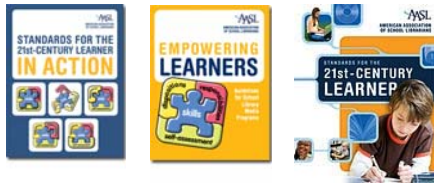


# The School Library System Newsletter

## April 2009

### Pat's Desk Talk:



### Meeting the Needs of 21<sup>st</sup> Century Learners

You will be receiving two books over the next few weeks. Both are to assist you in meeting the needs of your 21<sup>st</sup> century learners. (pictures 1 & 2 above) In this rapidly changing world our role is vital in helping students and staff to become wise users of information. These two ALA publications support the AASL Standards for the 21<sup>st</sup>-Century Learner that we sent you last year. (picture 3 above)

To be taken seriously as professionals, we must use tools that show we teach skills relevant to students' lives in school and out. We must demonstrate that we teach vital skills to all members of the district and that we are on the cutting edge of teaching, technology, and literature. I hope these publications are useful to you in your efforts. We will be building our professional development around these publications and will be looking to you for ideas and projects to showcase.

Once again, we ask for your suggestions for materials to add to our professional collection, which is searchable through CIDER. This year we have been able to purchase every item that was requested

by one of you. Keep those suggestions coming!



### Notes from Kenn:

#### Receiving a Reply to Your ILL/EILL Requests

Anytime you send a request, whether it is an ILL request to another school or an EILL request to the SLS, make sure you get a reply saying your request has been received. It was by accident that the importance of this was discovered last month when requests that had been sent were not received. Prior to this, it was thought that if you received the Confirmation Page when you sent a request that your request had in fact been sent. We now know that this is not the case. The importance of printing the Confirmation Page was also realized when this happened, as it allowed schools to make copies of the confirmation page and send them to me, rather than having to recreate all the requests. The online problem was corrected in a few days and all is well now, but it certainly reinforced the importance of being certain you receive a reply to your requests and printing the confirmation page. Each reply to an ILL or EILL request must be done manually and is not an automatic reply done by the computer. So please, remember to send a

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reply when you receive a request and make sure you receive a reply whenever you send a request. Hopefully we won't have another problem like last month, but if everyone follows this procedure, when replies to requests are not received it can alert us to a problem before too many requests go undelivered. Thank you for your help in keeping this a smooth running process!

### Webinar Wizards 101

**April 8:** Why and How of “Del-icious” the Social Bookmark Site

**April 22:** The Power of Read-Alouds

**May 6:** Children’s Literature Ideas and Updates

**May 13:** YA Literature Ideas and Updates

All webinars are from 3:45 – 4:15. Connect from your own computer and telephone; maximum 23 participants per session with five needed to run the class. To register, please contact Mary McCormick.



### Mary’s Notes:

While I always feel like a nag in these “notes”, I can’t seem to help it. Maybe it is the down-side of my natural “mom-ness”, but I feel compelled to remind you of various things. (The up-side of my “mom-ness” is that I make amazing molasses cookies – too bad I can’t put those in the newsletter!)

So, here we go:

- If you have any packing slips from the collection development mini-grant or CCD orders, send them those to me. I am getting requests from our business office to pay purchase orders, and your packing slips are my only way of knowing if the books have been received.
- Send records from your orders to Anne Nassar.
- Please return your database order sheets as soon as possible. I know this has been a confusing year, so do call if you have questions about products or pricing.

Enjoy the rest of April, and as always, please give me a call or an email if I can answer any questions.

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### Anne's Notes:

I have been creating MARC records for some electronic books that you read using Amazon's Kindle. I've been unable to find any libraries that catalog Kindle books, so I'm improvising. Any suggestions you may have would be welcome!

These books don't have barcodes, so instead I'm assigning them each a number that consists of the libraries' three-letter code, then the word kindle, and then a number. Instead of an ISBN, these books have ASIN – Amazon Standard Identification Number. I'm adding “electronic book” to the title, for example “The Graveyard Book: [electronic bk.] /”. I'm adding a 533 field that lets you know that this is an electronic reproduction of a book that exists in print form. However, there are some books which were written exclusively for Kindle – for example “Ur” by Stephen King. “Ur” wouldn't need this field. Subfield n says “Kindle edition”. Instead of providing dimensions, as you would for an ordinary book, I'm substituting the kilobyte information, for example, “578 KB”.

If you'd like to look at a sample record, go to [ciderpress.org](http://ciderpress.org) and look up “Dreams From My Father” by Barack Obama.

Again, if you have any ideas about how to better catalog Kindle books, contact me.

### Communication Coordinator Meetings 2009-2010:

September 23, 2009  
November 18, 2009  
January 21, 2010  
March 23, 2010  
May 20, 2010

### Advisory Council Meetings 2009-2010:

September 30, 2009  
November 24, 2009  
January 25, 2010  
March 30, 2010  
May 20, 2010

Note: Communication Coordinator meetings are from 8:45 – 2:30 and Advisory Council meetings are from 1:30 – 3:00. The May meeting includes a combined lunch for both groups, with Communication Coordinators meeting prior to lunch and Advisory Council meeting after lunch. All meetings are in the Training Lab, 502 Court St., Utica.

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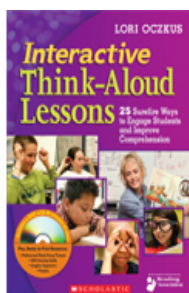
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### **New Professional Books**



**Interactive Think-Aloud Lessons: 25 Surefire Ways to Engage Students and Improve Comprehension**  
**Author:** Lori Oczkus  
**Publisher:**

Scholastic, 2009

The book and DVD hold a collection of classroom-tested lessons that will aid you in teaching the comprehension strategies--connect, predict/infer, question, summarize, monitor/clarify, and evaluate--through a variety of modalities.

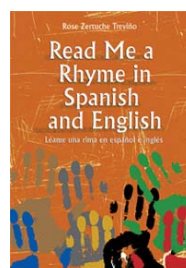


**Leading Kids to Books through Crafts**

**Author:** Caroline Feller Bauer

**Publisher:** ALA, 2000

Think simply and creatively about fun crafts for kids so that, in turn, kids will be inspired to think seriously about books. This third book in the "Mighty Easy Motivators"; series by Caroline Feller Bauer is a hands-on guide to crafts for preschool and grade school children. The book introduces crafts as a way to emphasize and reinforce a story's message.

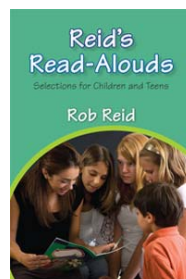


**Read Me a Rhyme in Spanish and English: Leame una rima en espanol e ingles**

**Author:** Rosa Zertuche Trevino

**Publisher:** ALA, 2009

Programming ideas to present bilingual songs, rhymes, fingerplays, and vocabulary activities with 8 program plans crafted for four different age groups.



**Reid's Read-Alouds: Selections for Children and Teens**

**Author:** Rob Reid

**Publisher:** ALA, 2009

Rob Reid makes reading aloud to children and teens easy by selecting titles in high-interest topics published between 2000 and 2008. He provides context to spotlight great passages. Book includes: read-aloud passages from 200 titles, advice on how to prepare for a read-aloud, subject and grade-level indexes to make, program planning made easier, a bibliography of included titles.

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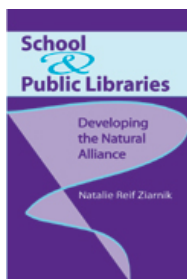
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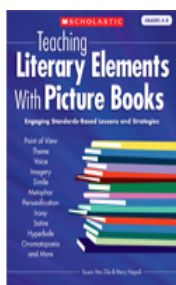
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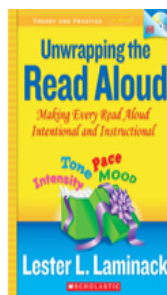


**School & Public Libraries: Developing the Natural Alliance**  
**Author:** Natalie Reif Ziarnik  
**Publisher:** ALA, 2003  
Ziarnik draws on well-known children's literature and defining moments in history to expose the untapped potential that exists between schools and libraries. Using classic storytelling techniques, vignettes illustrating school and public library interaction, and actual examples of successful interactions, she points out both the challenges and rewards of cooperation.



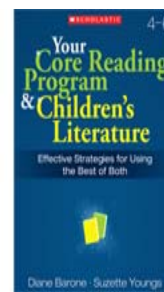
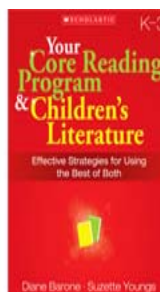
**Teaching Literary Elements with Picture Books: Engaging Standards-Based Lessons and Strategies (grades 4-8)**  
**Authors:** Susan Van Zile and Mary Napoli

**Publisher:** Scholastic, 2009  
Included are 15 ready-to-use lessons for using picture books to teach literary elements such as point of view, voice, irony, theme, metaphor, simile, and more. For each literary element, you'll find a definition; a detailed picture book-based lesson that incorporates before-, during-, and after-reading strategies; and writing and extension activities.



**Unwrapping the Read Aloud: Making Every Read Aloud Intentional and Instructional**  
**Author:** Lester L. Laminack  
**Publisher:** Scholastic, 2009

**Series:** Theory and Practice in Action  
In the book and DVD, Laminack describes why he believes the read aloud is one of the most potent instructional tools of the school day. To get the most from our read alouds and make the experience purposeful, he believes that we must be as thoughtful in our planning for this as we are when selecting materials for math. He peppers his theory with many examples of making a meaningful experience out of reading aloud to students.



**Your Core Reading Program & Children's Literature: Effective Strategies for Using Best of Both (grades K-3) and (grades 4-6)**  
**Authors:** Diane Barone and Suzette Youngs  
**Publisher:** Scholastic, 2008

Through this approach to core reading programs and literature-based instruction teachers are offered opportunities to

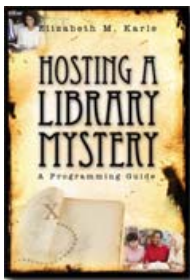
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effectively use both to enhance their students' literacy instruction and learning. The authors select various sample themes and lessons from existing core programs. From this base, they show multiple ways that teachers can extend these initial learning experiences to more complex, deeper understanding. Similar to core reading programs, the authors provide multiple ways to extend the core reading experience, where teachers can choose what best fits the needs of their students.



### **Hosting a Library Mystery, a Programming Guide**

**Author:** Elizabeth M.  
Karle

**Publisher:** American  
Library Association,  
2009

Whether it's solving the morning crossword puzzle, working out whodunit in a best-selling thriller, or participating in the library's mystery book club, everyone loves a mystery! In *Hosting a Library Mystery*, Elizabeth Karle capitalizes on our delight of the genre through this unique, interactive programming guide. Karle's innovative and interactive ideas will coax children on a quest to learn about pirates, college students to uncover the research tools needed for class, or new patrons to discover the riches of the library's collection.

### **LATE BREAKING NEWS FROM SLS:**

#### **Watch for the SLS Bins!**

The School Library System is purchasing reusable plastic bins for transporting books between your school and our offices. If requested, we will send a bin by courier to your library for you to fill and return to Anne Nassar. Once the books are returned to your school, please send the bin back to us – we will be tracking them! Please do not send more than three bins at any time; we do not have enough office space or people power to accommodate more than three bins from any library.



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