-314.

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News from SLIS

Introducing Dr. Jamie Naidoo



Dr Jamie Naidoo is the newest member of the SLIS faculty.

He is currently researching the representation of Latinos in Children's Literature, particularly in Américas and Pura Belpré Award-winning Picturebooks. His upcoming presentations include: Materials and Services for Latino Children in the Public Library (Lexington County

Public Library, upcoming Dec. 2006); Using Latino Children's Literature in the Elementary School Curriculum (Hattisburg, MS, Fay B. Kaigler Children's Book Festival, upcoming March 2007); Celebración Cultura de Latino: Resources and Materials for Non-Spanish Speaking School Librarians Serving Latino Children (SCASL, March 2007); and Libros para Niños Latino: Integrating Latino Children's Literature into the Curriculum (Exploratorium, SCASL, March 2007). He has almost 9 years of experience in public and school libraries.

□ Dr. Anne Perrault was keynote speaker at the National Forum on Information Literacy (NFIL) January 2006 annual meeting. She presented research related to educator's information-seeking behaviors and affects on their teaching and learning practices as well as the information literacy course for pre-service elementary education majors developed by the School of Library and Information Science.

So you can see how fun and exciting it is to be part of SLIS right now. I will be at SCLA and SCASL so be sure to say howdy.



Save the Date!

READ-IN

Wednesday
March 28, 2007
State House
Columbia

*Details and Registration
information will be posted on
the SCASL Web site and
SCASL-LS discussion list.*

OVER 500 ETV/ITV Programs Added to Streamline!

To find a listing of ETV/ITV videos, click on *Advanced Search* then *Publisher* on the drop-down menu and select *SCETV/ITV* then *Go*. This displays all of the ETV/ITV videos available on Streamline. Discovery also added 1,000 videos to the site bringing the total to over 5,000 videos now available. A list of new videos is on the Streamline homepage.

unitedstreaming Update. The site was updated over the summer and it offers a better search engine, the ability to create your own Writing Prompts, a feature that allows you to create your own homepage, and much more! Contact us if you would like us to visit your school and highlight these new features for your staff.

For more information about *StreamlineSC* or to arrange a training session for your school, please contact Donna Thompson <dthompson@scetv.org> or 803-737-3322 You can contact Discovery Education directly at 800-323-9084. Visit the Web site at <http://etv.streamlinesc.org>.

Also useful is a link about Streamline, <http://www.myetv.org/education/streamlinesc/about_streamlinesc.cfm>

The new etvStreamline User's Guide can be accessed through the Professional Development page within Streamline.

Link: http://www.unitedstreaming.com/professionalDevelopment/trainersToolkit/pdf/TRAINING_GUIDE.pdf

There are also some articles in the November/December Update that may be useful to you.

Tried & True

Being the Second in a Series of Helpful Hints

Sabra Bell, Waccamaw Elementary, sbell@we.hcs.k12.sc.us

**** Reading ** Reading Promotions ** Research ****

Reading

The most effective reading promotion we do is the old fashioned booktalk. I think kids are often overwhelmed when they see 20,000 book spines, but having a few minutes to share 10 to 15 titles often excites them about books they would never have noticed.

Another activity that has turned into promotion is our faculty reading club started last year. The purpose of this group is to encourage faculty to read YA literature; in other words, the books our students choose for themselves. This has given several teachers new insight into the mysterious minds of teens, and seeing their teachers reading these books has stimulated interest among our students. One teacher was finishing up one book last year during her class' silent reading time. When she gasped and started crying at the end, all of her students wanted to read it, too.

Jean Power, Georgetown High School—Georgetown, SC

Make displays - they really catch student's attention. I did a display on unsolved mysteries, forensic science, unexplained phenomena, etc. I made a sign that said, "Can you solve this mystery?" I did a set of footprints "walking" across a bookcase and had a magnifying glass taped to the shelf.

If you do scrolling announcements on PowerPoint, make 2-3 slides per month on new books you have purchased.

We also made posters of our media center workers holding their favorite nonfiction books (similar to ALA's READ posters) with their description of why other students would enjoy reading the titles. We suspended the posters on fishing wire and hung them from the ceiling.

Make recommendations to students on an informal basis. If a student checks a book out with a recently released sequel, let them know you have it in the media center. Also, I try to pull new books and place them on the cart. When "regular" classes come in for check out, I do a quick booktalk on the new titles.

Stacy Symborski, D.R. Hill Middle School—Duncan, SC

Make bookmarks with various lists of books. Use various themes on the bookmarks like: *Books w/Bite*, vampire books in your collection, and *WSHS Top 10*, the top 10 most circulated titles that year. Teens always want to read what their friends are reading.

Heather Loy, Wagener-Salley High School—Wagener, SC

Reading Promotions

Poster Contest: Students can design a poster on an 8x11 sheet of paper that reflects the theme of your choice. Winning entrants will have their entry enlarged to poster size, and be allowed to color and turn in for lamination and display in our school. Students will be pictured with their winning entry and their photographs will also be displayed with their winning poster. The whole school can also vote for the winning entrants and winners can be determined by grade levels.

Pajama Party Read Aloud Day: Students are invited to wear their pajamas to school, and share with their class in a Pajama Party to celebrate favorite bedtime stories or read alouds. Kids may bring their pillows, blankies, and teddy bears, and be so comfy all day long!

Book Swap: Students bring in "gently-used" books for a book swap. Each book that meets the criteria of "gently-used" will garner the student a ticket with which to attend the book swap.

Favorite Character Dress-up Day: Students are invited to dress as their favorite book character. All entrants who dress and bring their books will be invited to participate in the Favorite Book Character Parade. The parade will be televised live from the media center, so all classes can tune in!

Name that Book: Guess the title! Each day during the morning news show (or announcement time), read the opening sentence or paragraph of a popular, well-known children's book. Students may submit entries daily with drawings for winners the next day.

Catherine L. Nelson, Northside Elementary School of the Arts—Rock Hill, SC

Themes such as:

Hats Off to Reading—Wear hats. *Sock It to Reading*—Wear crazy socks. *Tackle Reading*—Wear tacky clothes. *Grow with Reading*—Wear green. *Books Are Favorites at [Your School]*—Wear favorite school shirt or school colors.

**Jennifer Kauffman, Monaview Elementary—
Greenville, SC**

More themes such as:

Kick It Up a Notch—Wear crazy shoes to school. *Tie One On for Good Books*—Wear a tie to school. *Reading Is a Sport Too*—Wear your favorite team's ball cap. Let's *Get Wacky With a Good Book*—Wear clothes backwards. *Brighten Your Day With a Good Book*—Wear a pair of cool sunglasses.

**Jennifer Thrift, & Sandra Fitzgerald,
Charles Pinckney Elementary, Charleston, SC**

Research

Any time we write our goals and objectives for research on a white board or show them on a screen, we should remember that not all students can read what we write in red or green marker or fonts. Some students cannot see the correct spelling for keywords we want them to use in research, so use black or dark blue marker or fonts when putting them up for students to use. We want students to tell us they can not see what we've written but they don't always, so help them out as much as possible.

**Cathleen Moore, Myrtle Beach Intermediate,
Myrtle Beach, SC**

Create a handout that lists your schools electronic resources and passwords for home access...not just DISCUS, but any that your school purchases such as SCOIS, SAT practice, etc. I use a bookmark format and have our school's name and website on one side with the logo, username and passwords for each database on the reverse.

**Heather Loy, Wagener-Salley High School
Wagener, SC**

I do a weekly research question for the whole school called "The Wednesday Wonder". The answers to questions are submitted by students and I draw winners each week on the Wednesday morning news show and then present the new question. I always announce the answer and what reference book I used to find the answer. Sometimes the question includes "Where did you find the answer?" and the students must note their source. Students who win get to pick a free book from my paperback basket.

Sabra Bell, Waccamaw Elementary—Conway, SC

Second Annual Race to Read

Betsy Long, Doby's Mill Elementary,
longb@kcsd.k12.sc.us

Last year I reported on our First Annual Race to Read, a one-mile fun run through the town of Elgin that celebrated fitness and literacy in our local community. All proceeds raised through the event were donated to the local public library. While I was very happy with the turnout for our first event last year, my goal was to hold an even bigger and better Race to Read this year. Last year we had over 50 participants enter the race, and we raised \$500 for the Elgin Public Library

This year, I enlisted the help of even more volunteers than last year, and began planning even earlier. I "talked up" the event with more confidence and enthusiasm this year, having a little bit of experience under my belt. As a result, not only did we increase our participation, we more than doubled the number of entrants, creating quite a scene in the



Getting Ready to Get Set!

middle of small-town Elgin on a very chilly Saturday morning. We also improved on last year's event by putting sponsors' names on the backs of our student-designed tee-shirts. Offering this beneficial form of advertising helped to convince more businesses to sign on and support our worthy cause.

Now we're looking forward to an even bigger and better 3rd Annual Race to Read for 2007! Who knows, maybe some day our little local race will attract readers and racers from all over the Columbia area. If you would like to coordinate such an event in your local community, I will be glad to offer words of advice and encouragement and assist in any way I can. Please contact me, Betsy Long, at

longb@kcsd.k12.sc.us
803-438-4055, ext. 1154.

Strive for \$25!

Keeping the Main Thing the Main Thing

Shannon Wham, Bell Street Middle, sdwham@laurens56.k12.sc.us

One recent, not atypical morning, I started the day at 6:00 AM hooking up six new computers in some classrooms before setting up our automated calling system so our daily gang of suspended students and after-school detainees would have an answering machine message to erase when they got home strategically before their parents. Then my principal arrived with news that my assistant would be absent on a day the library was booked solid. Still, no time to worry because I had to rescue the copier from a fantastic and precious, if somewhat bull-in-the-china-shoppish, first year teacher who put a “regular” transparency through the machine and wondered why it never came out the other side (“Well, Ben, that would be because it’s melted to the fusing roller”).

Next, I hung up on a sales rep from an obscure publishing company because I had to free my principal’s email from cyber oblivion. Then the bell to start the day rang signaling me it was time to take care of the daily influx of students during our homeroom SSR time. They came (“Yes, Hon, the new Lurlene McDaniel romance is over here”; “No, young man, I don’t have the seventh Harry Potter book. Why not? Well, she hasn’t written it yet”; “Of course we’re having a book fair, it’s in October . . . well, don’t worry, you’ll have the money to buy the new Xbox cheat code book by then, it’s only August”; “No, sweet-pea, I don’t have your new password yet because Miss Laura hasn’t emailed it to me”.) and went and I had five minutes to gulp down my pancake-and-sausage-on-a-stick and drink two foil-topped cups of grape juice. It was 8:45 AM. That old Army recruiting commercial came to mind, you know the one, “We do more work before 9:00 AM than most people do all day.”

I gave you that hectic little snapshot so I could impart this little known chestnut of librarian wisdom . . . ready for this? . . . librarians are busy people. Being a school librarian means wearing a lot of hats. Few, if any people, outside our profession realize how diverse and often unpredictable our days can be. We are part computer tech, part instructional consultant, part comptroller, and I could go on. We are surrounded by ringing phones, dingling bells and demanding people bent on throwing our carefully planned day and multi-item to-do list into chaos. In the midst of all that cacophony, it’s easy to forget why we got into this job in the first place. That is a travesty.

Why did most of us get into the profession? What is “the main thing” we need to keep in focus? For a lot of us, we loved books and loved to read. Well, forget that. Contrary to what some curmudgeons on the faculty and in the public may think, we don’t read during school as much as most ELA teachers. Now at home is another story . . . I also think many, if not most, of us, especially

in school libraries, got into it for the children. That’s the main thing I want us to keep in focus – our patrons, both students and teachers – that we come to work to serve every day.

This may not be an oft-admitted idea, but I know many of us often view our patrons as obstacles to a successful day. We sometimes think, “If I didn’t have a teacher interrupting me every five minutes I could get some work done” or “If one more kid comes in with another off-the-wall question, I’m going to scream.” Now, if I’m not right and lots of you are reading this and shaking your heads while mentally arguing with me, I guess I’ve misinterpreted some of the things I’ve heard in my two years associating with others in our profession. If we really think patrons are important and we really enjoy them, why are so many librarians so cross and crabby so much of the time? A great man I admire once said, “If you are happy, notify your face.” Yes, I have teachers who show up five minutes before first period and want a video and DVD player even though they haven’t filled out the request form. I have students who lose books then swear they turned them in. I deal with one teacher on a daily basis who has, for reasons unknown to me, determined that “librarian” is a synonym for “personal valet and body servant.” At least once per week I get a student in my office door holding a paper who informs me with pleading eyes that “Mr. So-and-So needs thirty copies of this run off and told me to ask you to do it.” Yes, it is quite irritating, to say the least.

However, it is a choice to put people before policies and service before self. Some of us make our policies the “main thing.” I know of a librarian who would not allow a child to look at books when the child’s class came in the library for check-out because the boy had damaged two books the year before and couldn’t pay for them. I know of another librarian who lives in mortal fear of losing a book because of a glitch in a circulation program. Another boasts of only losing four books out of thousands the previous year because of keeping extremely tight control on who checks out what. What message do all these mindsets send? I think it sends a very clear one: books are more important than boys and girls.

Please don’t get me wrong; I know we are in a time of tight budgets and limited resources. I also realize we should be diligent and exercise good judgment and good stewardship over the materials and the funds we have in our care. Still, what we should not do is allow our worry over replacing an expensive reference title if it gets lost to crowd out our joy at providing our students connections with books and other materials essential to learning and pleasure. I feel

the frustration of not enough money, not enough time, not enough understanding from our faculty . . . it's exasperating to deal with the same problems that the same teachers bring to us over and over again. Still, I've found it's an opportunity to exercise mercy, and if I've learned anything in the last few years, it's that mercy is something we all need on occasion.

In closing, I challenge all of us to take a hard look at what frustrates us and what energizes us. What are we devoting most of our mental processes, physical energy, and limited time to? Are we putting policies ahead of patrons? Are we more invested in our collections than our colleagues? If service isn't our foremost priority, will we really manage to be effective in our schools, to grow the vital relationships with our patrons, and to provide the atmosphere of love of reading that drew us to librarianship in the first place? I challenge us all to make sure we keep the main thing the main thing.



Don't forget to register for the conference by December 1, 2006. And make your hotel reservations now.

SCASL Advocacy Program Begins

Jim Johnson, Library Legislative Liaison, jim1876@earthlink.net

By the time you read this, the November election will be history. It is time for you to get to know your legislators, if they are new, or renew acquaintances with returning Members of the General Assembly. SCASL's push for funding is getting ready to begin.



Capitalize on Learning
@ your library

And you, SCASL will be asking the General Assembly to appropriate \$25 per pupil in the next legislative session for the purchase of library materials. The amount needed to accomplish this goal is \$1.5 million. I am happy to report that after discussing this need with Dr. Jo Anne Anderson, Director, Education Oversight Committee, that she will include it in the funding model her committee presents to the General Assembly. The State Department of Education did not include it in its budget recommendation to the Governor's Office.

As the legislative session progresses, you will be informed by either me, Martha Taylor, SCASL's Legislative Chair, or Ida Thompson, SCASL's President, when to contact legislators. You will be told who to contact, what the message is, and when to contact them. It is vitally important when you get these messages to take action. Legislators are influenced by contacts from their constituents. They need to hear from you what SCASL is requesting, and more importantly, what \$25 per pupil will mean to your library program. Be sure to use key phrases—how a good library program supports the curriculum and improves test scores, how you are accountable for books purchased for the library, unlike classroom collections, etc.

I have no delusions that we will reach the \$25 goal this year. It will take several years to get there. Our goal this year should be to inform legislators about what you do and its importance to education. Invite legislators to your library. Add them to your mailing lists. If we can educate them to the value of a good school library-media program, funding will follow. So, my message here is don't get discouraged if we are not successful this session.

The success of legislative initiatives depends on the actions of those directly involved. As your legislative liaison, I can only do so much. Our success depends on YOU!!!

Public Awareness Honor Rolls

"It Takes a Village to Create a Great Media Center"

Take time to recognize those exemplary administrators and paraprofessionals who work with us to reach all the students in our schools. Nominate a deserving **administrator** or **paraprofessional** for recognition in the *Media Center Messenger*, *The State*, and local newspapers. They will receive a certificate of merit, and a letter of commendation will be sent to their supervisor and district superintendent. **The deadline is January 5, 2007.**

Honor Roll of Administrators

To submit a nomination to the Honor Roll of Administrators, please include the following in your application:

- Your name, position, and address
- Name of nominee and position
- Name and address of school
- Names and addresses of superintendent and chairperson of the school board

On a separate sheet please include the following:

- Description of the activity for which nomination is being made
- One or two sentences for publication purposes summarizing the reason for nomination
- Verification: e.g., agendas, programs, photos, clippings, letters of commendation, etc.

Honor Roll of Paraprofessionals

To submit a nomination to the Honor Roll of Paraprofessionals, please include the following in your application:

- Your name, position, and address
- Name of nominee and position including number of years at current position
- Name and address of school
- Name of supervisor or media specialist and principal

On a separate sheet, please include the following:

- A short description or tabular list summarizing the reasons for the nomination (consider responsibilities, work habits, strengths, and interaction with media patrons)
- At least one letter of recommendation from someone other than the person making the nomination (example a teacher/principal/media patron/etc.)

Send the completed nomination by January 5, 2007 to:

Judy Parham, Public Awareness Committee Chair
parhamjs@spart5.k12.sc.us

Social Networking Is for Kids...and Libraries Too!

Valerie Byrd Fort, Dutch Fork Elementary School, vbyrd@lex5.k12.sc.us, www.readingwithmsbyrd.com

Face Book, MySpace, Friendster, Orkut, Xanga, LinkedIn...these are just a few of the social networking web sites on the Internet. USC is even starting one for alumni. Have you explored any of these sites? Do you have an account? If not, why should you and what in the world do these sites have to do with our school library world?

At EdTech, David Warlick talked about how we need to teach kids to not only find information on the Internet, but to evaluate the source of that information as well. As Library Information Specialists, we not only show our students how to find information, but how to find "good" information.

We need to go a step further. When teaching search strategies, we may want to take time to talk ethics, manners, and respectability online. Our students think that the Internet is safe; a place for them to find information, news, and to meet friends. When I was in middle school, I went home after school and talked to my best friend on the phone for hours. If my mom wanted to know what we were talking about, she just had to pick up the phone. Now, kids are going home and using their computer to communicate. They use text messaging, instant messaging and, most of all, social networking sites. Social networking sites have allowed our students to say anything, do anything, and post pictures of anything. We need to teach them how to act online.

If you have not been to MySpace or FaceBook yet (two of the most popular sites), you should check them out (especially if you are the parent of a middle school or high school student). Create an account and do a search for your child or for your students and you will be shocked at what you find: full names, phone numbers, and addresses. Read their blog and you will learn their wishes and dreams and more...you will find out information you would have rather not found out (with pictures!). We need to get our students to realize the harm that posting pictures of drunken late nights can do. Many employers now search MySpace when interviewing potential candidates. We need to teach our students that you don't write about something or post pictures of events you would not want everyone to see (including grandmothers and people you work for). It is obvious that teens do not realize that. We need to start educating them about proper behavior online, so that they will not be 30-year-old professionals posting inappropriate information to the masses.

Many of you have been teaching Internet safety to students for years. If not, it's time to start.

Here are a couple sites to get you going:

NetSmartz

<http://www.netsmartz.org/>

Has lessons plans, online and offline games and activities that help you teach Internet safety to all ages (even has information for professional development and information to give out to parents).

CyberSmart

<http://www.cybersmartkids.com.au/about-us.htm>

From the Australian Communications and Media Authority (Australia's FCC), this site has lots of information to share with parents and teachers. There are "cool sites" for kids and teens as well as safe places to chat.

Are all social networking sites bad? Not at all. I have been browsing through MySpace and have been pleased to find many academic libraries, high school media centers, and public libraries on MySpace. I have asked many of them to be my "friend" and they send bulletins, post book reviews, and generally host a website on MySpace. What a wonderful idea! I am sure they are reaching patrons they would have not reached any other way. I was also excited to find many authors (especially YA authors) on MySpace. You can ask Patrick Jones, Sara Desson, and others to be your friend. It seems like many of them even take care of their own page (as opposed to an agent or intern taking care of it). What a way to encourage teens to read!

I know you're thinking "how does this apply to me if I am in an elementary school...doesn't MySpace and other social networking sites make sure you are 16 or older before setting up an account?" Yes, you are "supposed" to be of a certain age before being able to get an account on a site like MySpace, but, kids are smart and it does not take them long at all to figure out they can declare they are 100 years old, and get an account.

Our students are using technology to learn and communicate. It is our job to teach them how to do this responsibly. We have to help their parents as well. How about hosting a parent night where you show them how to search for their child's profile? We do not want our children talking to strangers and giving out inappropriate information in person, so we have to stop them from doing it online, too. Learn about these social networking sites. Think of ways to use them to promote your library program and to help students use them as another form of SAFE communication.

2006-2007 SCASL AWARDS

Leadership, Literacy, Technology, Collaboration, and Advocacy

Lizzie Padget, Forest Lake Elementary, lpadget@fle.richland2.org

The above strands will be infused throughout our upcoming conference! As you hear these terms, who comes to mind? Each of us knows one or more individuals whose outstanding professional contributions make a daily difference in the lives of many others! SCASL has provided the perfect opportunity for you to honor these deserving individuals. Remember you may nominate yourself!!! Please take the time today to send in a nomination form. Download the award packet with full information from the SCASL Website at <http://www.scasl.net/awards.htm>.

Deadline for submission of nominations is December 1, 2006. Nominations should be mailed to: Lizzie Padget, 4933 Wofford Ave, Columbia, SC 29206.

SCASL Awards are:

- * **Administrator of the Year** - recognizes and thanks an exemplary administrator
- * **Media Specialist of the Year** - honors a full-time media specialist on the basis of exemplary programs as well as active participation and service to SCASL and other related professional organizations
- * **Distinguished Service Award** - recognizes an individual or an organization for contributions to SCASL and/or school media programs throughout the state of South Carolina
- * **Nancy Jane Day Scholarship** - provides an SCASL member with reimbursement for the cost of one successfully completed college course taken to improve job performance or complete a graduate degree in library science.
- * **Margaret Ehrhardt Student Scholarship** - provides a scholarship to a graduating media center student volunteer who has made an outstanding contribution to South Carolina school librarianship, school library media services, and/or SCASL.

Calling all Librarians!

Nominees for the Intellectual Freedom Award

Please start thinking about possible candidates for the 2006-2007 SIRS/ProQuest South Carolina Intellectual Freedom Award. The award is given in alternating years by SCASL and SCLA, and this is SCASL's year to partner with SIRS/ProQuest to present the award. The award honors individuals or organizations that have upheld the principles and rights of intellectual freedom through such acts as resisting censorship, promoting intellectual freedom or educating others on the importance of intellectual freedom and First Amendment rights. The official application will be available soon, and an announcement will be sent via the listserv and the next issue of the *Media Center Messenger* with information on how to apply and the timeline for applications.

For more information on the award, you can visit the ProQuest/SIRS site at:

< <http://www.proquestk12.com/about/freedom/default.shtml> >

Roles of the Media Specialist in the Educational Community

Judy Parham, James F. Byrnes High School, parhamjs@spart5.k12.sc.us

The components of the media specialist's job include curriculum, reading, technology, collaboration, and collection development. Media specialists share these components with other professionals, but educational leadership at the state, district, and building levels should circumvent duplicating services that media specialists already provide. When administrators become aware of the roles of the media specialist, they can coordinate the programs of instructional support personnel including curriculum facilitators, technology coordinators, and literacy coaches with the services provided by media specialists. They can make wise decisions about allocating money and resources to reach the majority of students, and they can avoid replicating literacy and technology initiatives already in place in the school. Media specialists are team players who work with administrators, teachers, curriculum facilitators, technology coordinators, and literacy coaches. There is no need to duplicate services when there is much work for all professionals. The roles of the media specialist in the educational community include:

Materials Experts

Media specialists know how to acquire curriculum-related materials by locating material reviews, purchasing materials with the best binding and prices, and weeding materials to update the collection for current student research. With subject cataloging and processing, media specialists make materials accessible to the entire school and community through the OPAC and the Internet. Because of the availability of and access to materials, educational leadership should house materials in the facility set up to store, circulate, and reach the greatest number of students. Certainly classroom libraries are important, but books become more accessible to all students in the school when they are housed in the media center.

Media center circulation systems provide statistics for accountability and evaluation of resources. With automation systems, media specialists can evaluate the use of materials and identify materials that are out-of-date.

Curriculum Specialists

Since the 1960s, media specialists have incorporated print and nonprint sources to provide resources for students with varying learning styles. For many years, media specialists have served on school curriculum committees in order to provide resources for evolving curricula. Today, media specialists train teachers to integrate state standards with the outstanding curriculum resource, StreamlineSC, the portal for United Streaming and SCITV videos. Integrating print and nonprint resources with the curriculum is a primary focus for media specialists.

Collaborators/Instructional Partners

Media specialists work with teachers to plan lessons to meet curriculum standards and to meet information literacy standards. Media specialists create webquests, scavenger hunts, websites, pathfinders, and bibliographies, as well as teach on-line and reference skills. Media specialists provide reading-level appropriate research materials for classroom projects as well as materials to support standards and classroom research.

The most important role of the media specialist is the role of **team-teacher**. Media specialists reach students by collaborating with teachers.

Reading Experts

Media specialists spearhead school-wide reading programs while "hooking" readers with booktalks and book passes. Media specialists analyze MAP scores for reading lexiles. Media specialists promote the South Carolina Book Award titles and provide teachers with grade-level read-alouds, science fiction books for science classes, and historical fiction for social studies classes. Media specialists match the "right" book with the "right" reader.

Technologists

It is the role of the media specialist to acquire and maintain hardware and software for the school so that instruction and learning take place in the classroom. A media specialist's duties range from changing a projector lamp to acquiring new digital and document cameras for the classroom. Media specialists keep current with up-to-date technology through training, professional resources, and attendance at conferences.

Establishing good public relations within our own schools is crucial, but it is more important to inform other educational professionals about our roles. Informally, we need to tell others about the components of our jobs. Formally, we need to conduct presentations at allied professional conferences, write articles, and submit monthly/annual reports to administrators so that they will know they already have reading experts, curriculum specialists, technology experts, materials experts, and instructional partners in their schools.

When districts face budget cuts for personnel and for resources, will our educational communities realize the value of our roles as media specialists and will they realize the impact that our work has on student achievement? Will they realize the media center is the learning hub of the school? Let's make sure they do!

Are You Ready to Rumble?

E. Kim Livingston, McClellanville Middle School, Elizabeth_Livingston@charleston.k12.sc.us

McClellanville Middle School Students Battle in the Media Center – and it's a good thing!

It all started when I got my hot little hands on an *Upstart* catalog. This is where I covet the hip librarian T-shirts and the elementary school decorations that are just not cool enough for my middle school students. This is also where I saw a book, *Battle of the Books and More, Reading Activities for Middle School Students* by Sybilla Cook, Frances Corcoran and Beverley Fannesbeck. Since I am on a constant quest to encourage my middle school students to read something—anything—I ordered the book. In the book were detailed instructions on conducting a school-wide Battle of the Books, a game plan for a semester-long reading competition potentially involving all students.

At our school, we had a daily 30-minute advisory period. During this period, students read at least 3 days a week. Sometimes this became its own battle for the advisory teachers assigned to these classes. However, The Battle of the Books changed those advisory classes into Battle Teams. Each team had a reading list (10 books to start) and a date on the calendar during which they would come to the media center to answer questions about the books. The students knew that the day of reckoning was coming, and that they had the potential to beat another team (and teacher) in a public battle.

Several wonderful volunteer teachers and I created a list of about 10 questions for each book. *Battle of the Books* (Cook, et al) also had numerous questions for a variety of books.

When we chose the books for the competition, we selected several books that were accessible for our struggling readers. In this way everyone could contribute to the success of each team. I also purchased audio books for students with reading disabilities as well as for full classroom use. One of my proudest moments in the competition was when our self-contained special education class won one of their battles. Although they had not read all of the books, the several they had read were all answered correctly.

I set up a scoreboard on the wall of the media center. It looked a lot like an athletic competition scoreboard with each team listed on the left and a battle date under the team name. I decorated the flyers and booklists with knights and other battle-type clipart. I even borrowed a 4-foot tall metallic knight to stand guard over the scoreboard. At each level of the competition,

scores were written and teams eliminated. Books were added to reading lists until the 6th, 7th and 8th grade champions had a list of 30 books. They then competed against one another to win the title of School Champion.

During the actual battles, two teams sat at large tables in the media center. A team captain was listed on the scoreboard and she was the only student allowed to give the answer. Students had 30 seconds to discuss and answer each question while our teacher coaches helped with timekeeping and scorekeeping. I asked each question, checking each as I read to prevent repeating them. I also color-coded the questions asked to each team. If a team did not answer correctly, the opposing team had the opportunity to answer the question and earn points.

Grade level winners received Battle T-shirts and a pizza luncheon in the media center. I publicized on the school's Website, and the school winners had a story about the contest and their photograph in the Charleston newspaper. They were also able to visit Barnes and Nobles and spend \$10 gift certificates as a field trip activity. These gift certificates came as a pleasant surprise

from someone in our community. After seeing the article and photograph in the newspaper, she very graciously donated them to our winning students.



The Big Question: *Did it improve reading abilities?*

Along with plenty of anecdotal evidence, I witnessed many more students reading in the hallways and discussing books. My favorite story about the students reading was when a friend told me that at her church, one of my students stood up and asked the church to pray for her because her team was battling the following Monday! She went on to explain the entire battle to the congregation. Undoubtedly there was an improvement in the attitudes of our students towards reading, but to say that there was improvement in their abilities may be stretching the evidence at this point. I am hoping that will come with the improved attitudes and more practice reading.

We are starting the year off again, and a few changes have been made. Each team visits the media center for an introduction to the battle and a brief discussion of the books with the support of a PowerPoint presentation and LCD projector. We have a brand new book list that supports the curriculum with an emphasis on historical fiction and nonfiction. Each team will have three battles and the total score of the three battles will be calculated to determine the grade-level winner. The grade-level winners will then go on to battle for the school championship. That way, no one is eliminated and all have the opportunity to come from behind if they have had a disappointing beginning. Each student will also have 30 books to read, whether they win or lose their first battle. A Website has also been added to bring a new element of technology to the competition.

So now, reader, *Are You Ready to Rumble?* Our school would love to challenge another school to a battle. If you are interested, e-mail me or check out our booklist at our Battle of the Books page,
<http://mcclellanville.ccsdschools.com>

Just be ready for a great battle!

WHAT'S IMPORTANT TO OUR EVERYDAY LIFE? READING, YES READING!

MEDIA SPECIALISTS, we need your help in our schools, communities, churches, hospitals, nursing homes, and senior citizens centers. Share your love of books and reading with others to make their lives a little better. We need you to volunteer in your elementary, middle and high schools to encourage reading. A reading club or group will be a great way to help improve students' levels of reading. Teen Read Week is in October and Children's Book Week is in November. Make a child smile with a good story. Reading is a great way for senior citizens to have an outlet other than television. And, don't forget to keep your membership in SCASL active.

*Blanche F. Fowler,
bfowler@dorchester2.k12.sc.us
Retirees Section Chair*

Return to the Kneecap Biters

Greta Flinn, Hodges Elementary School, flinng@gwd50.org

I have returned to the kneecap biters! I started the first day of school thinking about how cute and little the kids were, by the middle of the day I was thinking how many of the little ones there were, and by the end of the day I was thinking, "What have I done?" I went home and collapsed in exhaustion!

This is my first year back at the elementary level after a five-year stint serving middle and high school students. Somehow, during those five years I had forgotten some of the unique challenges of working in an elementary media center. I had forgotten how close the book shelves are to the floor. I had forgotten the startling number of books circulated in a day and the struggle to get the books shelved. I had forgotten just how hard my germ-phobic tendencies kick in whenever a student sneezes all over me.

The five years I have spent at the middle/high level had also dimmed the memories of the unique rewards gained by working in an elementary media center. I had forgotten just how enthusiastic elementary students are and how willing they are to try things. I had forgotten how much elementary students want to "help". I had forgotten how easily a hug can turn your whole day around.

What strikes me more than the differences, however, are the similarities. Instead of repeating over and over, "no email, no chat, no games", I repeat, "Do you have a spacer?" I am reminding students to sign in. I am helping students find that perfect book. I am promoting a love of reading. I am trying in every way possible to equip my students with the skills they need for the future. I am learning as much from my students as they learn from me.

Inevitably, I am asked which level I like best. To be honest, I really can't say. There are so many rewards and challenges at each level. Storytime fun is the best with elementary students, but so is helping high school students research colleges or careers out of personal interest, and so is doing a web quest with middle school students.

No matter what the level, the library media specialist is the "go-to" person for books, materials, and technology "know how". There is always tons of stuff to do and rarely are two days the same, but even with all the hectic activity, the rewards are worth the effort.

Fun Stuff in the Library Media Center: Activities to Keep Them Smiling and Hopping

Amber Keeran, Jesse S. Bobo Elementary, keeranal@spart6.org

Tired of the same old reading, writing, and reference skill lessons? Who says PE is the only active class in the school? Spice up your library with fun learning activities that will keep students hopping!

Whether you have a flexible schedule (lucky you!) or a fixed schedule, you can excite students with fun stuff, even if it's only once every six weeks. Scavenger hunts, puzzles and games, and friendly competitions keep kids entertained while they learn those library skills. Once you have them set up – and, when relevant, laminated – you can use them over and over again. Students usually work in groups of two to three, often with only one student “up and about” at a time.

Scavenger hunts. There are several ways to do scavenger hunts, from very little preparation to lots of set up necessary. Come up with clues to match the skill you're trying to teach, whether it's finding books in the library on the shelves or in the catalog, using a dictionary, encyclopedia or other reference book, or just finding books on a theme.

Print out the clues on different colored cards or strips. Clues can be as general as “Find a nonfiction book” or as specific as “Find a 636 nonfiction book by Mitchell Smith.” Clues might also have a connecting theme, such as a Harry Potter hunt with clues like “Harry is learning magic at Hogwarts. Find a book about magic in the library.” Each clue could have an individual letter of the topic on it so that students have a goal to find all the letters to spell the theme.

Clues can be hidden in books so that they are found progressively, though this requires much more set up time for each class. It also works to have one class find the clues and then the next class can put clues back in appropriate books. It is necessary to have enough clues for each group in different books, but after initial preparation, students always have a great time.

Using encyclopedias, almanacs, gazetteers, or dictionaries to look up words that then lead to other clues gives students a fun way to practice using those reference sources. Cards can be hidden within books with clues asking questions about something the students must read. The answer they find would be the word they look up next. With all the possible things to learn in the library, there are nearly as many variations for scavenger hunts as there are words to read!

Puzzles and games. Making puzzles or games to fit skills taught can also be fun. Students enjoy word searches and crossword puzzles made “library relevant” with appropriate terminology (and so easy with websites like www.puzzlemaker.com) or playing any kind of game related to books.

Design board games or have students design them to learn to distinguish library materials, name facts from stories or recall characters, setting, and plot. Play a version of Pictionary by having students choose a card with a familiar book title (*The Three Bears*, *Rainbow Fish*, or *The Cat in the Hat*, for instance), then “draw” the book while other students try to guess. The winner gets to draw the next picture.

A former colleague made her own Caldecott and Newbery Bingo games with pictures of book covers downloaded from the Internet (an even easier way is to cut up those old Caldecott and Newbery posters!). She made huge bingo cards on 11” x 14” heavy paper with bingo grids and attached the photos of book covers into the spaces. You'll need at least four pictures of each book cover you plan to use so you can mix the cards up. Type the titles on cards and call them out instead of the usual bingo numbers. This can also be done with the South Carolina Book Awards or other awards as well as just favorite titles.

Other competitions. Good old-fashioned, friendly competition is always enjoyed. Students can compete to be first to find given words in a dictionary or encyclopedia, or find guide words for a given word, or just find answers to trivia questions using DISCUS or other sources. They can be the first to read and find answers to detail questions for books. Students can get small candies, stickers, or hand stamps for getting the answers. Keeping the competition friendly is the key!

So have fun with those library skills! If the students have to learn them, it might as well be as much fun as possible and that just might keep them using those skills and have them looking forward to their library time!

Every Day Is Earth Day!

Betsy Long, Doby's Mill Elementary, longb@kcsd.k12.sc.us

Most educators plan special activities to go along with Earth Day celebrations in April. Last year, our school began a recycling program and made major efforts to increase our students' awareness of factors that affect our environment. What began as a simple idea to begin recycling white paper at our school snowballed and took on a life of its own. Students and teachers began to brainstorm ideas that could enhance our efforts to become responsible environmental stewards. The skills and attitudes that these activities teach not only benefit our school; they will benefit our world and the world of future generations. The best part, however, is that most of these activities are relatively inexpensive (or free!) and are pretty simple to accomplish. How does the school media specialist fit into all of this? As a communication resource for all parties in your school (through the morning news show, the school Webpage, and school newsletters, among other outlets), you can play a major role in the success of these programs simply by getting the word out and being a positive advocate for environmental awareness.



Students gather in front of their "igloo."

Recycle and Reuse: One very simple, free thing that any school can do is collect common household items (that one may normally consider trash) that can easily be transformed into new items. For example, individual classes at my school have used milk jugs to make bird feeders, egg cartons to make science collections, and plastic six-pack holders to create a volleyball net for the playground. In a larger, school-wide project, I collected gallon milk jugs to create an igloo in the Media Center. This went along with our "Winter Wonderland" school theme and provided a "cool" reading area for students. The students really enjoyed watching it be constructed. We had estimation contests to see which class could most closely estimate the number of jugs it would take to complete the igloo (257, just in case you're curious). I'm also collecting empty food boxes for a couple of upcoming projects. Some of these will be

used to make writing journals. Others will be used to study the nutritional content of various popular foods. Of course, we also collect newspapers. These come in handy in numerous ways—math lessons, constructing the poles for class teepees, current events projects, and lining the cages of the school's hamsters, rabbits, and guinea pigs.

Outdoor Environmental Activities: Several years ago, we were the recipients of an EIA Grant that allowed us to build a butterfly garden behind the media center. Over the years, we have added many features and activities to the traditional garden in order to teach the students more environmentally friendly gardening practices. We have never used pesticides or herbicides in the garden. After all, these chemicals kill butterflies, the very critters we're trying to attract. Instead, we teach the children more eco-friendly methods to cut back on weeds. We use "lasagna gardening," using layers of newspapers to eliminate weeds and enrich our soil. We also received a DHEC Champions of the Environment grant last year that allowed us to plant rain gardens around our storm water drains. These plants serve as filters to the water before it enters the larger water source. This also provides the students a chance to study the water cycle, learn about the rivers that surround our area, and the impact that our actions have on larger water sources. Rain barrels were also purchased with the funds from this grant. By using the harvested rainwater, we eliminate the need to run sprinklers during dry periods. We also began a composting program. The school's "Composting Crew" (which changes every month) collects organic food items from school lunches and maintains the compost tumbler, ensuring that we always have free, healthy soil available for use in the garden and in other school projects. Many of our classes take advantage of this great resource in the spring when they study plants and plant life cycles.

As you can see, there are many simple ideas that you can implement to begin increasing environmental awareness at your school. If you would like any more details about how we accomplished any of the projects described above, please contact me, Betsy Long, at longb@kcsd.k12.sc.us or 803-438-4055, ext.1154.

Silhouettes in History

Carol McGrath, Wade Hampton High, cmcgrath@hampton1.k12.sc.us

If you are looking for something to jazz up your school news program and your social studies curriculum, try creating silhouettes in history. Your students will enjoy creating short biographies and they just might learn something in the process.

The idea came from two sessions that I attended during SCASL 2005. First I attended James Bryan's informative session on using historical fiction in the social studies classroom and then I attended Toni Buzzeo's session on collaboration. I purchased Buzzeo's book, *Collaborating to Meet Standards: Teacher/Librarian Partnerships for 7-12* and found a unit called "Civil War Silhouettes". I adapted that unit based on a collaborative partnership with three of my Global Studies teachers to create "Silhouettes in History". We planned the project in the spring of 2005 and I wrote and received funding for a 2005-2006 EIA grant, which we used to purchase the necessary equipment.

The goal of Silhouettes In History is to increase our students' understanding of historical events and time periods through literature and the creation of student produced videos and multimedia projects. The program included three curricular studies: Greek history, World War II, and black history.

In the Greek history project, the students studied Greek history in their Global Studies and English literature classes. They researched Greek mythology in the library and created plays and PowerPoint projects which were presented in each class.

In the World War II project, students selected a fiction book from the library that was set in World War II. After reading their story, they wrote a 2-3 minute monologue that they presented in class from behind a screen. The screen gave even reluctant students the confidence to speak publicly since it provided a small amount of anonymity. The students enjoyed the project and a lively discussion ensued when one student came to sympathize with the Japanese after she read a story about a Japanese girl who became trapped outside of Japan during the war. The teacher stated that the project helped students look deeper than the facts and, in a small way, experience what the war was like.

In the black history project, students selected a person of importance to black history and created a research project based on that person's contribution. After completing the research, students wrote a 3-4 minute monologue as if they were their subject. They were encouraged to use props relevant to the time period and then they were filmed in silhouette. Each student then created a short 2-3 slide PowerPoint introducing their subject. For example, one student chose B. B. King. His first slide had a picture of B. B. King against a background of musical score. His title said B. B. King 1925 – Still Playing. His next two slides showed pictures of him in action and said "music took me from Mississippi to Tennessee and beyond." Then the screen opened to the video of the student actually playing a B. B. King song on his electric guitar. He then launched into his monologue. Each presentation was shown during Black History Month. Our students loved the presentations. They enjoyed trying to guess who the student was and I heard several conversations concerning the information they learned through the monologue. Using the silhouette method helped the students' confidence, allowed them to read their script, and kept the focus on the content and not the student.

You can create your own silhouettes with just a few simple tools. We placed the students behind a screen created from a large sheet of white paper. A light was placed behind the student and the camera was placed in front of the screen so that it recorded the students profile as a shadow on the white paper. The students typed their script in a large font and we taped it to the wall so that they could read their script.

If you have questions, feel free to contact me. This was a fun project and it is a great tool to encourage classroom collaboration. It could be used at other grade levels including elementary schools.

Lexiles, Accessible Text and the Media Center....

How Media Specialists Can Utilize These to Collaborate With Teachers

Sharmen Oswald, Gilbert Middle School soswald@lexington1.net
https://www.edline.net/pages/Gilbert_Middle_School/Media_Center

What Are Lexiles and How Are They Determined?

Lexiles are one tool for matching reader to text and have been around for approximately 15 years. With No Child Left Behind, Lexile measurement of text and reader ability has regained focus as a measure of accountability within the halls of reading and literacy. The Lexile Framework for Reading® is a scientific approach to reading measurement that matches the reader to text. Lexile scores provide a formalized measurement by which students and teachers can track their reading progress, one of the necessary requirements for NCLB funding. This is accomplished by measuring both reader ability and text difficulty utilizing the same scale. Lexile reading levels may also be matched to approximate grade levels. Matching Lexile scores of the reader via MAP and most major standardized tests allows educators to match reader ability to text difficulty, thereby fostering individualized monitoring of student progress.

A Lexile score is determined using two well-established predictors of how difficult a text is to comprehend, *semantic difficulty* (word frequency) and *syntactic complexity* (sentence length). That is, shorter sentence structure or length and less complex words appearing frequently or repetitively in text equals a lower Lexile range. The converse is also true. Text containing longer sentence structure or length with more complex words appearing less frequently equals a higher Lexile range.



Age	School Year	Typical Lexile Level
7	3	300-800
8	4	400-900
9	5	500-1000
10	6	600-1100
11	7	700-1200
12	8	800-1300
13	9	900-1400
14	10	1000-1700
15	11	1100-1700
16	12	1200-1700

Lexile Score Table from www.lexile.com

At this point, many vendors and publishers offer Lexile scores for their books and other materials. Textbook companies are also beginning to Lexile their products to encourage the use of their texts, even though many teachers are supplementing the texts with articles to meet the individual reading needs, since most textbooks are written on levels beyond the students' comprehension abilities for that grade level. For example, I Lexiled the seventh and eighth grade science textbook and was surprised to find that the seventh grade text is 1100 – 1400L, which is approximately a 10.5 – 11.5 grade level. The eighth grade textbook is 1200 – 1700L, a grade level of 11.5 – 12>. For even the strongest reading seventh and eighth grade students to comprehend the material presented in each of these texts, the teacher has to work especially hard at dissecting the content for the students or supplement the content with *accessible text* articles that will help to fill in the gaps for students.

Grade 3 = 300 + 500
Grade 4 = 400 + 500
Grade 5 = 500 + 500
Grade 6 = 600 + 500
Grade 7 = 700 + 500
Grade 8 = 800 + 500
Grade 9 = 900 + 500
Grade 10 = 1000 + 500

Matching Scores to Grades To more easily remember how Lexile scores match to grade levels, consult the table. The same memory device can be used for the remaining grades.

When reader and text Lexiles match, the reader is targeted at a 75% comprehension rate, not too difficult to be frustrating but difficult enough to challenge and encourage reading progress. Typical Lexile ranges are 200L, text for a beginning reader, to 1700L, text for an advanced reader.

(Continued next page.)

What is Accessible Text

Bridging the gap between the textbook and content-specific reading material that can be comprehended by the student is one area that can be addressed by the Media Specialist. Accessible text is usually of high interest, not from a textbook, interesting to read (and therefore, is sometimes selected by the student himself), timely, well-written and often short so that it may be read in one sitting. In her book *Do I Really Need to Teach Reading*, Cris Tovani sites four reasons to use accessible text: to supplement the textbook, to add rigor to the classroom, to reach reluctant readers, and to build background knowledge. Building background knowledge is especially helpful in and is a necessary component of research. Before beginning research, I like to “pre-search” by having a shared reading of an accessible text article with the students. This way all students begin the research opportunity with the same background knowledge and are on the same page, figuratively speaking.

Best Practice in Education cautions about using the textbook as the one and only source when teaching; rather, we are to utilize the textbook as a springboard. If we are springing *from* the textbook we must spring *to* something. I suggest we spring to accessible text articles.

Where to Find Accessible Text Articles

An excellent source I use for accessible text articles is DISCUS and specifically SIRS Knowledge Source within DISCUS. SIRS’ editorially assigned reading levels take into account subject matter, depth of coverage and the Flesch Reading Ease scale in addition to the more formalized Lexile measurement. The SIRS Advanced Search feature allows users to sort results by relevance, date or Lexile score in ascending or descending order. Additionally, students, teachers or Media Specialists may limit the search results to a particular Lexile range. I believe this is where we as professional information specialists can be instrumental in bridging the gap for the teachers between the textbook and reading material that is matched to the reader. Hence, our opportunity to collaborate on a level that demonstrates our expertise, helps the teacher and first and foremost benefits the student.

Recently, I had a passing conversation with a seventh grade social studies teacher who informed me that she would be teaching in our After-School Program. She was concerned because she had just seen her students MAP reading scores, which were very low. The teacher did not know what she could do with them that would meet the English language arts and social studies standards with her students operating on such a low level. After looking at the standards together and closely scrutinizing her students’ MAP scores, we determined that accessible text articles on the subject “ecology” would be a good start for these students and would address standards in both content areas. We were able to find 22 articles in SIRS Knowledge Source on the topic “ecology” lexiled from 400L to 900L. The strategy we proposed then became to match reader to text, using the MAP score and the Lexile score for the articles. Eventually, the students will come to the Media Center and search for their own articles within their Lexile ranges based on information they have about their MAP scores. Their teacher will have formulized documentation concerning how she has been able to move them up in their reading.

A Caution about Lexiles

As is often the case with a new or emerging idea for measuring readability, there should be a balance. The Lexile Framework for Reading® is one tool for measuring the readability of text and many of the test preparation companies are using this measurement in their test score reporting. Lexile should be considered with other measures and not as the only tool. Also, as is noted in the example below, some texts are difficult to analyze because The Lexile Framework for Reading® looks at the syntax and the semantics of the piece. Consider the Gary Paulsen example from *How Angel Peterson Got His Name*.

He did smell like chicken manure, but even so, fourteen miles down a highway on a skateboard....

I figured he hitchhiked back and caught a ride on a chicken truck. Orvis thought he just went a little way out of town and then hitchhiked back.

But somebody on the sidewalk in Hutchinson had taken a picture of him catching the back of the chicken truck. In the background is a perfectly clear picture of Hutchinson Hardware.

And because Wayne has the worst luck in the world and fame always has a price, the picture appeared on the front page of the Hutchinson Clarion under the headline:

Wild Kids Catch Ride

Wayne’s father saw the paper and took Wayne and his skateboard out into the garage and broke the skateboard. Wayne swore it was over his head but there wasn’t a mark there, while he had trouble sitting down for nearly a week.

This Gary Paulsen piece is Lexiled at 1080, which is a reading level of 9th – 10th grade year, clearly not that high. Primarily because the syntax is complex, this piece is Lexiled at a much higher level than its interest level of 6th – 8th grade year. As many of you know, Gary Paulsen’s writing style is just that, complex syntactic sentence structure balanced with less complex semantics or vocabulary and word frequency. I actually used *How Angel Peterson Got His Name* as a read-aloud with a co-taught class, which is comprised of students who score Below Basic on PACT, to demonstrate Paulsen’s writing style. I was able to point out using the Lexile Analyzer® how Paulsen’s writing is Lexiled at a much higher level than its interest level because of his complex sentence structure. These students were impressed with themselves that they were reading a piece Lexiled at 1080!

As Media Specialists we can be the door through which teachers enter to have a grasp on using Lexiled articles in their classrooms to support their textbooks and curriculum. We can also be our students’ teachers to model for them how to locate Lexiled articles within their reading ranges.

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 and be part of the
 conversation!*

Lunchible Things I Have Learned While in a School Library

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My really old Funk & Wagnall dictionary defines the word “lunch” as “a light meal between other meals, as between breakfast and dinner.” Lunch is not really a word we librarians know or relish. Lunch in a high school is just that brief period between other longer periods during the school day. It is that daily moment of time that can give us lots of activity and also a lot of grief.

So many of our clientele just seem to think that this is just some time they can kill in the library. We require that our visitors have a written pass to enter our sacred territory. Of course, when you ask for a pass, the looks of incredibility on these faces is a Kodak moment. They usually respond, “I have to have a pass? It’s my lunch period.” It’s like they have never heard of any rules. And you know how we keepers of books like our rules.

My favorite student response when queried about a pass is: “But I’m a senior.” My response has been lately that now I am considered a senior citizen and I still have to have passes when attending different functions. When will these young whippersnappers ever learn? We do forgive these lapses in memory at the beginning of the year but, as October begins, we insist that our lunch buddies have passes.

I really like what teachers say when asking for something during “lunch:” “I hate to bother you during your lunch but...” Of course, to keep good public relations you will graciously assist them.

So I guess you need to remember:

1. Do not expect to eat lunch at lunchtime. That will not happen.
2. Always have easy-to-consume food.
3. Make sure you set your rules and hold firm.
4. Do not let your LMC become party central during lunch periods.
5. Insist on a pass and that each student sign in.
6. Teachers know no bounds. They assume you are free 24/7.
7. Expect the unexpected!

Happy lunchtime!

The Value of the Regional Network

The Regional Network is a key component of the SCASL and is the main source of communication and information throughout the state. We asked three members who have been District Coordinators for many years what the network has meant to them. Here is what they had to say.

I moved to South Carolina in 1993 from Houston, Texas, and virtually began a whole new career. I had worked in public education in Texas for thirteen years both as a classroom teacher and media specialist and over the years developed a wonderful network of friends and coworkers through the Texas Library Association. Moving to a new state and starting the process over was intimidating and humbling. Some of the first media specialists I met in South Carolina included Frankie O'Neal, Sheila Oliver, Peggy McQuade, and Ann White. They and many more made me welcome. I was quickly introduced and embraced by SCASL and for a second time in my career have made great lifelong friends in a library organization. Thank you very much, SCASL!

*Sue Fitzgerald, Dorman High School,
Region 1B Coordinator*

I feel that if you are going to belong to an organization, you should participate. I enjoy being the regional rep because I know all the news as it becomes available. In Berkeley County, I am one of the more experienced media specialists and I feel responsible for disseminating the information to my fellow media specialists, especially the new folks. In the statewide organization I am VERY new to the profession of being a media specialist—this is my 9th year. I am not comfortable in running for a state office in our organization and the book award committees are too time-consuming for me right now. I can participate by being a member of the Regional Network. Our organization has grown so large that we need a system of contacting all members. The Regional Network is that system.

My participation as a Regional Contact has helped me in making contacts and friendships in other districts. Everyone is busy—just make a little time for your profession and get involved!

*V. Lynne Dubay, J.K. Gourdin Elementary,
Region 9B Coordinator*

I think one of the benefits of the network is the ongoing contact with surrounding regions. We're able to query the surrounding districts for differences in policies or "How do you do this? What do you do in this situation?" We not only have person-to-person contact with the district contacts but also with the individual media specialists. LMS's feel comfortable contacting the regional coordinator.

*Harriet Pauling, Fairfield Middle School,
Region 4A Coordinator*

Regional News

Region 1A.

Anderson. District 1. For the first time Anderson School District One named a media specialist as District Teacher of the Year. Congratulations to **Monique German**, Powdersville Middle School, for this honor. **Monique** and **Deborah Walker**, Concrete Primary School, also received EIA grants for their schools. Monique has also been awarded a \$6000 grant. * New this year are **Karen Cunningham** at Wren High and **Kristen Jeffcoat** at Wren Middle. **District 3.** Crescent High media specialist **Deborah Jordan**, and English teacher **Joy Brady**, received an EIA teacher grant in the amount of \$4000 to launch the CHS Readers Book Club. **District 5.** **Vivian Hart** has replaced **Charlotte Bryant** as library media specialist at Westside High School. **Oconee County.** New LMS are **Chrissy Robinson** who joins **Deborah Neil** at Seneca High School, and **Lisa Martin** at West-Oak High School. **Jennifer Cox** joins the faculty at Oakway Middle School

Region 1B.

Greenville County. **Susan Dicey**, Southside High, was awarded three grants this past year: a \$6,000 EIA grant entitled "Hip Hop Poetry", an Alliance for Quality Education grant to implement a student newspaper, and a Donors Choose grant for books to use in summer reading. * **Patty Bynum**, League Academy, received a grant entitled "Turning on Turned-off Readers" to assist students reading below grade level in four literature classes in a multitude of ways. * **Pam Baker**, Ellen Woodside Elementary was part of a team that was awarded a \$1498.79 school-wide mini grant from the Alliance for Quality Education. The project, *Butterflies, Birds and Building Bilingual Bridges*, will enable English as a Second Language students to improve their English language arts skills. * In September, a dedication drop-in was held at Sara Collins Elementary in memory of **Robbie Van Pelt**. The Greenville Council of Media Specialists has set up an annual school library grant in her memory and purchased an original artwork by Chris Soentpiet. It is from Mary Bradley's book titled, *More Than Anything Else* and will be placed at the Instructional Materials Center. The Greenville County School Board has approved the naming of the Instructional Materials Center in her honor also. * **Marilyn Heath** and **Wanda Khia**, Greer Middle, and their students raised \$1200 through Scholastic's "One for Books" program and is donating it to Nichols Elementary School in Biloxi, Mississippi who lost everything in their media center; the school was only a year old when a ten foot wave went through. * Author **Marion Blumenthal Lazan** will be in South Carolina in February and visit **Sandy Bailey**, Northwest middle, **Paula Shaw**, Hillcrest Middle and **Pat Hensley**, Mauldin HS Spl. Ed. * **Dr. George Frein**, who is active in the Chautauqua summer drama/impersonations program in Greenville, did a dramatic presentation for **League Academy** sixth grade language arts students in September. * At Monaview Elementary, **Jennifer Kauffman**, media specialist, hosted **Carol Crane** in October whose new book, *D is for Dancing Dragon*, is now available. **Spartanburg County.** At the annual fall mini-conference run by the Media Specialists of Spartanburg County (MSSC) authors **Kate Salley Palmer** and **Melinda Long** were among guest speakers. **Spartanburg 6.** **Joyce Dillard**, Gable Middle School, received a school EIA grant for \$6000 to purchase audio books along with equipment to use as listening centers. The grant was called "Can You Hear Me Now?" * **Sue Fitzgerald**, Dorman High School media specialist, re-



Frankie O'Neal, Director of Regional Network

ceived a Wal-Mart grant to purchase iPods and ebooks for the DHS collection. **Spartanburg 5.** **Jill Wright**, the new media specialist at Beech Springs Intermediate School is in her 7th year with District Five. **Judy Parham**, James F. Byrnes High School, received the 2005-2006 Ann White Award for Spartanburg County.

Region 2

Abbeville County. Abbeville High School media specialist **Susan Keaton** awarded a unit grant that, along with collaboration with the Abbeville County Library system, enabled her to host author **Sharon Draper**. * **Nancy Taylor** is now at John C. Calhoun Elementary School.

Region 4A

Lexington One. There are two new schools this year. **D'Etta Broam** is the media specialist at Pleasant Hill Elementary and **Kim Blankenbeckler** is the media specialist at Pleasant Hill Middle. **Susan Cathey** is now at Midway Elementary and **Nancy Self** is at White Knoll Middle. New to the district are **Terri Catalano** at White Knoll Elementary, **Joi Jones** at Saxe Gotha Elementary, and **Nancy Carswell** at Pelion Elementary. Congratulations to Fairfield County and Lexington District 3 (Batesburg-Leesville) with 100% SCASL membership. **Lexington 4:** New LMS's are **Megan Cantrell** at Sandhills Elementary and **Debra Morgan** serving two schools-Swansea Primary and Mack Elementary.

Region 5A.

Aiken County. New LMS's are **Traci Lynn Nelson**, Aiken Elementary, **Marcie Burnip**, North Augusta Elementary, **Marcia Kalayjian**, Midland Valley High, **Jennifer Pinckney**, Gloverville Elementary, **Deidre Ellen Ford**, Redcliffe Elementary, and **Michelle Wells**, Clearwater Elementary. Three LMS's are in new positions: **Malynda Young**, Aiken High School, **Jill Busbee**, Belvedere Elementary, and **Kathy Kinard**, Warrenville Elementary. * **Liz Knapp**, Mossy Creek Elementary, hosted **Linda Hawkins**, author of *Catering for Children*, *Alexander and the Great Food Fight*, and *Alexander and the Great Food Feud*. **Traci Nelson** hosted Amadeus the Traveling Dog and his owner in October. Amadeus has written three books for children. He and his owner did a program for first and second grade children.

Region 5B.

Orangeburg 4. **Samantha McManus** is now at Hunter-Kinard-Tyler School. **Helen Chao** takes her place at Orangeburg-Wilkinson High. **Lakeshia Darby** is at Whittaker Elementary School. **Alfie Allen** is at Dover Elementary. **Robin Shuler** is at Marshall Elementary. **Laura Adicks** is at Sheridan Elementary.

Region 6.

Kershaw County. Personnel Changes: **Paula Bordner** moved from Midway Elementary to Blaney Elementary. **Alice Brice** moved from Baron DeKalb Elementary to Midway Elementary. **Teresa Freier** moved from Bethune Elementary to Camden High. **Susan Prettyman** moved from Camden High to Camden Middle. **Jean Robison** is the new media specialist at Baron DeKalb Elementary. **Anne Lemieux** is the new media

specialist at Lugoff-Elgin Middle School. **Mickey Blankenship** is the new media specialist at Pine Tree Hill Elementary. **Lawrence Snyder** is the new media specialist at Bethune Elementary School. * **Cindy Sparks**, North Central Middle School, received an EIA Teacher Grant for \$2,000 to support efforts to improve classroom teaching practices and procedures. **Sumter County.** District Two. **Molly Schock** is the LMS at R.E. Davis Elementary. * **Laura Diggs** transferred to Mayewood, and **Cindy Howell** retired from Mayewood. **Carolyn Buckner**, Ebenezer Middle, received a teacher-researcher grant from the Santee-Wateree Writing Project entitled: "Graphic Novels: A Book Length Comic" * **District 17.** New library media specialists are **Jane Ferguson**, Alice Drive Elementary School and **Kenneth Singleton**, Kingsbury Elementary School. Two middle schools were awarded National Humanities "We The People" Bookshelf Grants: Chestnut Oaks Middle School, **Randa Edmunds**, LMS, and Bates Middle School, **Anita Vaughn**, LMS.

Region 7.

Chesterfield. **Tonette Hill** is LMS at Chesterfield-Ruby Middle School. **Bonnie Middleton**, McBee Elementary, has her students involved in an essay contest sponsored by Nestle. The contest was for K-6 grades and they must write essays describing "Why Reading is Important to Me". McBee was selected as one of four schools across the nation as semi-finalists. Each of the four will hold a bake sale where all the products must be made with Nestle Toll House Morsels. The two schools who raise the most money will be selected as finalists. Grand prize is \$25,000 for the library with a runner-up prize of \$10,000 for the library. **Darlington.** Hartsville Middle and Darlington Middle built new schools with new media centers. Spaulding Middle School got a new media center through renovations. New to the district are: **Melanie Jackson**, Brockington Elementary Magnet School for Science and Technology, **Brenda Ladson**, Darlington Middle, **Ellyn Parsons**, Hartsville High, **Vickie Joye**, Lamar Elementary, **LaSandra Grimsley**, Pate Elementary, and **Diane Rivers**, Thornwell School for the Arts. **Elizabeth Kirven** transferred to the main library at Darlington High School. **Bonnie Byrd**, **Linda Stanton** and **Betty Jo Coker** retired last spring. **Florence 1.** **Susan Jenkins** is the new media specialist at Royall Elementary, following **Betty Anne Smith**'s retirement this year. New are **Vickie Brown** at Briggs Elementary and **Sandy Coward** at West Florence High School. **Cliff Hintson** and **Marsha Humphries** have moved to other districts in our state.

Region 8.

Horry. **Brenda Little** and media assistant, **Gail DuPuis** are at Ocean Bay Elementary, the new school in Myrtle Beach. * **Nancy Nelson** reports that Carolina Forest High School hosted local author **Ted L. Gragg**. His visit was sponsored by the CFHS Library Media Club. He also spoke to a creative writing class about his book publishing experience. **Georgetown.** New media specialists are **Rebecca Adams**, McDonald Elementary, and **Elizabeth Moss** at Sampit Elementary. **Williamsburg.** **Judy Morris** has returned as media specialist to W. M. Anderson Primary. **Robinette Whitaker** is the new library media assistant at Kingstree Elementary. **Rhoda Coleman**, media specialist at Cades-Hebron Elementary is interning with **Elaine Culick**, media specialist at Kingstree Elementary.

Region 9B.

Dorchester 2. Rollings Middle School of the Arts had a Book Bistro in the media center for Teen Read Week. Students were treated to lemonade and cookies while listening to quiet music and reading their books.

Berkeley. Berkeley County Media Coordinator **Joe Myers** announced after much hard work and diligence BCSD has achieved a budget of \$25.00 per student per fiscal year. The media specialists are busy improving their collections and working with teachers to select new materials to correlate with the curriculum. * Timberland High School media specialists **Donna Rodin** and **Sue Coleman** hosted the Berkeley County Media Association meeting in September with storyteller **Tim Lowry** as guest speaker. They were very happy to have the English teachers in attendance! * **Sue Coleman** received items from her wish list from the *Prudential Carolina Real Estate 2006 School Wish List Project*. * College Park Middle School opened its newly-renovated library this year. Media specialist **Eileen Joyce** reports that library activities are back in full swing beginning with the re-opened *Corners of the World Reading Café*.

Region 10.

Hampton District 1. Wade Hampton High School media specialist **Carole McGrath** received both an EIA Award and a Palmetto Electric Grant totaling \$7000 for a collaborative project called T-N-T. Students will be reading fiction, researching teen issues, and creating public service announcements. **Hampton District 2.** **Kendra Thacker** is the media specialist at Estill Middle School.

Reading Counts at Fairfield Central High School during Teen Read Week...



To celebrate "reading for the fun of it", Michal Hope Brandon and Catherine Beale, media specialists at Fairfield Central High School, hosted a book club lunch during their two lunch periods on Wednesday, October 18th. Students who attended were able to participate in a book pass (20 seconds per title) and they created banners promoting reading and Teen Read Week. The book pass included some of this year's *Young Adult* and *Junior* book award nominees as well as graphic novels and other fiction titles. After the book pass, students discussed the titles they really enjoyed and new titles they will be checking out in the future. Each student left the lunch with at least one new book to check out! Fairfield Central's Griffins know that reading really counts!!!

Horry Distance Education Learning Center Recognized as Best in State!

The Horry Distance Education Learning Center (DELCC) serving Horry County School District has been named DELCC of the Year for 2005-2006. The award, which is given annually by SC ETV and the SC Department of Education (SDE), was announced August 18 at SC ETV's Annual DELCC Conference. David Bell, the Center Administrator, and Connie Rogers, the DELCC Operator, were selected for this honor from among the 35 DELCC's around the state. Criteria for selection include program promotion, utilization of televised instructional opportunities, and services for K-12 students and school district staff. This past school year, David designed and moved into a new DELCC facility. The DELCC is part of Horry's new Academy for Technology and Academics located outside of Conway, S.C. The Horry DELCC has always been a leader in video production that includes producing various programs for the schools local cable channel and video streaming to the community. The Horry DELCC local productions include *Homework TV*, *Inside Horry County Schools*, *Lunchible Things I Have Learned While in a School Library*, and *Education New Parents Can Use*. David, who also acts as the District Coordinator for Media Services, is a media specialist leader for the state and has received several awards for his accomplishments. Congratulations Horry County for recognition well deserved!!

For details:

<<http://www.myetv.org/education/StreamLineSC/images/DELCCConferencePics200>>

<<http://www.myetv.org/education/streamlinesc/index.cfm>>

A bright idea . . .

In Greenville, students at Woodmont High were encouraged to "Reach In and Free a Banned Book" during our celebration of Banned Book Week. All the titles in our library media center that have been on banned or challenged booklists were placed in a jail for the week. Students were able to reach between the bars to free an imprisoned book. On each book we taped an "It's your ticket to freedom" ticket. Any student who checked out one of the books was able to trade the ticket in for a small treat. The display was a big success. Not only did we circulate forty of the titles last week, we were also given the chance to talk to students about the purpose of Banned Book Week.

Sandra Brundage
Kelly Knight

In Horry County:



On October 3, Ted Gragg spoke with students and teachers in the media center at Carolina Forest High in Myrtle Beach about his new novel *Puma*. The event was sponsored by the Library Media Club. Junior Christine Williams won a signed copy of his novel and also got to meet him. Nancy Nelson is the media specialist.

RCPL Expands Online Resources



Listening Made Easy. Now book lovers without their own MP3 players can enjoy *Playaways*, the first self-playing digital audiobook, now available at the Richland County Public Library. Users can experience digital sound from a lightweight player with eight simple buttons. No cassettes. No CDs. No downloads. They just check it out and hit play. There's nothing to do but listen. Playaways are listed on the Book Buzz section of the library's Web site,

<http://www.richland.lib.sc.us/bookbuzz/audiobooks.cfm> and the new titles are also featured on the 1431 New Arrivals page (near the bottom of the home page at <http://www.richland.lib.sc.us/>)

Reading Suggestions Made Simple. Check out *NextReads*, one of the library's newest online resources, and receive free reading suggestions by e-mail! Choose from a number of fiction and non-fiction categories to customize your Richland County Public Library NextReads e-newsletters. The service is free, and you'll receive a confirmation e-mail and the current issue of the e-newsletters you selected.

Padgett S. Lewis, RCPL,
PLewis@richland.lib.sc.us

Vital Statistics



Marriages

Paige Sandifer, Orchard Park Elementary, was married this summer and is now Paige Price.

Laura Trippe Shelton, Anderson Mill Elementary, was married to Daniel Yarborough Shelton III in July.

Births

Liz Herlong, Lake View High School, welcomed a son, Robert Kason, in October.

Angie Ferguson, Cherokee Trail Elementary, welcomed a new baby, Thomas, in September.

Deaths

Sympathy is extended to the family of Donna Tolar who passed away in July. She was media specialist at The Technology Center in Orangeburg.

Sympathy is extended to Shannon Wham on the recent death of his beloved grandfather.

Honors

Krissie Taylor is the Teacher of the Year at Gilbert Primary School, Lexington One.

The Board of Directors of the South Carolina Independent School Association (SCISA) has named **Marci Fletcher Yates** to the 2006-2007 Master Teacher Class. This honor recognizes the teachers for their excellent work with students as well as the ability to share with colleagues. The Master Teacher designation is the highest teaching honor presented by the association. Marci is the Media Specialist at Mason Preparatory School in Charleston. *Congratulations to Marci!!*

Media Center: It's Not Just for the Children

Roberta Dwelley, Sanders-Clyde Elementary, Roberta_Dwelley@charleston.k12.sc.us

Remember your first day in "your own" media center? The excitement you felt and at the same time the bit of nerves? You had visions of how the teachers would stop by to chat as well as check out books. Unfortunately, the truth is that often the media specialist remains isolated all day long, seeing teachers only as they drop off students.

Sometimes the media specialist eats lunch in her room, "just in case someone needs something." Of course, there are times when it is the only moment of the day when she can do a bit of catch up. Although it is admirable to be available in the media center, there needs to be a word of caution as well. To really know what is going on in your school, you must get out of that safety area and meet people. How do you do that with the fixed schedule you may have? Do you know all your teachers? Have you made the effort to visit their classrooms, asked to sit in briefly during a planning time so you know what each grade level is working on? Certainly when many of us have fixed schedules it is difficult to find the time to talk with other staff members. But the benefits far outweigh the extra effort it takes.

Here are some suggestions that have worked for me and that I have gathered from other media specialists. Take a walk through the building, this allows you time to greet both students and teachers. You have the opportunity to view classroom bulletin boards and can pull ideas for interweaving your program with the class work.

If you have the space, try a coffee pot for the teachers. You would be amazed how they enjoy something that simple. During staff meetings keep your ears open for additional ideas. Communicate. Keep teachers attuned to what's new in the media center by short emails. Many teachers will read a quick email over a hard copy newsletter. Try eating lunch with one grade level (be sure you don't have a headache prior to this, lunchrooms can be noisy!) If the lunchroom isn't your style, try inviting a few students to eat lunch with you. Ask them what they are doing in class. When you leave the media center, have a small wipe-off board or clipboard so teachers/students can leave you a request or even their name and the barcode number of a book so it can be checked out.

It is helpful to seek other media specialists' ideas and expertise. Something that worked wonderfully for several of us in Charleston was a suggested monthly gettogether. Monthly meetings were a bit difficult with all our commitments so we tended to meet every six weeks. We shared successes, concerns and also shared our professional magazines (Who can afford subscriptions to all the magazines!) We held our meetings in different schools each time so each meeting enabled us to see different library floor plans, bulletin boards, as well as just talk. Joining SCASL Listserv gives you the support of a wide group and you can post your questions as well.

As the saying goes, "reach out and touch someone" "one is the loneliest number".



The new school year is now in full swing and Christmas break will be here before you know it!! The DISCUS staff welcomes the opportunity to assist you in promoting the use of DISCUS resources to your school's students, parents and teachers throughout the year. The following are DISCUS updates:

- ❖ The new username and password have been implemented for the new academic year. Please check with your district's Primary DISCUS Contact if you have not yet received this information. Remember - the username and password will NOT change in January. They are valid for an entire academic year!
- ❖ Our fall training schedule is now available on the DISCUS Web site. Our courses are designed to fulfill the South Carolina Department of Education's Renewal Credit Plan guidelines for educator recertification. Classes are free, but registration is required. To view classes or register online, go to the "Training" page on our Web site.
- ❖ Media specialists and teachers often ask about Lexile reading level scores. This summer Grolier Online added Lexiles to its encyclopedia articles. Now SIRS Knowledge Source, SIRS Discoverer and Grolier Online are searchable by Lexile reading level score.
- ❖ We have created two new PowerPoint presentations to assist you. Feel free to download these presentations to show at your school — DISCUS: An Overview and DISCUS Is For Kids, Too!
- ❖ We wish to thank all 2006 EdTech Conference attendees who stopped by the State Library exhibit booth and provided feedback about the DISCUS Program. We received many positive comments and suggestions. Our door prize winners were: Charles Renner - Media Technologist - Sumter School District 17 and Betsey Matheny - Computer Facilitator - Concord Elementary School
- ❖ Stay tuned for a "new look" to our DISCUS Web site to be unveiled early in the New Year. More about that later!!

THE LIBRARY MEDIA CENTER HAS THE ANSWERS

Adding Up Resources for Science and Math

Peggy Harrison, Brewer Middle School, harrisonp@mail.gwd50.k12.sc.us

Right where science and mathematics intersect, at that point called a question mark, is an excellent place to start offering resources for science and math teachers. Invite your science teachers to investigate and your math teachers to pose problems built around research in the library media center.

Convince your science teachers to collaborate on data collection. Before students can use data, they must first extract data. While science investigations are largely hands-on, a very important part of constructing an experiment is researching what is already known surrounding the question posed. In fact, formulating a good hypothesis rests upon choosing and using data extracted from research.

Enter the library media specialist. No science fair should proceed without you. Not only does your library media center offer print, non-print, and electronic resources galore for inquiring young minds to access what other inquiring minds, young or not, have already ascertained, but your expertise to guide their perusing, choosing, using, and musing is also readily available.

Science projects offer a really appropriate opportunity to point out the importance of copyright in regard to print and non-print materials and to evaluate web sites in regard to accuracy and authority. Here's your chance to integrate technology by teaming with the science teacher to introduce students to various formats for presenting their data using graphing, charts, visuals, and so forth.

Convince your students that science is currently an intriguing read. Riding the coattails of popular crime investigation series on television, books tailored for various age ranges and grade levels feed the frenzy for forensics. Order them, display them, and watch students who have been interested in nothing else you have to offer hurrying to grab them up and check them out.

Design bulletin boards that highlight your science collection. When I ordered a series on individual elements at the request of an eighth grade science teacher, I knew I had to market them to the students. A bulletin board displaying the periodic table and proclaiming, "The LMC is elemental," drew their attention to the new titles, and those books saw more use than just the research envisioned by the teacher who made the request.

Picture books bring science concepts alive for younger students, and science fiction can lead to curiosity concerning science fact for middle school and high school students. One of my all-time favorite collaborative projects involved relating a question a Greek myth was trying to answer (the seasons/Persephone) with scientific knowledge.

Connect your mathematics teachers to real world problems. Your students may not care how much Tom paid for each apple when he bought six from Jim for \$3.60, but how much money they might need to buy supplies for a week's worth of lunches at the local gro-

cery store might be of more interest. Gather up the newspaper grocery ads, and invite the math classes to make their shopping lists.

Students can also gather data on the cost of apples (or oranges, for that matter) in various places around the world and solve problems about the cost of food commodities in relationship to average wages in those locales. Collaborate with your math teachers to construct problems requiring that students extract the data needed to perform the computations to answer a question. Activities of this type can be tailored for specific standards and grade levels.

The Dewey system can keep decimal numbers in their proper order and reinforce an important math concept besides. That's obvious. But your shelves offer many other possibilities for young mathematicians to measure up. For example, students can measure randomly selected books and then estimate how many books a shelf can hold after determining the average length of one of your shelves. Suggest that your math teachers explore other real world applications for problem solving in the real world of your LMC.

Connect your students to good math reads. The question "Have you read any good math lately?" usually is heard in an elementary context, as there are picture book titles that are already considered classics for the younger students. However, there are titles that offer math themes that work well with middle school students. *Sticks*, by Joan Bauer, connects geometry with playing a keen game of pool. High school students may enjoy pondering the puzzles, stories, and games in titles such as *Another Fine Math You've Got Me Into...*, by Ian Stewart.

Finding good math reads takes some searching, but once you've tracked some titles down and have them in hand, introduce them to your math classes. Reading and math add up to learning in all grades.

Science + Math + the LMC = ? Science and math are all about questioning and solving queries. The library media center is all about providing resources to find answers. The sum of these two statements is sure to equal student success.

And now a postscript:

The Media Center Messenger is always ready to share some good ideas. Write up brief descriptions of the programs and activities that involve math and science in your LMC and submit them for publication. Sharing is one of the strengths of our profession.

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Wayfinding and Branding in the Library Media Center

Cathleen C. Moore, Myrtle Beach Intermediate, cmoore@mbi.hcs.k12.sc.us

We have been helping our students find their way through our LMC's over the years with signage, but have you thought of signage as an incredible public relations tool?

Wayfinding in the LMC is not just signage pointing out Fiction, Nonfiction, and what is on each shelf. Wayfinding is also informational, programming, and event signage. And wayfinding is also student (customer) oriented. Research shows the majority of our students do not understand the library lingo. Magazines and newspapers are what fly with our students. Periodicals, as a word to cover both, does not cover the topic with students. When making or purchasing signage, use descriptors *with* the library lingo. One example would be to use the acronym OPAC (or perhaps you use a catchier term) with the descriptor "online public access catalog."

As students are finding their ways through our library media centers, are you connecting the LMC to the school? Does your signage reflect your overall school theme, mascot, special area? Branding is the term for giving your signage the "look" that is recognizable throughout your school community.

A few years ago, we had a class work on a service learning project that provided our LMC with original student art. The 4th grade class wrote and illustrated the story of a sea turtle from egg to adult in the book *I, Caretta*. We use an image of a sea turtle (adapted from Microsoft Publisher) on all of our signage (except our shelf labels - which we are working on!) Uniformity of signage size, by type of sign, is also part of branding.

Examples of the types of signage we use include 8.5 X 11 informational signs placed in acrylic stand up holders. One sign has information on how to find a biography in the biography section. Above our fiction area sections we have 3 X 4 acrylic stands that slant downwards reflecting the authors within that section. Both types of signs include the sea turtle as part of the branding of our school LMC.

We also have programming signage reflecting our use of the Big6 as a research model and DISCUS as a research tool. Those signs sit on the computer tables as laminated A-frames (or tents.) Again, the sea turtle points the way.

Using wayfinding and branding helps improve student (customer) satisfaction, eases some of the repetitive questions, and connects your LMC with the greater school community!

Resources:

Murakami, Kerry. *Too Many People Getting Lost in New Downtown Library*. <<http://seattlepi.nwsource.com/local/28319.library05.html>> 9/15/06.

Bosman, Ellen. *Signage*. <<http://web.nmsu.edu/~ebosman/signage/goals.shtml>> 9/21/06.

Academic PR. "Library Signage." <<http://www.fearless-future.com/prforumj/viewtopic.php>> 9/21/06

The Albright College Branding Toolkit. <<http://www.albright.edu/cr/albright-guidelines-1.pdf>> 9/15/06

Conference News and Notes

Capitalize on learning @ your library is rapidly approaching! Be sure to get your registration to Kathy Sutusky by December 31, 2006 and make your hotel reservations soon! It's going to be an exciting time as we gather in the capital city to learn new things and spend time with our colleagues! I look forward to seeing all of you there!

SCASL Annual Conference, March 7 - 9, 2007