

School Librarian's Workshop

Edited by Hilda K. Weisburg, M.L.S.

TEACHING TOGETHER

It's a Habit

The start of the school year inevitably includes scheduling orientations with the incoming class. Traditionally you work with the English department, but you might also connect with Health teachers who are frequently open to planning collaborative research projects with you. Review options with the teacher for students' work to be of value to others and decide the format for the final presentation. Optimally, they will be providing their peers with information on an important subject.

Substance abuse is an appropriate opening topic as the youngest class in the building is most susceptible to being influenced by older kids. However, if it doesn't work for an orientation, save it for a later date (changing the opening as needed) since the project can be done at any time with middle and high school students.

What Do You Know?

Welcome the class and introduce yourself and any staff members (or volunteers) if you have them. Accustom students to starting projects by first identifying what they know about the subject. Begin by having them tell you what is important to know about the library, recording and commenting as needed on their answers.

Acknowledge they know much about the library and will now have a chance to put their knowledge into practice by working on a research activity. Once again have them identify any information they have on the subject, guiding them to list habit-forming drugs including prescriptions as well as alcohol and tobacco. Since they have so much background knowledge, ask them what "big" questions their research should answer in order to be helpful to others.

Don't let them focus on "factoids" but rather on recognizing underlying issues (Why do people take drugs? What causes addiction? Why is it so difficult to

quit?). Being able to pose significant questions develops critical thinking and is necessary for inquiry-based learning. Building this skill early will help them throughout the year.

Creating Content

Go over the Information Sheet, checking to be sure students understand what is required. You may need to explain what an "authoritative" source is and how to do an annotated bibliography/webliography. Let them know that they will be making their findings available to other students. Being aware of this from the beginning adds value to their work, and as a result they take what they are doing more seriously.

Direct students to helpful databases, print resources, and suggested websites. Point out that the directions are their guide to staying on track. Both you and the teacher should meet with groups once they are underway to deal with any problems they are encountering. As much as possible, avoid giving them answers. It is better to ask questions leading them to realize they know what to do.

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Have students give a “progress” report as they near completion. In this way, you and they can determine if they have responded to the “big” questions as well as the ones they added. If necessary, explain using the resource which will be the format for their presentation. Include a link to it on your library website. ▲

IN THIS ISSUE

Start the school year with a wealth of ideas for engaging students and reconnecting with teachers in learning while meeting Common Core standards.

English /Language Arts

- *Book Reviews (Gr. PK-12)*
- *Books in Focus (Gr. PK-3)*
- *Bulletin Board (Gr. K-12)*
- *Bulletin Board Bonuses (Gr. K-12)*
- *Information Literacy Unit (Gr. 2-6)*
- *Poetry (Gr. 1-6)*
- *Puzzler (Gr. 2-6)*
- *Spotlighting Fiction (PK-12)*
- *Box – Independent Me (Gr. PK- 2)*
- *Box – Going Up (Gr. K-2)*

Social Studies/Science/Health

- *Primary Source Connections (Gr. 4-12)*
- *Research to Go (Gr. 7-12)*
- *Teaching Together (Gr. 6-12)*
- *Web Cites (Gr. 1-12)*

Professional Development

- *Being a Professional*
- *Making Connections*
- *Tech Talk*
- *Box – Ready for the School Year*

Information Sheet

Possible Topics

- Alcohol
- Cocaine
- Crystal meth
- Hallucinogens (ex. LSD, PCP)
- Heroin
- Inhalants
- Marijuana
- Nicotine
- Prescription drug abuse (ex. Codeine, Hydrocodone, OxyContin, sleep aids)
- Topic of your choice—with approval

Directions

- Form groups of three to four.
- Select your topic.
- Identify what you already know about it.
- Choose the questions you will answer from the class-generated list.
- Get an overview of your topic.
- Record additional information you now have and correct any misinformation you had.
- Add questions you will research specific to this topic.
- Divide tasks among group members.
- Use a broad variety of authoritative resource
- Briefly annotate sources and cite them.
- Organize your findings
- Design your presentation

FROM THE EDITOR

Back to School

Summer is over and it is time to begin a new school year. I hope you have made a resolution to take active steps in demonstrating the value of your program to administrators, teachers, parents, and the community. Remember, leadership is no longer an option; it’s a requirement. Fortunately, leadership is the underlying theme in every issue of School Librarian’s Workshop.

There are articles keeping you current with trends in school librarianship and the latest in technology as well as those incorporating techniques for improving instruction—and aligning with Common Core.

I invite you to visit our website at <http://www.slworkshop.net>. I have begun blogging and would love to have your comments. Here is our Mission Statement which is posted on the site:

To be your library program’s silent partner, keeping you informed, inspired, and invaluable – a leader in your building – indispensable to your students, teachers, administrators and community

I take the statement very seriously and hope you find each issue lives up to it.

Some highlights in this issue: Dawn Ganss’ *Web Cites* is the second part of her column on Sports while Gail Petri’s *Primary Source Connections* has links on Natural Disasters—a topic of national concern over the past months (longer if you live in New Jersey like me). Other guest contributors offer new uses for podcasts, explain how to make and use memes, and suggest adapting your instruction to better ready students for college. Since this is a new year, I decided it was time to spruce up what was called *Bibliographies* and renamed it *Book Reviews*.

Share your opinions about this issue and other topics by joining our Facebook page <http://www.facebook.com/#!/groups/57409801076>. If your school filter blocks it, join from home and participate in up-to-the-minute information and discussions by members. ▲

Hilda K. Weisburg

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Websites - It's a Habit

Abused Drugs: Commonly Abused Drugs — http://alcoholism.about.com/od/drugs/Commonly_Abused_Drugs.htm

Drug Abuse: Medline Plus — <http://www.nlm.nih.gov/medlineplus/drugabuse.html>

Drug Abuse and Addictions — http://www.helpguide.org/mental/drug_substance_abuse_addiction_signs_effects_treatment.htm

Drug Abuse Health Information — Causes, Symptoms, Diagnosis, Treatment—NYTimes — <http://health.nytimes.com/health/guides/specialtopic/drug-abuse>

It's My Life: Body. Drug Abuse. Getting It Straight- PBS Kids GO! — <http://pbskids.org/itsmylife/body/drugabuse>

NIDA for Teens: Science behind Drug Abuse — <http://teens.drugabuse.gov/>

MAKING CONNECTIONS

New Role for Podcasts

by Donna Swift

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Who has not encountered a student who struggles with the typical public school education? The challenge is to engage these learners in a new and exciting way. A lesson infusing technology in the form of podcasting into English/ Language Arts successfully realized that goal.

I developed the project as part of my Field Experience in Millburn High School (NJ). LaDawna Harrington allowed me great deal of freedom for the activities I engaged in during this time under her supervision. Dana Tinajero, English Language Learning teacher and a frequent visitor to the library, was already familiar with collaboration projects and their benefit to teacher and students. She took a very courageous risk with a Student Teacher, one that paid large results for everyone involved.

An Idea Takes Shape

I approached Ms. Tinajero after observing her class using the translation and voice tools on Gale Virtual Reference. Ms. Harrington was explaining how these students could either read the piece in their own language or have the narrator read it in English. Both methods helped students gain a greater understanding of the reference material, which can be hard to understand even to some native English speaking students. This inspired me to create a lesson to incorporate three areas of English Language understanding using podcasting technology with this same group of students.

We had students read a short story or other brief work of American writing. Afterwards they worked with the teacher to create a book review to use as a script for their podcast. Then I explained the technology we were using and assisted them in creating a recording of their review. These were made available on the library webpage so others could hear them. In one project, the teacher and I covered all the Common Core English/Language Art areas: reading, writing and speaking/listening as well as the standards for incorporating technology making the assignment a great success

Details, Details

We conducted this lesson in four forty-minute periods in both the classroom and the library. For the first session I went to the classroom and outlined the technology. One student asked how this technology could be applied outside the classroom. I explained how webcasts employ this technology, that many blogs include podcasts, and others use podcasts to record oral histories. I personally use it to record the stories that have been getting lost as members of my family pass on.

The teacher followed by working on the reading and writing part for about a week in her class. The students then came to the library for three sessions of recording. We used the Audacity program, a free download from the Internet, because of its simplicity and price. In addition it allows students to easily edit their recordings and add music if they want to get more sophisticated. We kept things simple for this first time.

After each student had two chances to record their review, we saved them as MP3 files. This is necessary for sharing the file in other places like Podcast hosting sites, websites, or library web pages. The Audacity program prompts the user to download the proper program in order to Export files in the right format. Users have reported some difficulty in this section and I had some myself while trying to download to the schools computers. Check with your IT department to see if you will be able to do this step before you begin.

Reactions

This quote from one of the students in the class sums up the results of this project.

The project that Mrs. Swift made with us was really cool. As an ELL student, it was very important for me, because besides learning how to use and make a podcast, I had the chance to listen to myself speaking in English and to develop my skills while writing the script. Thank you, Mrs. Swift. - Isabela F.

This project is one I hope to do again because it was such a success for everyone. I hope you find it as useful as we did. ▲

POETRY

Poetry Musts

These three collections will hopefully compensate for *Poetry* not being included in the last issue. Two offering from three extremely accomplished poets take interesting (and challenging) perspectives on fairy tales. The third is a humorous offering by Children's Poet Laureate J. Patrick Lewis which makes a great start to the school year—or any other time. You will want to add all of them to your library.

Poem Pairs

Yolen, Jane and Rebecca Kai Dotlich. *Grumbles from the Forest: Fairy Tales with a Twist*. Ill. by Matt Mahurin. Wordsong, Boyds Mills Press, 2013, 40 p. 978-1-59078-867-7

Combining their exceptional talents, Jane Yolen and Rebecca Kai Dotlich present fifteen pairs of poems on well-known fairy tales. *Cinderella* speaks of her *Shoes* complaining she could have danced the night away in wooden clogs, runners, moccasins or other footwear but unfortunately, "...wore shoes/made of glass/ that cut my feet/ to slivers," while on the facing page *Whining Stepsisters Brag* of Cinderella's accomplishments and success but claim "We taught her everything she knows." *The Princess and the Pea* is contrasted by *Just One Pea* complaining of being under the mattress and saying "I miss my dear pea pod/ My peeps and my peers" with *The Pea Episode* as the princess explains her lack of sleep on "You know what bothered me?/ All those mattresses, and then some."

A poignant duo is offered in *Beauty and the Beast* as *Beauty's Daydream* is "of the boy I adore--/ I can't get past/ his fangs, his roar," and a look down through time for *Beauty and the Beast: An Anniversary* occurring many years later, "He is graying/ around the muzzle/ and I have silver combs/ to match my hair." The full page color illustrations by Matt Mahurin tell stories of their own. Encourage students to talk about what they see. The copyright page indicates which poems were written by Yolen and which by Dotlich. The poets synopsizes the fairy tales at the end and in their introduction to readers suggest they write their own fairy tale poems. What a good idea! (Gr. 2-5)

Forwards and Backwards

Singer, Marilyn. *Follow Follow: A Book of Reverso Poems*. Ill. by Josée Masse. Dial, Penguin, 2013, unpag. 978-8037-3769-3

Marilyn Singer follows up on *Mirror Mirror* with this repeat of her tour-de-force of reverse poems. A reverse poem is read first from top to bottom and then the lines are inverted, and the story is told from another point of view. For example, in *Ready, Steady, Go!* the hare says "Though I may be/ the smallest bit distracted/ I can't be/ beat" but the turtle responds "beat[connected to the line above]/ I can't be/ the smallest bit distracted." *Can't Blow This House Down* has the wolf observing "Houses made of bricks/ call for/ a wolf's tricks," only to be rebutted by the pig's comment, "A wolf's tricks/call for/ houses made of bricks."

As Singer explains at the end of the book, she created the reverse form and when the poem is flipped, with only a change of punctuation or capitalization it has a different meaning. Sometimes as with the examples given, there are different narrators. Other

times, there is just a shift in perspective as in *Birthday Suit* the Emperor first states "Who dare says he drained the treasury/ on /nothing?/ Ha!" but on the other hand, "ha!--/ nothing/on!/ Who dares say he drained the treasury?" Josée Masse conveys the context of reverse poems with each full page illustration being divided in half and yet presenting a whole. You might discuss palindromes as well as seeing if students can try their hand at their own reverses. Brief summaries of the tales are at the end. (Gr. 1-4)

Grins, Giggles, and Laughs

Lewis, J. Patrick. *If You Were a Chocolate Mustache*. Ill. by Matthew Cordell. Wordsong, Boyds Mills Press, 2012, 159 p. 978-1-59078-927-8

With no table of contents (but a list of titles at the end), readers will happily plunge in anywhere. It really doesn't matter because whatever page they turn to is sure to bring laughter. Illogic abounds as in *We Played in a Soup Tureen*, "I was a stalk of asparagus,/ And Al was a butter bean," or *The Wizard of Alakazam* who informs you "If you get stuck in yesterday,/ Tell me—I'll set you free./ You cannot skip tomorrow/ Unless you skip with me."

What all the poems have in common—whether haiku, limericks, or any other form Lewis chooses—is the combination of humor and unfettered imagination which will inspire students to let their own break out of the ordinary. Try *Stuff* which starts "I went to a garage sale,/ Came home with a garage./ I purchased in the desert/ A shimmering mirage." Don't miss *I'm the Library Lady* who says "If you are looking for good fiction,/ Welcome to my jurisdiction." The black line illustrations are as funny as the poems. Since there is no title poem, challenge students to write one. (Gr. 2-6) ▲

RESEARCH TO GO

The Law of the Land

September 17 is Constitution Day, honoring the signing of the historic document in 1787. You can find resources to celebrate the day at the National Constitution Center: Constitution Day website

<http://constitutioncenter.org/constitution-day>, but if your school doesn't mark the occasion, see if a History/ Social Studies teacher would like to schedule a research project on the U.S. Constitution. Since it is early in the school year, you might not find a taker, so save this for when students work on the topic and study landmark decisions of the Supreme Court.

Prior to beginning this project, students need to know about the Supreme Court and the U.S. Constitution. If they haven't covered it in class, schedule one library session for research on the role of the Court, an overview of its history, how the Constitution came into being, and changes made to it over time. Have students work in groups to rapidly locate information on each of those topics. Allow time at the end for them to share what they learned.

Legal Lingo

Legal terminology can be a barrier to understanding, so get middle and high school students past it by having them learn the meanings of key words and phrases. Divide the class into pairs and give each two items to define, not necessarily in sequential order. More than one pair will have the same words, but that will add to the discussion. Suggest when using a search engine, they add *definition* along with whatever they are trying to find to get more relevant results.

When students have completed the activity, have them share their findings. Make sure both groups report as there is likely to be some differences and/or additional information. Ask students what they think is the reason for so many Latin phrases. (Remind them if necessary about ancient Rome.)

The High Court

With a basic understanding of the U.S. judicial system at the highest level, have students delve more deeply into how the Supreme Court has and continues to impact the country and the lives of Americans. Among the Essential Questions you want them to consider are:

How does the Supreme Court contribute to our democracy?

What makes a Supreme Court decision a “landmark?”

Which Chief Justice — or other Justice — made the greatest contribution/change to the American legal system and/or way of life?

Hand out the Information Sheet and review the requirements along with the teacher to ensure students know what is expected. Answer any questions they have about the directions and give them time to form groups of three to four and select their topics. Give them an opportunity to do some research to help them determine which area will be their focus. For example, once they decide to work on the Court under a specific Chief Justice, they still must determine which one they will research.

Wherefores and Whyfores

Have students use the checklist to assess their progress and their work. Meet briefly with them to guide them through any problems they encounter. Avoid giving them answers; rather ask questions to help them discover how to get back on track. Remind them of helpful databases you have and point them to suggested websites and print resources.

In advance of the project, discuss with the teacher a format for groups’ presentations. VoiceThread, Animoto, and SlideShare are possibilities. Consider asking a local judge to be a guest when students present their research. Have him or her react to students’ work and be willing to answer their questions. Conclude with a discussion of the Essential Questions you identified and see what “take-aways” students have. ▲

Websites

Glossary of Legal Terms: SCOTUS blog — Legal speak explained <http://www.scotusblog.com/reference/educational-resources/glossary-of-legal-terms>

Landmark Cases of the U.S. Supreme Court — Select “Browse all landmark cases” for a complete list or chose specific ones from the “Cases” tab. See also the tabs on Teaching Strategies” and “Legal Concepts” with the related cases listed. <http://www.streetlaw.org/en/landmark/home>

The Supreme Court Historical Society — Click on History of the Court and How the Court Works <http://www.supremecourthistory.org>

The Supreme Court: PBS — Excellent information from the series with videos, timeline, interviews, and lesson plans <http://www.pbs.org/wnet/supremecourt>

Supreme Court, United States — Good brief overview with links to more articles <http://www.infoplease.com/encyclopedia/history/supreme-court-united-states-history.html>



Independent Me

Venturing out and taking risks is part of growing up. As the school year begins, many of the youngest children are coping with fears about the strangeness of school or a new teacher and classmates and the need to share. Stories can open up conversations helping them make adjustments. Amy Krouse Rosenthal, author of *Spoon*, recounts the tale of *Chopsticks* (Ill. by Scott Magoon, Disney, Hyperion, 2012, unpaginated. 978-1-4231-0796-5) who were inseparable until one of them breaks. While waiting for the glue to set, the injured chopstick urges his companion to go off on his own. Stumped at first, the lone chopstick discovers what he can do as a single including being a food skewer and testing muffins for doneness. When the two are reunited, they find being apart has made them stronger. The utensil puns are fun as is the two playing “Chopsticks” at the end. (Gr. PK-2)

A baby owl is the fearful one in Jeanne Willis’s *Fly, Chick, Fly!* (Ill. by Tony Ross, Andersen Press, 2012, unpaginated. 978-1-4677-0314-7). In poetic language the tale begins with Mother Owl sitting on three eggs while Father Owl hunts to feed her. One at a time the first two, with some difficulty, fly off. The third is reluctant, clutching a branch and refusing to go, sure that her siblings came to harm. Her father tells her they are both safe, and finally she flaps, flips, flops, and flies. The story comes to an end with this last chick becoming a mother. The gentle pastel illustrations are perfect. (Gr. K-2)

Mary Casanova has a somewhat different view in *Some Cat* (Ill. by Ard Hoyt, Farrar Straus Giroux, 2012, unpaginated. 978-0-374-37123-4). Violet sits in a cage, sure she is meant to rule a kingdom, but no one seems to want to adopt an older cat until a couple think she needs a home. Unfortunately for Violet, the home comes with two dogs, and Violet doesn’t play well with others. Three dogs stalk her while she is home alone, having chosen to stay behind when her couple and the dogs went fishing. She tries to get away and is saved only when the couple return and the family dogs race to protect her. From then on, Violet gets along with both of them—although she still rules her kingdom. A good lesson in learning to share. (Gr. PK-1)

The Law of the Land

Information Sheet

Possible Topics and Questions to Consider

1. Select a constitutional Issue (e.g. Freedom of the Press, Freedom of Speech, Privacy, Civil Rights)

- What does the Constitution say on the issue?
- What cases concerning this interest you and why?
- Which landmark case(s) on the issue has significant relevance today?
- To what extent have the cases followed the doctrine of stare decisis?
- If you were to file an amicus curiae brief on one of these cases what would you say? (You don't have to follow the structure of a real brief, just express and defend your position.)

2. Analyze the Court under a specific Chief Justice

- What background information about the Chief Justice is relevant to understanding his Court? (e.g. politics of the time, career of the Justice before his Court appointment, confirmation proceedings in Congress)
- What political views did the Chief Justice hold?
- To what extent was the Chief Justice a guiding force on the Court?
- What major effects if any did the decisions of his Court have on the country?
- Who were the major dissenting forces on the Court?
- What would you say to the Chief Justice if you had an opportunity to meet him? Support your comments with facts.

3. Women and Minority Justices

- How difficult were their confirmation proceedings in Congress? Explain.
- To what extent if any was the debate affected by their gender or ethnicity? Explain.
- Are there instances where their gender or ethnicity was a factor in their decision? Explain.
- Do you think a minimum number of seats on the Supreme Court be held by women and/or minorities? Explain.

4. Topic of your choice (Explain what you intend to cover, why you chose it, and get approval.)

Checklist

- Selected topic
- Read an overview of the topic
- Narrowed focus
- Identified sources for beginning research
- Have added to the questions
- Divided out research responsibility among group members
- Met with group members to review findings
- Filled in any gaps in research
- Have graphics and other non-text content to add interest to presentation
- All sources are credible, relevant, and cited
- Presentation is ready to go

Going Up

Books about building are a great way to capture the attention of young students, particularly boys, although all children love playing with blocks and other construction toys. One of the most popular of these is Lego® and Sean Kenney, a “premier LEGO brick builder” tells how to create *Cool Castles* (Christy Ottaviani Books, Henry Holt, 2012, 32 p. ill. 978-0-8050-9539-5) in easy steps illustrated with photos of the Lego® pieces and numbered directions. He explains how to build animals, suggests ideas for a medieval market, and then shows how to construct a castle from walls, tower, keep, and drawbridge to the inside buildings. He even includes making a tournament site. This will be a big draw with students in Grades K-3.

You can't build without tools and the knowledge of how to use them. In the Lerner series *First Step Nonfiction- Tools at Work*, Robin Nelson explains *What Does a Level Do?* (Lerner, 2012, 24 p. ill. 978-0-7613-8981-1) in simple language with full color photographs illustrating the concepts such as “Why Do We Need Levels?” End matter has rules for “Safety First,” a glossary, and index. Other titles in the series deal with a hammer, pliers, saw, screwdriver, and wrench. (Gr. K to 2)

Christy Hale makes the connection from constructing with toys to actual buildings in *Dreaming Up: A Celebration of Building* (Lee & Low, 2012, unpaginated. ill. 98-1-60060-651-9) starting on the title page with a child stacking concentric rings on a post opposite a photo of the Solomon R. Guggenheim Museum in New York City. The pattern continues throughout with child's play on one side and a picture of a famous building on the other. Among the fifteen buildings featured are La Sagrada Família in Barcelona, Habitat 67 in Montréal, and the Guggenheim Museum Bilbao in Spain. Pictures of these buildings with information about them and the architects are at the end. Wonderful for browsing or developing an interest in architecture. (Gr. K-3)

The Law of the Land

Define the following words and terms as they apply to the U.S. Supreme Court.

1. Amicus curiae brief
2. Circuit
3. Concurring opinion
4. Dissenting opinion
5. Docket
6. Due process
7. Habeas corpus
8. Judicial Review
9. Judicial Tenure
10. Oral argument
11. Petitioner
12. Remand
13. Stare decisis
14. Writ of certiorari



The Law of the Land

Answers

1. *Amicus curiae brief*— Latin for “Friend of the court; a brief is a document filed by a group, an entity, or an individual not party to the case but wishes to give the court its own views on the issue at hand. The one or ones filing the document is called an “amicus”(plural-“amici”). Group, or entity that is not a party to the case but nonetheless wishes to provide the court with its perspective on the issue before it. The person or entity is called an “amicus”; the plural is “amici”.
2. *Circuit*— The U.S. is divided into thirteen areas called circuits with its own court of appeals; in addition to eleven geographic regions, the District of Columbia is the twelfth circuit and gets many cases involving the federal government; the thirteen is the Federal Circuit and hear cases such as those concerning patents and international trade; each of the Justices of the U.S. is responsible for one of the thirteen; in the early days of the Supreme Court the primary duty of the Justices was riding their circuits to hear cases.
3. *Concurring opinion* — The decisions of the Supreme Court are presented with an opinion explaining the legal reasoning behind it; while those in agreement may just sign their names to the majority opinion, in some situations a Justice wants to concur but offer a different legal argument for his or her ruling and will write a separate opinion “in concurrence” with the majority.
4. *Dissenting opinion* — Written opinion of one or more justices who disagree with the decision of the majority; sometimes only one dissenting justice writes the opinion and those in agreement sign it; other times justices will want to express different reasons for dissenting and will write separate dissents.
5. *Docket*— The court calendar of cases scheduled to be heard; when a case is “docketed”(added to the calendar) it is given a “docket number”; the docket shows all actions involving that case including filing of briefs and court orders.
6. *Due process* — As guaranteed by the Fifth and Fourteenth Amendments, all levels of government are prohibited from depriving individuals of their constitutional rights including their life, liberty, and property without going through the legal processes.
7. *Habeas corpus* — Latin phrase meaning “you have the body”; a habeas petition requests a court to review whether someone has been legally detained or imprisoned; its use dates back to the *Magna Carta*, signed under compulsion of the barons by King John of England in 1215.
8. *Judicial review* — Principal established under *Marbury v. Madison* holding that courts have the right to review laws passed by Congress or other legislative bodies and rule whether these are constitutional; if the court decides the law isn’t constitutional it is invalidated.
9. *Judicial Tenure*— Justices of the Supreme Court (and many other U.S. courts) serve for life; this protects the integrity of the judicial process from undue influence by other branches of government or from parties or groups with an interest in the outcome of a case.
10. *Oral argument*— After the Court has accepted a case, both sides prepare written briefs explaining the points of law as each sees it; Justices read these thoroughly and then have attorneys from each side make an oral presentation to the Court; at this time justices ask questions of the attorneys; the Court when in session usually has two one-hour arguments each day.
11. *Petitioner*— One who requests the Court to act on a legal matter; does this by filing a petition to the Court; the person (or organization) opposed by the petitioner is the respondent.
12. *Remand*— Term meaning “to send back”; when the Supreme Court decides to send a case back to the lower court for further action it is said to be “remanded”; the Court usually includes instructions to the lower court along with the remand such as telling it to start an entirely new trial, or possibly directing it to look at the case in the context of laws or theories it might not have considered the first time around.
13. *Stare decisis* — Latin for “let the decision stand”; pronounced “STAYRee deSYsis; refers to the legal principle of looking at previous cases regarding the same issue and using them as precedent for making a decision; the practice is rooted in English Common Law.
14. *Writ of certiorari* — A writ is court order requiring something to be done; certiorari is Latin for “to be informed of”; a writ of certiorari is an order from a superior court (such as the Supreme Court) to a lower court requiring its records of a case; it is the chief method by which cases from the U.S. Court of Appeals reach the Supreme Court.

Engaging with Animals

Animals either as pets or as co-inhabitants of our planet are important to our well-being, and books about them engage readers on a deeply personal level. With younger students help them become aware of the differences among animal books. In some, like the ones here, they are represented for the most part realistically. Other tales have animals behaving as humans or seek to enter their minds, making them more like people. Which type of animal book do they prefer? By developing their ability to analyze stories, students learn to read more deeply—as they are expected to do according to Common Core.

Animal Encounters

On a Saturday morning a boy goes for a bike ride. The breathtaking illustrations take readers on his journey, sometimes from over the handlebars, sharing a magical experience with him when he sights a coyote. The two move together for a while, the boy unafraid, as for a moment in time they exist in each other's worlds. Then Coyote runs off. Although he continues to look for him, the boy doesn't see Coyote again and says a wistful good-bye to the companion he has lost. On the final page, Harper explains, he took that ride and saw the coyote. When he returned, he learned his brother was dead. Profits will go to the children of Sandy Hook. Harper, Lee. *Coyote*. 2013 unp. (Self-published – order from <https://wwwcreatespace.com/4119092> or purchase from Amazon) (Gr. PK-2)

A mother duck takes her five ducklings for walk. Leaving their pond, Pippin, Bippin, Tippin, Dippin, and Little Joe follow her out of the park and into the town. They snack on food tossed in the street and are right behind her as she walks over a sewer grate. One by one, they fall into the openings. Fortunately someone saw what happened and called the fire department, but the grate is too difficult for them to move. A man with a pickup truck hooks a cable to the grate popping it open. A firefighter climbs down and one at a time rescues the ducklings. Another firefighter stops traffic so Mother Duck can safely escorts her brood back to the park. Based on a June 2000 occurrence in Montauk, New York, this pairs well with *Make Way for Ducklings*. The personalities of the ducklings shine through the illustrations. Moore, Eva. *Lucky Ducklings*. Ill. by Nancy Carpenter. Orchard Books, Scholastic, 2013, 978-0-439-44861-1 (Gr. PK-2)

Telling Tales

While their cat Zook is in the veterinary hospital, ten-year-old Oona cheers up her five-year-old brother Fred, explaining cats have nine lives. She recounts the previous four Zook lived before they found him. Keeping Fred happy and teaching him to read are among the jobs Oona has taken on. She uses rebuses, just as her late father did with her, as a fun way to begin reading. What she doesn't tell anyone is she knows where Zook's original owner, the "Villain", lives but has kept it secret because she believes he abused the animal. When her mother starts dating the Villain (named Dylan), Oona tries to break it up, even stealing Zook from the hospital. Caught, she learns the truth about Dylan and Zook. He is a nurse, so helps them keep Zook home while giving him IV fluids, but the cat has run out of lives and Oona faces another loss. A wonderful story about family, pets, and the magic of stories. Rocklin, Joanne. *The Five Lives of Our Cat Zook*. Amulet, 2012, 218 p. 978-1-4197-0192-4 (Gr. 3-6)

In a series of letters, fourth grader Annie Rossi writes to her new dog Leo, as she both counsels him on how to behave so her father will let her keep him and chronicles the ups and downs of her school year. She dislikes her new teacher and still visits Miss Meadows, her beloved third grade teacher. The letters are illustrated by Annie and reflect the importance Leo has in her life as he is often the subject of her art work and her writing assignment including an essay on "A Better New York" which would allow dogs in more places. Although she doesn't speak of it often,

she misses her mother who has died and worries about her "elderly parent." Annie encourages her father to get out and exercise and subtly introduces him to Miss Meadows. When school ends, it appears her matchmaking may be successful. Hest, Amy. *Letters to Leo*. Ill. by Julia Denos. Candlewick Press, 2012, 154 p. 978-07636-3695-1 (Gr. 2-4)

Dog Lovers

The best things in Sugar's life are her sixth grade teacher Mr. B. who encourages his students to write brilliantly (and she does), her mother Reba, and the life lessons from her late grandfather. The worst thing is her father Mr. Leeland, a gambler who keeps disappearing leaving only debts, but always welcomed back by Reba. They become homeless, sleeping in the car, and ending up in Chicago where Sugar adopts a traumatized dog. Reba finally gives up and is hospitalized, and Sugar is placed with a supportive foster family. Despite everything, she never gives up, keeps on writing and connecting with Mr. B., and keeps searching for solutions. Students will never see the homeless the same way again. Absolutely outstanding. Bauer, Joan. *Almost Home*. Viking Penguin, 2012, 264 p. 978-0-670-01289-3 Gr. 5-7)

When his father hits a dog while driving the family to church, Tyrone, known as Li'l T gets the pet he has always wanted. He sells his game boy and the games to pay for amputating Buddy's wounded leg and works mowing lawns to buy dog food. The two are inseparable until Hurricane Katrina forces the family to evacuate and leave Buddy behind. What was to be two days away turns into months. On returning Li'l T thinks Buddy is dead but learns from their church that his dog went to a shelter in California. He finds the family that took Buddy in and raises money to fly out with his father. Buddy has become a service dog for the boy in his new family, and Li'l T is faced with making the toughest decision of his life. Herlong, M. H. *Buddy*. Viking, 2012, 296 p. 978-0-670-01403-3 (Gr. 5-7)

A Passion for Primates

When his miserly Uncle Slye

tells him to dispose of the pet capuchin monkey his father gave him before sailing, 12-year-old Ray gets his Uncle Thad to take him on his ship as cook's helper. It's 1851 and the Fugitive Slave act means anyone assisting a slave escape is subject to a large fine and imprisonment. Ray realizes from an overheard conversation that Slye knows a slave is on board Thad's ship and has no qualms about ruining his brother in exchange for bounty he will receive for turning him in. The slave is an infant secreted in the cook's pantry, and Ray is soon helping keeping the secret. Tension builds as the ship is boarded and searched and Ray takes desperate measures. Action packed. Stiles, Martha Bennett. *Sailing to Freedom*. Henry Holt, 2012, 245 p. 978-0-8050-9238-7 (Gr. 5-7)

Visiting her mother's sanctuary for bonobos in the Democratic Republic of the Congo, Sophie rescues an infant bonobo she names Otto. She becomes so attached to Otto that when war break out, and her mother is away, she refuses to be airlifted back to the U.S. since it means abandoning the bonobo, guaranteeing his death. The sanctuary is attacked and Sophie flees to the protected enclosure, risking harm from the adult animals but eventually gaining their trust. With few alternatives, using all she knows about the Congo and Otto's knowledge, she makes her way hundreds of miles, with death always present, to her mother. A compelling environmental adventure which also gives readers insight into a country often in the headlines but one they know little about. Schrefer, Eliot. *Endangered*. Scholastic, 2012, 264 p. 978-9-545-1576-1 Gr. 8-12)

Capers with Dogs and Cats

While his parents are on a sales trip in Europe, promoting his father's inventions, The Man With The Plan, aka Griffin Bing, is staying with his friend Ben. Despite promising not to make any plans, Griffin decides to rescue Luthor, their friend Savannah's beloved oversize Doberman. After he attacked a Global Kennel Society champion, effectively keeping her from a competition, the dog's owner is suing Savannah's family so they put Luthor up for adoption and left town for a while. Locating Dimitri, world famous dog whisperer and misanthrope who angrily retired, Griffin and Ben learn that Luthor was set up by someone out to eliminate

the competition. Dimitri takes on the job of training Luthor for the dog show, staying with him even when Luthor is threatened and he himself is severely hurt. The day of the big competition, Griffin's plan which includes finding the guilty party comes to a head—with spectacular and funny results. Korman, Gordon. *Showoff*. Scholastic, 2012, 248 p. 978-0-545-32059-7 (Gr. 5-8)

Sophomore Natalie feels invisible in her genius family with paranormal powers. Besides them only her two best friends, Oscar and Melly know of her lowly Talent--being able to speak to cats. When a film crew comes to shoot a spoof on Ferris Bueller's Day Off, Nat learns from a cat by way of a video clip that his gossip blogger owner is an imposter. The hunt is now on, but it is far larger than the three suspected leading them to the perpetrator with a dangerous Talent, run-ins with the police, a herd of cats, and the welcome addition of Ian, Nat's secret crush. Oscar is gay, Nat's family is multicultural, and the action is nonstop and funny. Pauley, Kimberley. *Cat Girl's Day Off*. Lee & Low, 2012, 333 p. 978-1-60060-883-4 (Gr. 7-10) ▲

PRIMARY SOURCE CONNECTIONS

Natural Disasters: Then and Now

by Gail Petri

Primary Source Specialist



Image: Barber Shop located in Ninth Ward, New Orleans, Louisiana, damaged by Hurricane Katrina in 2005 <http://www.loc.gov/pictures/item/2010630024/>

Quotation: New Orleans Pump Station operators, in conversation remembering Hurricane Katrina archived at the American Folklife Center, Library of Congress <http://memory.loc.gov/ammem/today/aug29.html>

"And you remember, uh, even after we couldn't pump no more. I thought I was dreamin' for awhile. I thought I saw bodies—dead bodies—in—in the water—"

"Yeah." "—and floatin'."

"I don't b'lieve that was no dream. And you know what? It's gon' linger with us, it's gon' be with us, until the rest of my life i' gone, y'know, it gonna linger, it gonna be there with me."

Natural disasters, from hurricanes and tornados to droughts and floods, have affected the lives of our ancestors and often altered the course of history. Recently, people have experienced Hurricane (or Superstorm) Sandy, the Oklahoma tornados, the deadly sinkhole disaster in Florida and the tragic wildfires in Arizona. People have always tried to understand the natural world in which they live. In early times, they created myths to explain their experiences with fire, flood and other violent forces. Over the centuries, scientific discoveries added to their knowledge. Yet, nature continues to affect human lives and people seek to record their feelings about these uncontrollable forces. Let your students analyze primary sources documenting past disasters. As they carefully observe and analyze these photographs, first-person accounts, newspaper articles, songs, audio files and early movies, have them think about how these historic disasters impacted the environment and human life. As they continue their research with contemporary resources and focus on current disasters, ask them to consider what has changed?

Chances are, they will discover that “Mother Nature” has been no less forceful over time, but that man has continued to make advancements in disaster response.

Locating Background Information

- First, for the purposes of this article, consider this definition of “natural disaster.” The online dictionary <http://www.dictionary.com> defines it as:

Any event or force of nature that has catastrophic consequences such as avalanche, earthquake, flood, forest fire, hurricane, lightning, tornado, tsunami and volcanic eruption.

- Second, have students browse <http://www.ready.gov/natural-disasters>. This FEMA sponsored Web site is an authoritative place for them to familiarize themselves with the basic types of natural disasters. Each type of disaster is defined in a short non-fiction paragraph and is then followed with informative sections suggesting what to do before, during and after the event.

Getting Started With Primary Sources

- **Especially for Teachers** – Most of you are working with faculty to help them meet the requirements of the Common Core Standards. The following resources support the theory that including primary sources should be an important part of your instructional plan.

- (*Teaching With the Library of Congress* blog entries)

- Common Core State Standards and Library of Congress Primary Sources

<http://blogs.loc.gov/teachers/page/2/?s=common+core>

- Informational Text, the Common Core and the Library of Congress <http://blogs.loc.gov/teachers/2013/02/informational-text-the-common-core-and-the-library-of-congress-a-resource-center-rich-with-primary-sources-and-teacher-tools/>

- Teaching With Informational Text: Historic Newspapers from the Library of Congress <http://blogs.loc.gov/teachers/2013/03/teaching-with-informational-text-historic-newspapers-from-the-library-of-congress/>

- Informational Text: Child Labor Reform Panels and Multimedia in the Early 20th Century <http://blogs.loc.gov/teachers/2013/05/informational-text-child-labor-reform-panels-and-multimedia-in-the-early-20th-century/>

- Informational Text: Multiple Points of View in Multiple Formats <http://blogs.loc.gov/teachers/2013/04/informational-text-multiple-points-of-view-in-multiple-formats/>

- (*Teaching With Primary Sources Journal*) Strategies and resources for K-12 classrooms from the Library of Congress http://www.loc.gov/teachers/tps/journal/common_core/ The entire issue is devoted to primary sources and the Common Core Standards.

- **Getting Started for Students** – Introduce teachers to these Library of Congress resources:

- *Today in History* <http://memory.loc.gov/ammem/today/today.html> entries offer an easy way to introduce students to the diversity of primary sources available on the topic of natural disasters. Sample articles include:

- **Hurricane Katrina** (August 29) <http://memory.loc.gov/ammem/today/aug29.html> At approximately 6:10 a.m., Central Daylight Time, on August 29, 2005, Hurricane Katrina, a Category 4 storm packing winds of 145 m.p.h., made landfall out of the Gulf of Mexico near Buras, Louisiana, and headed north towards the historic city of New Orleans, Louisiana, and the state of Mississippi.

- **Earthquake!** (April 18) <http://memory.loc.gov/ammem/today/apr18.html> At 5:12 a.m. on April 18, 1906, a magnitude 8.3 (Richter Scale) earthquake struck San Francisco. With thousands of un-reinforced brick buildings and closely spaced wooden Victorian dwellings, the city was poorly prepared for the quake. Collapsed buildings, broken chimneys, and a water shortage due to broken mains, led to several large fires that soon coalesced into a citywide holocaust. The fire raged for three days, sweeping over nearly a quarter of the city, including the entire downtown area.

- **The Galveston Storm** (September 8) <http://memory.loc.gov/ammem/today/sep08.html> On September 8, 1900, hurricane winds estimated at speeds of up to 120 miles per hour ripped across the Texas coastline of the Gulf of Mexico, killing more than 6,000 people and decimating the city of Galveston.

- **Ice Jam on the Niagara** (March 29) <http://memory.loc.gov/ammem/today/mar29.html> An enormous ice dam formed at the source of the Niagara River on the eastern shore of Lake Erie on March 29, 1848. Just after midnight, the thunderous sound of water surging over the great falls at Niagara came to a halt as the flow of water became severely restricted due to the ice jam.

- **Fire in the Midwest!** (October 8) <http://memory.loc.gov/ammem/today/oct08.html> On Sunday, October 8, 1871, fire leveled a broad swath of Michigan and Wisconsin, including the cities of Peshtigo, Holland, Manistee,

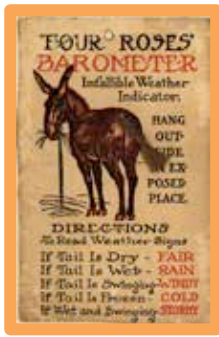


Image: (undated advertisement) “Four Roses” Barometer: Infallible Weather Indicator <http://hdl.loc.gov/loc.award/ncdeaa.A0534>



Image: (1871 sheet music) Tornado Gallup

and Port Huron. At least 1,200 people died (possibly twice as many) as a result of the fire. Approximately 800 fatalities occurred in Peshtigo, Wisconsin. That same night, the Great Chicago Fire erupted in nearby Illinois.

- Teaching Tip: Divide students into groups to examine these entries and then share the information they found with the group. Make sure to use the Primary Source Teacher's Guides and Analysis Tools <http://www.loc.gov/teachers/usingprimarysources/guides.html>

○ Lesson Plans and Other Teaching Resources

- (Lesson Plan) **Natural Disasters: Nature's Fury** <http://www.loc.gov/teachers/classroommaterials/lessons/nature/> In this lesson, students can examine accounts by Americans from the late nineteenth and early twentieth centuries of their life-changing experiences with nature. Witness their experiments with the new technologies of motion pictures and panoramic photography to record the immensity of events with which they struggled. Read their moving personal accounts. Study the poignant lyrics of songs they wrote to memorialize each event.
 - **The Gallery of Artifacts** <http://www.loc.gov/teachers/classroommaterials/lessons/nature/gallery.html> links to primary sources related to: The Great Chicago Fire, 1906 San Francisco Earthquake, The Titanic, the Johnstown Flood, the Dust Bowl, The 1918 Flu Epidemic, The Blizzard of 1888, the Galveston Hurricane, and the Peshtigo Fire in Wisconsin.
- (Lesson Plan) **Out of the Dust: Visions of Dust Bowl History** <http://www.loc.gov/teachers/classroommaterials/lessons/dust/> History is most often interpreted from an adult point of view. This unit helps students gain an understanding of Dust Bowl history through the eyes of a child. Using Karen Hesse's Newbery Award-winning *Out of the Dust* as an introduction to this aspect of the Great Depression, students have the opportunity to identify with the personal experiences of youth in the 1930s. In addition, students examine primary source materials of the period to correlate the fictional text with actual visual, auditory, and manuscript accounts as found in Library of Congress collections.



Image: (1935 photo) Dust storm headline montage

- Teaching Tip: (Primary Source Set) **Dust Bowl Migrations** <http://www.loc.gov/teachers/classroommaterials/lessons/nature/gallery.html> Use this set in conjunction with this lesson.

- (Lesson Plan) **The Titanic: Shifting Responses to Its Sinking** <http://www.loc.gov/teachers/classroommaterials/lessons/titanic/> Although not officially a natural disaster, this tragic incident does involve a catastrophic event that connects with nature. In 1912, popular media headlined the sinking of the world's largest luxury passenger ocean liner while on its maiden voyage. Newspapers captivated the world's attention with stories from survivors and about victims who did not survive. In this lesson students can examine responses to the disaster and evaluate bias and different ways information is presented.

A Sampling of Primary Sources in Various Formats

• Prints and Photographs

- (1865 wood engraving) Great tornado in Wisconsin, June 28 <http://www.loc.gov/pictures/item/99614082/>
- (1889 photographs) Johnstown, Penna 1889 <http://www.loc.gov/pictures/item/2005681830/>
- (1892 drawing) The great Conemaugh-Valley disaster-flood <http://www.loc.gov/pictures/item/2003656886/>
- (1900 stereograph) Galveston disaster, merchants drying goods after flood <http://www.loc.gov/pictures/item/98508945/>
- (1903 photograph) Hailstones exhibited in a man's hand <http://hdl.loc.gov/loc.ndlpcoop/ichicdn.n001309>
- (undated print) Destruction of San Francisco by earthquake & fire <http://www.loc.gov/pictures/item/2003656872/>
- (1906 stereograph) San Francisco earthquake, 1906: Dynamiting unsafe walls left by the earthquake and fire <http://www.loc.gov/pictures/item/2005675893/>
- (1906 panoramic photo) Panorama of San Francisco Disaster <http://www.loc.gov/pictures/item/2007660415/> HINT: View TIFF version for most detail.
- (1913 photograph) W.A. Hesse taking moving pictures of Katmai Volcano <http://www.loc.gov/pictures/item/99614665/>
- (1914 photograph) New Jersey, Sealbright. Wreckage after hurricane <http://www.loc.gov/pictures/item/2013646369/>

• Early Movies

- (1900 movie) Panorama of orphans' home, Galveston <http://www.loc.gov/item/00694269>
- (1900 movie) Searching ruins on Broadway, Galveston, for dead bodies <http://www.loc.gov/item/00694301>
- (American Memory Collection) Before and After the Great Earthquake and Fire: Early Films of San Francisco 1897- 1916 <http://memory.loc.gov/ammem/papr/sfhome.html> NOTE: This collection features twenty-six

films and offers Teaching Tips for educators. <http://www.loc.gov/teachers/classroommaterials/connections/sanfran-film/>

- **Newspaper Accounts** (Selected Topics from Chronicling America)
 - Galveston Flood <http://www.loc.gov/rr/news/topics/galveston.html>
 - Influenza of 1918 <http://www.loc.gov/rr/news/topics/pandemic.html>
 - San Francisco Earthquake 1906 <http://www.loc.gov/rr/news/topics/earthquake.html>
 - Teaching Tip: Go to the main page of Chronicling America <http://chroniclingamerica.loc.gov> to search for other natural disaster coverage using specific dates, disaster names or more general terms such as flood, earthquake, hurricane, tornado, drought, etc. These samples offer photos, non-fiction writing and man on the street narratives.
 - (April 10, 1913 Alliance Herald – Alliance Nebraska) Pictures Taken Throughout Flood Districts of Ohio Tell Appalling Story of Great Disaster” <http://chroniclingamerica.loc.gov/lccn/2010270501/1913-04-10/ed-1/seq-5/>
 - (February 16, 1901, Saint Paul, The Appeal) Fury of the Avalanche. <http://chroniclingamerica.loc.gov/lccn/sn83016810/1901-02-16/ed-1/seq-2/>
- **Sound Files**
 - (1940 audio file) Santa Barbara Earthquake <http://www.loc.gov/item/afcts.4098b1>
 - (American Memory Collection) Voices from the Dust Bowl <http://memory.loc.gov/ammem/afctshhtml/tshome.html> This multi-format ethnographic field collection contains audio recordings, photographs, manuscript materials, publications, and ephemera generated during two documentation trips to migrant worker camps in California. Documented are dance tunes, cowboy songs, traditional ballads, square dance and play party calls, camp council meeting conversations, and storytelling sessions of Dust Bowl refugees who inhabited the camps. Hint: Be sure to check out teaching tips. <http://www.loc.gov/teachers/classroommaterials/connections/dust-bowl/>
- **Personal Narrative**
 - Excerpt from Book – The San Francisco Earthquake of 1906 <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/cities/earthqak.html>
- **Sheet Music**
 - The storm; An imitation of nature. 1858 [http://memory.loc.gov/cgi-bin/query/h?ammem/dukesm:@field\(NUMBER+@band\(a3116\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/dukesm:@field(NUMBER+@band(a3116)))
 - (1871 sheet music) Tornado gallop <http://www.loc.gov/item/sm1871.05414>
 - (1884 sheet music) The Great Ohio Flood <http://www.loc.gov/item/sm1884.09711>
- **Contemporary Primary Sources**
 - (1994 map) This dynamic planet: world map of volcanoes, earthquakes, impact craters, and plate tectonics <http://www.loc.gov/item/97682504>
 - (2009 webcast) Documenting Katrina and Rita in Houston http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4646 Surviving Katrina and Rita in Houston is the first large-scale project, anywhere, in which the survivors of a major disaster have taken the lead in documenting it. The project’s goal is to voice, as intimately as possible, the experiences and reflections of those displaced to Houston by the two major hurricanes that pounded the Gulf Coast in August and September of 2005. The heart of the project is stories: stories told by survivors, to survivors, on the survivors’ own terms.
 - (2009 webcast) Peering into the Storm: NASA’s Exploration of Hurricanes http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4738

Just a Few More Library of Congress Resources

- **Congress.gov** – <http://bea.congress.gov/about> This newly released site contains legislation from the 107th Congress (2001) to the present. It should be easy for your students to find legislation and Congressional documents about government response to natural disasters occurring during the last 13 years. A sample search using the term “hurricane Sandy” in quotes resulted in 277 hits. Browsing through the resulting Congressional Record articles and legislation that followed the disaster will give students an idea of how our government has reacted to a tragedy of this nature. NOTE: Results are refined by Congress year, so it is easy to locate legislation and information for an individual year.
- (Inside Adams Science and Technology Blog) Earthquakes, Hurricanes and Other Natural Disasters) http://blogs.loc.gov/inside_adams/2011/08/earthquakes-hurricanes-and-other-natural-disasters/ A great overview with links to useful natural disaster guides.
- (Science Tracer Bullet) Earthquakes and Earthquake Engineering <http://www.loc.gov/rr/scitech/tracer-bullets/earthquakestb.html>

- (Science Reference Guide) Natural Disasters: A Guide to Selected Sources <http://www.loc.gov/rr/scitech/SciRefGuides/naturaldisasters.html>
- (Science Reference Guide) Hurricanes: Selected Resources in Science <http://www.loc.gov/rr/scitech/SciRefGuides/hurricanes.html>

Resources Outside of the Library of Congress

- FEMA (Federal Emergency Management Association) <http://www.fema.gov/disasters> Check here for a listing of official disasters that have occurred in the United States.
- NOAA Watch: NOAA'S All-Hazard Monitor: NOAA <http://www.noaawatch.gov>
- NOAA National Geophysical Data Center – Natural Hazards <http://www.ngdc.noaa.gov/hazard/hazards.shtml>
- NOAA National Climatic Data Center <http://www.ncdc.noaa.gov> Looking for weather data – this is a great site.
- NOAA National Climate Data Center: Billion-Dollar Weather/Climate Disasters 1980-2012 <http://www.ncdc.noaa.gov/billions/events> This list will give students a great starting place for recent disaster research.
- PBS Newshour: Weather and Natural Disasters <http://www.pbs.org/newshour/topic/weather/2013.html> Students can view weather videos back to 1996.
- National Disasters (National Geographic) <http://environment.nationalgeographic.com/environment/natural-disasters/> Learn how rock, wind, ice, snow, raging storms, and Earth's inner fire have transformed the planet and life on it. Watch video from inside a tornado, create your own hurricane, and see photos of tsunami devastation.
- Science Channel: Top 10 Natural Disasters <http://science.discovery.com/life-earth-science/10-natural-disasters.htm>

Just for fun from the Internet Archives!

- Mr. Civil Defense Tells About Natural Disasters! <http://archive.org/details/Mr.CivilDefenseTellsAboutNaturalDisasters> This 1956 public domain comic book created by cartoonist Al Capp was a teaching tool for readers to learn how to cope with natural disasters. Challenge your creative students to develop an updated version of this publication.

Natural disasters are the stuff that fear is made of. We can prepare for them, but we can't prevent them; we can anticipate them, but we can't accurately predict them. (If we could, they wouldn't be much of a problem.) Natural disasters put us in our place on a fairly regular basis, letting us know that the planet, and not humanity, is in charge.

Source: <http://science.discovery.com/life-earth-science/10-natural-disasters.htm>

Scroll on to find out what is on their top 10 list of natural disasters. ▲



Stump your students with this photo. What do they observe? When might it have been taken? Where? It looks like it could have been taken yesterday – but no! It was taken in 1902 in Lebanon, Kansas. <http://www.loc.gov/pictures/item/96512152/>

PUZZLER

My Favorite Place in Our Library

Make your orientation for grades K-3 personal and give students the opportunity to practice their speaking and listening skills needed for Common Core. For kindergartners, talk about what they know about libraries. List the different sections you will be “visiting” and then take them on a tour of your facility. Have older students remind each other about what is available in the library and record their answers.

Hand out the “star” activity and let students walk around the room and decide which part they like the best. You may want to give them two or three sheets, in which case they can number their choices. Remind them to give a reason why they chose a particular area or section. (Kindergartners and possibly first graders might have to explain their choice orally if they are unable to write well enough.) If your signage is good, students who are not yet skilled in reading can copy the key words of their choice. Otherwise make yourself available so you can help them with the spelling.

Have students share their “stars.” Which area or section was identified most often? Compare and contrast their choices. How many chose areas such as the reading corner or computers? Were there many who selected what they most liked to read, for example, picture books, magazines, sports books? By having them analyze the favorites, they are beginning to develop information literacy and critical thinking skills. Let them cut out their stars, add their names, and hang them around the library. ▲



My Favorite Place in Our Library

My favorite place is:

because

Friends, Friendless, and Frenemies

The start of the school year inevitably brings with it the dynamics of friendship from worry over will I have a friend to whether long term friendships can survive changes in grade level and other pressures. Dealing with bullying is another ever-present concern, making stories about friendships always a popular topic.

Picture Books and Beginning Readers (Gr. PK-3)

Bloom, Suzanne. *Oh! What a Surprise!* Boyds Mills, 2012, unpag. ill. 978-1-59076-892-9

In the fourth of the series about Goose and Bear, their friend Fox sees Bear making something. He wants to know what it is, but Bear says it's a surprise. Fox loves surprises and hopes it's for him—but it would be too long. It's not for him. Neither is the surprise Goose is making. Undeterred, Fox makes a surprise, and when the other two arrive with their surprises, he wants the one he made opened first—and it's Fox inside a box. The friends exchange gifts with each other, and Fox is so surprised. A joyful tale for young listeners. (Gr. PK-1)

Dunrea, Olivier. *Little Cub*. Philomel, Penguin, 2012, unpag. ill. 978-0-399-24235-9

A little cub lives by himself. He is lonely, unable to catch fish, and is too fearful of being stung to get honey. Meanwhile Old Bear is also alone. He doesn't eat much and wishes he could share the fish he catches and the honey he has. One evening the little cub curled into a ball near a pile of rocks, whimpering as he didn't like being alone at night. The Old Bear hears him, and upon learning the cub doesn't belong to anyone takes him home, names him Little Cub and promises to teach him to fish and get honey. The Old Bear tucks him in and tells him a story until he falls asleep. Young listeners will guess the ending and love it even more. (Gr. PK-2)

Kirk, Daniel. *Ten Things I Love about You*. Nancy Paulsen Books, Penguin, 2013, unpag. ill. 978-0-399-25288-4

Rabbit goes to his friend Pig's house with his new project. He's making a list of ten things he loves about him. So far he has one. He suggests Pig make a list too, but Pig is busy. Rabbit incorporates that into his list, leaves, and soon returns. Each time Pig tries to get Rabbit to work on the list by himself, Rabbit takes something from the interchange to add to it. When he reaches nine items, he discovers Pig has been making a list of ten things he loves about Rabbit. Good friends sometimes have the same inspiration. Both lists are given at the end. Students can talk about what they love about some of their classmates. (Gr. K-3)

Pinkwater, Daniel. *Bear in Love*. Ill. by Will Hillenbrand. Candlewick, 2012, unpag. 978-0-7636-4569-4

A bear living in the woods finds something orange and crunchy outside his den one morning. He eats it and goes off singing. The next day there are two of them. He realizes someone has left them for him and wonders who it could be. Three are there the following day and a whole bunch after that. When he gets honey from a hive, he saves some, leaving it out for his new friend but falls asleep before he sees who it is. The same thing happens when he leaves blueberries. Finally, he spots a bunny watching him from some bushes. They talk about what they left for each other and sing songs as they watch the sun go down. A lovely story from two great talents. (Gr. PK-1)

Willems, Mo. *A Big Guy Took My Ball!* Hyperion, 2013, 57 p. ill. 978-1-4231-7491-2

In this entry in the popular Elephant & Piggie Books, Piggie races to Gerald to let him know he had found a big ball which was so much fun but a big guy came along and took it. Seeing Piggie's heart is broken, Gerald determines to get the ball back. After all Gerald is big. He finds the big guy is a whale—and much bigger than he is. He returns to Piggie and tries to explain why he failed to get the ball when the whale appears to thank Piggie for finding his ball which he thinks is little. Size is relative. Whale complains no one plays with him and little guys have all the fun. They invite him to play Whale Ball with them—rules still to be created. (Gr. K-2)

Lower Middle Readers (Gr. 2-6)

Chen, Andrea. *The Year of the Baby*. Ill. by Patrice Barton. Houghton Mifflin, 2013, 162 p. 978-0-547-91067-3

In *The Year of the Book*, American-born Chinese Anna learned how to be a good friend. Now she needs her friends Laura and Camille to work with her on a very special science fair project. Her baby sister Kaylee, adopted from China, is not thriving. Camille has noted that Kaylee will eat a bit if someone is singing. The girls develop a hypothesis, note their observations, and design an experiment contrasting English, Chinese, and no songs with different foods to determine if there is any variation on what and how much Kaylee eats. Their experiment is a huge success and brings unexpected results. Look for *The Year of the Fortune Cookies* next. (Gr. 3-5)

Friedman, Laurie. *Mallory and Mary Ann Take New York*. Ill. by Jennifer Kalis. Darby Creek, 2013, 159 p. 978-0-7613-6074-2

The two best friends enter a fashion design contest on their favorite television show. The winner gets an all-expense-paid trip for four to New York, has her design professionally sewn, and wears it on the program. The girls pinky swear if one of them is chosen, she will find a way to have her friend on the show. When Mallory wins, the two artfully convince their mothers to make this an all-girls visit, but the hardest part is yet to come. Mallory can't figure out how to get Mary Ann to be with her on stage, until she has a brilliant idea. Fans will be delighted with the nineteenth installment of the *Mallory and Mary Ann* series. (Gr. 3-5)

Holt, Kimberly Willis. *Forever Friend*. Ill. by Davenier, Christine. Christy Books, Henry Holt, 2012, 152 p. 978-08050-9008-6

Once again Piper Reed's Navy family is moving. Fortunately Nicole and Michael who were in the Gypsy Club she started in Pensacola live in Norfolk, her new home. But to her dismay, nothing is working out. Her friends live in another part of town and go to a different school, and her new neighbor Arizona seems somewhat strange. Piper tries to throw herself into activities where she will meet new people, although Arizona is always there, and to her surprise turns into a good friend. Nicole, Michael, and his new friend, Douglas, along with Arizona join Piper's newly created Norfolk Gypsy Club. Learning to be open to new things is a great lesson. (Gr. 3-5)

Mackenzie, Ross. *Zac and the Dream Stealers*. Chicken House, Scholastic, 2012, 297 p. 978-0-545-40106-7

Nightmares are plaguing the world, and when Zac follows his Granny one night he learns *Dream Stealers* from Nocturne, a surrealistic land, are the cause. As a Knight of Nod, his Granny has powerful magic which she and the other Knights use in their battle to destroy the *Dream Stealers*. Zac meets twins Tom and Tilly, whose parents are Knights, and they become the first friends he has ever had. Fighting the *Dream Stealers* and their allies—vampires, werewolves, and goblins, Zac surprises himself and the others by discovering his own magical gifts. Although he must return to the Wakeling word, Zac, to the delight of readers, will be back. (Gr. 4-6)

Murphy, Sally. *Toppling*. Ill. by Rhian Nest James. Candlewick, 2012, 121 p. 978-0-7636-5921-9

John loves "toppling," arranging dominoes in intricate patterns and then toppling them, almost more than anything. School is about being with his friends, especially his best friend Dom. In free

verse, he talks about toppling, his family, and his excitement with a “free choice project” assigned by his teacher. Of course, he will demonstrate toppling, but then Dom gets very sick and is diagnosed with kidney cancer. He sees Dom in the hospital and is saddened and fearful about the possibility of his friend dying. When Dom comes to school for a visit, John has a surprise to make him feel welcome. An excellent presentation of a serious topic. (Gr. 3-5)

Upper Middle Readers (Gr. 5-8)

Fry, Michael. *The Odd Squad: Bully Bait*. Disney, Hyperion, 2013, 214 p. ill. 978-1-4231-6924-6

His counselor decides Nick, who is regularly stuffed into his locker by Roy, along with Molly and Karl, also middle school misfits, need social skills and will get them by being the sole members of the Safety Patrol. The janitor Mr. Dupree and his cryptic comments guide them into learning about sticking together, gathering intelligence on their nemesis, and devising plans. Most are hilarious and don't work. Nick's Memaw makes equally strange comments, but in the end it somehow all works out. Nick, Molly and Karl become friends of sorts, and by learning Roy's big secret, he and Nick create a working relationship. The cartoons are great! (Gr.5-7)

Mellom, Robin. *Student Council Smackdown!* Ill. by Stephen Gilpin. Disney, Hyperion, 2013,

283 p. 978-1-4231-5064-0

Elections are approaching in the second of The Classroom series, and Trevor knows his job is to be his best friend Libby's campaign manager. He has done so every year school and seventh grade should be no different. But Libby's older cousin told her middle campaigns must be cool and Trevor isn't, so she secretly asks Molly to do the job. It won't be easy as her opponent Cindy has an organized cheering team, and the vice-principal insists on three candidates. Trevor plans to run and lose until he learns of Libby's betrayal and decides to go for a win. Friendship is tested, a bully has a change of heart, and all ends well. An enjoyable series with great illustrations. (Gr. 5-7)

Smith, Roland. *Storm Runners: Eruption*. Scholastic, 2012, 156 p. 978-0-545-08174-0

Having survived a school bus sinking, a Category Five hurricane, a lion attack and a leopard capture, Chase is now going to Mexico City with his father, Nikki, and other friends. They learn an earthquake has trapped part of the Nikki's family circus near Lago where Popocatepetl is threatening to erupt, and the rest of the circus has not arrived from Puebla. Dividing their forces, Chase, his father, and their friends try to find out what has happened. More earthquakes, volcanic ash, a tiger on the loose, and several circus vehicles damaged causing death and injuries, keep them busy. The story is short and the action never stops. (Gr. 5-8)

Urban, Linda. *The Center of Everything*. Harcourt, Houghton Mifflin, 2013, 197 p. 978-0-547-76348-4

The center of Ruby's universe was the rooftop of her family's auto dealership where she spent nights with her grandmother Gigi showing her the constellations. Now Gigi is dead, and Ruby is sure she missed something in her grandmother's last words. Although she is known for always doing the right thing, Ruby's turmoil over the hole caused by Gigi's death and her worry over what she didn't hear causes her to alienate her best friend Lucy and a new friend Nero. She stakes her hopes on the Bunning Day celebration honoring the town founder and the donut he created. Her wish comes true, sort of, thanks to her friends. Good story on loss. (Gr. 4-7)

Webb, Sarah. *Ask Amy Green: Love and Other Drama-Ramas!* Candlewick, 2012, 237 p. 978-0-7636-5582-2

A secret co-writer for her seventeen-year-old Aunt Clover's advice column, Amy is accustomed to fixing matters whether the issue is about love or surviving in school. However, she may have gotten in over her head when Bailey, the new kid and the love of her best friend's life, begins acting weird. With a little sleuthing she learns he is the cast-off son of Finn Hunter, the celebrity chef who is having his memoirs ghostwritten by her mom. She engineers a meeting with disastrous results, requiring further meddling. Meanwhile she is helping Clover deal with being in college with a former best friend who betrayed her. Readers will love the series. (Gr. 5-8)

Older Readers (Gr. 7-12)

Bjorkman, Lauren. *Miss Fortune Cookie*. Henry Holt, 2012, 279 p. 978-0-8050-851-6

A non-Chinese high school senior, Erin lives in San Francisco's Chinatown, attends a public school for those talented academically, and secretly writes an advice column blog as Miss Fortune Cookie. Her best friend Linny is the only one who knows she's the author. When her ex-best friend (but still close) Mei writes to the blog asking for help dealing with her mother who wants her to go to Harvard while she wants to go to Stanford to be near her boyfriend the advice leads to a series of misadventures including Erin ending up in a motel room with a boy in an attempt to stop an elopement. The fortune cookie quotes plus advice will have readers laughing and thinking. (Gr. 8-12)

Blagden, Scott. *Dear Life, You Suck*. Harcourt, Houghton Mifflin Harcourt, 2013, 306 p. 978-0-547-90431-3

Almost eighteen and living in an orphanage in Maine run by nuns, Cricket's future is as bleak as his past. In protecting the younger ones from school bullies, he's earned a reputation as a danger and troublemaker. He drinks, smokes weed, and is in a constant battle with Mother Mary. Caretaker, who maintains the orphanage, is a friend of sorts, teaching him to box, but Cricket knows adults can't be trusted, explaining it all in scatological, blasphemous, and hilariously creative language. To his surprise, the girl he dreams of sees him for who he really is, a teacher recognizes his talent, and he finds others are there for him as well. Great read for kids who will “get” Cricket's spin on words. (Gr. 9-12)

Hirsch, Jeff. *Magisterium*. Scholastic, 2012, 310 p. 978-0-545-29018-0

A gifted young scientist with her eyes on the stars and her studies, Glenn dismisses her friend Kevin's conspiracy beliefs. She *knows* nothing exists on the other side of the Rift, although her genius dad is working on something to reach her mother who disappeared years ago. His success turns her world upside down forcing her and Kevin to flee across the Rift where technology doesn't work and magic does. Rejecting it all at first, she discovers her huge talent, its dangers, and where her mother is. Stalwart Kevin seems to betray her as she struggles to find the right path when war erupts between the two sides. Readers will know – and be glad – this isn't the end. (Gr. 7-12)

Plissner, Laurie. *Louder Than Words*. Merit Press, F+W Media, 2012, 271 p. 978-1-4405-5665-4

Four years after the auto accident that killed her parents and sister, seventeen-year-old Sasha still suffers from hysterical muteness and is unable to remember much of her past. She speaks with a Hawking device or writes notes. Jules, a friend since pre-school days, has stuck with her and is her only anchor in school until she meets Ben. He rescues her from school bullies about to rape her using his ability to read minds and his nun chucks. Romance grows and Sasha begins to remember that night and realizes it wasn't an accident. Jules turns detective to find the truth, but now Sasha's life is at stake. Ben saves her again, and the culprit is a shocker. (Gr. 9-12)

Whitman, Sylvia. *The Milk of Birds*. Atheneum, 2013, 363 p. 978-1-4424-4682-3

In a Darfur refugee camp, fifteen-year-old Nawra is trying to hold on to her life. Her mother is mute after the tragedy that killed most of the family. Nawra was raped and then called “spoiled meat” by her father. In Richmond, Virginia, K.C. almost fifteen and an eighth grader, is hoping she won't be held back again. Her mother involves her in a Save the Girls project and after stalling, begins exchanging letters with Nawra. K.C. uses a talking computer program since writing is difficult for her; Nawra's friend who has been to school writes for her. When the year is up, both girls are far stronger; Nawra teaches in the camp, and K.C. has organized a fundraising club to help Darfur. Readers may start their own. (Gr. 8-12) ▲

INFORMATION LITERACY UNIT

Exploring an Author

Author studies are frequently undertaken in elementary language arts classrooms but these usually require all students to research the same author. Instead, have them explore their favorite writer, present their findings to their classmates, and see if they can convince others to read something by that author. For second graders, select one author and lead the whole class through the mini-research process.

Talking about Authors and Books

Set up a display of popular authors, including nonfiction as well as fiction. Open a discussion by asking students who are their favorite authors and why? The “why” gets them thinking about criteria, one step in developing critical thinking skills. List the authors named.

Once students have exhausted their suggestions, have them name books these authors have written. It’s all right if they can’t come up with many titles. They will have a chance to consult the OPAC later. Show books from your display of any authors not mentioned and find out if anyone really likes them, adding those to the list.

Introducing the Project

Ask students how much they know about these authors besides the names of some of their books. They probably know little or nothing. Tell them they are going to find out about who these authors really are and take a closer look at what they write about.

Have students form into groups of two to three and select their author. Encourage those who seem unable to choose to look at what is on the display table. Remind them they can explore a nonfiction author, if that is their preference.

About Authors

Hand out the Information Sheet. If possible, have it on a SmartBoard or write out the questions on an easel pad so students can follow along more closely. Guide them through the sheet by asking them to think through what is required and where they will find answers or come up with their own.

What other questions might they also explore? Allow students time to think. You are developing their ability to formulate important questions. If no one has any

ideas, don’t help. Their questions can be added as they go along.

Research and Reflection

Show students one or two authors’ websites, but let them know while most have web pages not all do. Have a folder set up so they can click on these sites without needing to type in URLs. Older students will be able to locate on their own any not included, but you probably will need to help those in lower grades.

Presentation formats vary with the ages of students. Those in grades five and six can make author/book trailers while third and fourth graders (and second graders if you do this as a class project) can either promote their author orally or create a glog. At the conclusion, ask which author(s) would they like to read now that they know more about them. ▲

Author Websites

Big Nate (Lincoln Pierce) <http://www.bignatebooks.com>

Courtney Sheinmel <http://www.courtneysheinmel.com>

Dav Pilkey <http://www.pilkey.com>

Jan Brett <http://www.janbrett.com/index.html>

Junie B. Jones (Barbara Park) <http://juniebjoness.com>

Mary Pope Osborne <http://marypopeosborne.com> (also Magic Tree House <http://www.magictreehouse.com>)

Mo Willems <http://www.mowillems.com>

The One and Only Ivan (Katherine Applegate) <http://theoneandonlyivan.com>

Origami Yoda (Tom Angleberger) <http://origamiyoda.wordpress.com>

Patricia Polacco <http://www.patriciapolacco.com>

Rick Riordan <http://www.rickriordan.com>

Seymour Simon <http://www.seymoursimon.com>

Tomie DePaola <http://www.tomie.com>

Wimpy Kid (Jeff Kinney) <http://www.wimpykid.com>

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Visit our new website at <http://www.slworkshop.net> and our Facebook page at http://www.facebook.com/#!/home.php?sk=group_57409801076&ap=1. We would love to see your comments and suggestions as we embark on this new format.

Information Sheet

Author _____

What is the same about the author's books?

Book titles (at least three)

What is different from one book to another?

Does the author have a website? What did you like/not like about it? Did you learn more about the author from it? If so, what did you learn?

Things To Think About

Does the author write only for one publisher?

What did you find most interesting about the author?

Are the books illustrated? By the author? By the same illustrator?

What else do you think is important about the author?

Do the illustrations help make the books better? Explain

Why do you think kids should read this author's books?

What can you find out about the author's life? How does it affect his or her books?

What do you think would be a good idea for the author's next book?

TECH TALK

Making Memes

by Leigh Woznick

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As many of you know, a Meme in its newest definition, in brief, is an image, video, or other graphic transmitted from one person to another via the Internet. Its original meaning (still in use) according to the Merriam-Webster online dictionary is an "idea behavior, style, or usage that spreads from person to person within a culture." After reading an article in the NJEA magazine about using memes in the classroom (<http://www.njea.org/news-and-publications/njea-review/february-2013/ermahgerd-memes-in-the-classroom>), I was inspired and built a page on my media center site with info, links, and examples of hilarious school, book, and library-related memes.

Creating the Project

With the infrastructure in place, I

was ready to jump on this opportunity. Mary Horvath, a 7th-grade language arts teacher with whom I often work, approached me a couple of weeks later to ask my advice. She had completed a reading unit on "Responsibility to Community" with her students and was seeking a small writing task to compare and contrast the books. Knowing the kids had just finished standardized testing week and would be primed for something fun, I suggested we do memes.

Writing memes requires high-level critical thinking skills, including analyzing and synthesizing. Humor is especially difficult to get just right, but we both thought the kids would have fun trying, and we were game. In advance I did two things: I created a folder on our school's public drive where students could save their memes, and I created one sample of my own, a mashup of *The Lord of the Rings* and *The Pearl* (a core novel here) -- "One Pearl to Rule them All" superimposed over a picture of Elijah Wood holding a pearl (instead of the "precious" ring).

Engaging Students

Mary told the students they were guinea pigs on a new project; they were going to do memes related to their reading. She brought her classes in on a Friday. (She has three, so we repeated the lesson three times). We asked "what is a meme?" The students generally knew they are funny and transmitted via the Internet. I brought up my meme page, and filled in the gaps using the current definition.

I showed them the examples on my page -- letting them enjoy the silliness. Then I had them analyze two particular memes: one image of Yoda and the Hulk with the text "Hulk, I am your father" and the other a split image of Monty Python characters on top, and Gangnam Style's Psy on the bottom with the message "Riding invisible horses before it was cool." One meme at a time, I asked them what made it funny? What were the pop culture references? Was it making a comment? They totally got it! Yoda and Hulk are both green, Yoda is smaller, Star Wars/Avengers, "Luke, I am your father". With Monty Python's characters it was the pretending to ride horses with coconuts for sound effects (at least one in every class got that reference!) compared to Psy's style of dance. I added that the creator of the latter was probably my age, and was making a comment -- "oh you think Psy is cool, well, we had way cooler back in the day" kind of message.

Presenting the Project

We told them they were to create their own memes using books *The Giver*, *Gathering Blue*, *City of Ember*, and *The Wave*. Mary asked them to think about a character, theme, message, scene or idea from any or all of the books. We told them to think about something from pop culture (or politics or general knowledge) they could use to connect, make a comment, or show what they learned from the book and encouraged them to use humor.

I had students open a PowerPoint file and demonstrated how to copy an image from an image search, and use the Impact font (all caps, black or white, as big as possible), which is the closest to the standard meme look. They were encouraged to browse and get ideas from their image search, talk to their classmates, and bounce ideas off of each other. Then we let them loose.

Students in Action

We circulated, helping them brainstorm and express their ideas, assisting with occasional technical questions (e.g., bringing the text or image to the front). The students were 100% engaged -- excited, talking, laughing, thinking, writing, connecting, making mental leaps and jumping on those “aha! moments.” It was an organic learning experience and they loved it. We had them save the slides as images (click save as, pull down the filetype and choose JPEG) into the prepared public folder, and spent the last few minutes of the class showing them all to the group.

Mary and I were blown away by the results. Not surprisingly, given that it is a different kind of writing than they usually do in school, the students who were best at it were not necessarily the “star” students. This was a wonderful, ego-boosting success for them. One young lady was afire with inspiration -- about 30 seconds after we said go, she came up with a picture of the cover of *Gathering Blue* next to the *Finding Dory* movie picture with the text “Blue things always go missing, don’t they?” Most students made more than one, but everyone was able to finish the task. Out of three classes, there were only one or two

students who really missed the mark, but even they were able to come up with something.

Applications and Implications

This project lends itself to writing across the curriculum and Common Core connections--science, history, health, math -- almost any topic could be the subject of a meme. I hope to do it again with other teachers. If I do, I might use a double time-block so there would be more time for peer critiques. Those teachers who desire it can create a rubric and do a more formal assessment, but in my opinion that would kill the experience.

I generally have students use copyright-free images for most projects. In this case I didn’t because it would not have worked or been true to the pop-culture, viral nature of memes. I struck a balance between real-world knowledge and school knowledge, and I hope you’ll forgive me! Unfortunately, this means I can’t share the memes students and I created here, but if you email me, I will send you a link to a Google doc where you can see them. ▲

Ready for the School Year

Just as you want students to start the school year organized and ready to go, you and teachers hope to as well. Here are three titles you will want to make time to read before adding to your professional collection. Everyone seems to be writing Essential Questions, but many of them are not truly essential. Jay McTighe and Grant Wiggins clearly explain how to craft them in *Essential Questions: Opening the Doors to Student Understanding* (ASCD, 2013, 119 p. 978-1-4166-1505-7 paperback). In the first chapter *What Makes a Question Essential?*, McTighe and Wiggins contrast what are and aren’t Essential Questions giving examples of different types as well as suggestions for various subject areas. In the six subsequent chapters they discuss design and use of Essential Questions, implementation challenges and special cases, establishing a culture of inquiry (very important for its connection to the library program), and using them beyond the classroom. The guidance they offer is in plain language, filled with practical classroom-related cases. You need it for your instruction and teachers will love it as well.

Having been away from your facility for the summer, did you find it looked a bit dreary or old-fashioned? Maybe it’s time for a makeover. With budget planning starting soon, check out Margaret Sullivan’s *Library Spaces for 21st-Century Learners: A Planning Guide for Creating New School Library Concepts* (American Association of School Librarians, 2013, 100 p. 978-0-8389-863-1). Sullivan walks you through the process beginning with a Mission Statement (you might want to revisit yours), conducting a needs assessment, using a focus group, and translating the results into a plan taking into consideration “desirability,” “feasibility,” “viability,” and “priorities.” She then presents scenarios and concepts and includes a fold-out floor plan for an elementary and a high school library. If a complete remodeling is out of the question, as it is for most, you can still start here and see what small changes you can make to get big returns.

Elementary teachers now have their guide to Common Core as ASCD adds to its *A Quick Start Guide Series* edited by John Kendall with *Common Core Standards for Elementary Grades 3-5 Math & English Language Arts* (ASCD and McREL, 2013, 263 p. 978-1-4166-1466-1) by Amber Evenson, Monette McIver, Susan Ryan, and Amitra Schwols. Five chapters in Part I cover English Language Arts and Literacy, explaining the focus, organization, and connections to content areas followed by discussions of the four areas (Reading, Writing, Speaking and Listening, and Language). Part II has six chapters on the math standards. After the explanatory overview, the components (Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations—Fractions, Measurement and Data, and Geometry) are explored connecting each to the standards for mathematical practice and “Conceptual Pathway Through the Grades,” followed by what this means for the three grades. Part III will get the most attention as it has six sample lessons, one for each grade in English Language Arts and Mathematics. A must purchase for your harried teachers.

I'm Different – It's Great!

Bullying often starts when someone is targeted for being different. Help prevent this harassment and build students' self esteem by showing them everyone is different in some ways, and it's differences among people that make the world a more interesting place.

Sif, Birgitta. *Oliver*. Candlewick, 2012, unpaginated. 978-7636-6247-9

Unlike many people, Oliver prefers being alone with his sock puppets, books, and other solitary occupations. He has many imaginary adventures with his toys, but sometimes did things on his own. In certain situations he wished he could fly away. Playing piano for his friends one evening, Oliver realized no one was listening. The next day, while playing tennis by himself his ball bounced and rolled away. He took off to find it and discovered a girl playing tennis by herself, which began his best adventure ever. Oliver was different—but so was Olivia. (Gr.PK-2)

Activities

1. Differences

- Draw a picture showing how you are different. Share your picture with the ones your classmates make. Did you find out new things about them?
- Talk about what the world would be like if everyone was the same.

2. Alone and Together

- Make a list of what you and your classmates like to do by themselves.
- Make another list of what you and your classmates like to do with other kids.
- Do you like better, the alone or the together activities?

Monroe, Chris. *Cookie the Walker*. Carolrhoda Books, 2013, unpaginated. 978-07613-5617-2

Cookie, a dog, surprises his friend Kevin by showing up at the park walking on his hind legs. She enumerates the many advantages of walking this way including being able to reach the candy dish, turn on television, and reach the ice maker on the refrigerator. Best of all, people think it's cute. A local animal trainer recruits her to star in a dog show, rewarding her with snacks. Her stunts attract a circus owner who gives her snacks and makes her the star of the circus. Kevin visits, noticing how tired Cookie looks, but once again she is lured this time by a Hollywood producer who stars her in her own show. Kevin tells Cookie he loves her show but asks if she is having fun. She explains she is too busy to socialize. When the producer talks about the next season, Cookie realizes she is tired, homesick, and missing her friends but doesn't know how to end it. Kevin tells her all she needs to do, is stand down. She does, and is fired. She sometimes stands on her hind legs—but makes sure no one sees her. Gr. PK-2

3. Rewards

- Compare Cookie's original reasons for walking on her hind legs to her reasons later in the book. Talk about what made the rewards stop working for her. Do you think Kevin helped her make the decision? Explain your answer.
- One type of reward is the way you feel or what you get when you go for a goal and reach it. Another type of reward is one you are given when you do something someone else wants you to do. Which type do you enjoy the most? Why?

4. Pet tricks

- Make a poster showing some pet tricks. How many different ones did your class come up with?

- Work with a friend to write a story about a pet trick that couldn't happen but would be fun to see.

Nelson, Marilyn R. *Ostrich and Lark*. Boyds Mills Press. 2012, Ill. by San Artists of the Kuru Art Project of Botswana, unpaginated. 978-1-59078-702-1

Although ostrich and lark start each day together, eating, and then parting at nightfall, there is a big difference between the two. While ostrich is silent, lark sings his first song of the day from the top of a termite castle. He continues to sing all day, but ostrich remains silent. Ostrich dreams of flying and singing, but every morning at first light he and lark begin their same routine. One evening, ostrich flutters his great wings, stretches his neck, and with eyes closed says, "twoo-woo-woot." He had found his voice and boomed, silencing the veld, even booming Lark off his perch. Lark flies to an "ostrich-high" branch and lets his friend see how impressed he is. (Gr. PK-3)

5. Botswana

- Find out about Botswana and share what you learn with the other kids in your class. What is "cool" about the country?
- What is the veld? Put African veld in the Google images search box. Select your favorite picture and print it out. What did you like about it?
- Choose one of the animals mentioned in the story and learn more about it.

6. Finding your voice

- Why do you think Ostrich was quiet until the one day he boomed?
- Some kids are quiet because they haven't found their voice. What do you think that means? What does it sound like when you use yours? Do you sometimes choose not to use it? Why?
- Why do you need to be willing to use your voice when you see someone being picked on for being different? ▲

A Sport Potpourri *Part 2*

by Dawn Ganss

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Let's go to the Fall Season sports--Football and Soccer

Wikipedia. HISTORY OF FOOTBALL

For an overview read this encyclopedia article that starts with "the earliest versions of American football in the form of *rugby* and *association football*. Both games have their origin in *varieties of football* played in Britain in the mid-19th century. *American football* resulted from several major divergences from rugby, most notably the rule changes instituted by *Walter Camp*, considered the "Father of American Football." In the late 19th and early 20th centuries, college coaches such as *Eddie Cochems*, *Amos Alonzo Stagg*, *Knute Rockne*, and *Glenn "Pop" Warner* took advantage of the newly introduced *forward pass*. The popularity of *college football* grew and became the dominant version of the sport in the United States for the first half of the 20th century. *Bowl games*, a college football tradition, attracted a national audience for college teams. Boosted by fierce *rivalries*, college football still holds widespread appeal in the U.S. *Professional football's* origins go back to 1892, with *William "Pudge" Heffelfinger's* \$500 contract to play in a game for the *Allegheny Athletic Association* against the *Pittsburgh Athletic Club*. In 1920 the American Professional Football Association was formed, changing its name to the *National Football League* (NFL) two years later. Professional football eventually became a national phenomenon, tracing its popularity to the *NFL Championship Game*, a contest that has been dubbed the "Greatest Game Ever Played." A rival to the, the *American Football League* (AFL), began play in 1960, leading eventually to a *merger* between the two and the creation of the *Super Bowl*, which has become the most watched television event in the United States. Note the table of contents below the introduction. Each topic listed is a link and provides more information giving a comprehensive look at football in America including a short write-up on Youth and high school football as well as a mention of football outside of the United States.

http://en.wikipedia.org/wiki/History_of_American_football

About.com. INVENTORS: HISTORY OF FOOTBALL

The focus of this site is on the rules for American football begun in 1879 by *Walter Camp*, player and coach at Yale University. A synopsis is given on Camp's education and professional background including changes from Rugby and Soccer to American football. Continue scrolling down and looking for additional links under a variety of headings.

<http://inventors.about.com/od/fstartinventions/a/HistoryFootball.htm>

HOW TEDDY ROOSEVELT SAVED FOOTBALL

While today there are concerns about player concussions, a century ago, football was an even more brutal sport that left dozens dead on college and prep school gridirons. With the very existence of the sport in jeopardy, President Theodore Roosevelt entered the fray and urged radical reforms that ultimately saved the sport and gave birth to the modern game. This fascinating article describes the attitudes toward violence in the sport and looks at football in the 20th century and how it has progressed--another chapter in one of America's favorite game.

<http://www.history.com/news/how-teddy-roosevelt-saved-football>

Wikipedia. WOMEN'S AMERICAN FOOTBALL

Women's American football is far less known than its male counterpart although it plays by the same rules, using a slightly smaller football and is primarily played at the semi-professional or amateur level. Few high schools or colleges offer the sport although, on occasion, it is permissible for a female player to join the regular male team.

http://en.wikipedia.org/wiki/Women's_American_football#External_links

FEMALE FOOTBALL: EVEN IN A LOCKER ROOM APART, AN UNDENIABLE LEAP OF PROGRESS

According to this October 10th, 2011 *New York Times* article, Brianna Amat, known as the Kicking Queen, is both a homecoming queen and a place-kicker. Even more remarkable, she

feels accepted as a full member of the high school football team in Pinckney, Mich. Now there are three sex related teams--male, female, and combined in some of the rougher contact sports.

http://www.nytimes.com/2011/10/09/sports/female-football-player-represents-remarkable-progress-for-women.html?pagewanted=all&_r=0

STUDY: IMPACT OF YOUTH HEAD HITS SEVERE

In the wake of a new study showing that head impacts among second-grade football players are sometimes as severe as those seen at the college level, the national president of Pop Warner said he will propose a rule that, for the first time, would limit the amount of contact allowed in practices. An excellent article and media presentation on the topic of youth concussions.

http://espn.go.com/espn/otl/story/_/id/7601017/study-impact-kids-football-head-hits-severe-college-games

DON'T TAKE AWAY FOOTBALL FROM KIDS, JUST MAKE IT SAFER

This is a response by a physician to end football programs at local schools because of brain injuries. Take a look at the other side of the coin. What reaction do you have as a result of reading both articles? A good discussion with some very good points

<http://www.foxnews.com/health/2012/10/08/dont-take-away-football-from-kids-just-make-it-safer/>

PARENTS WEIGH RISKS OF YOUTH FOOTBALL AMID CONCUSSION DISCUSSION.

USA Today contributed this article to the discussion quoting players such as former NFL quarterback Kurt Warner who labeled the thought of his two school-age sons playing football a "scary thing," saying he'd prefer they didn't, and the father of three-time Super Bowl winner Tom Brady wondering how he'd handle it if his son were just starting out. Parents are now faced with a tough decision as to whether they should let their kids play. Adding this article to the two previous ones gives a more rounded discussion.

<http://usatoday30.usatoday.com/sports/football/story/2012-05-16/Parents-weigh-youth-football-risks/55150850/1>

FOOTBALL: KIDS LEARN ALL ABOUT FOOTBALL

After reading an overview of the sport,

check out the many related links under the headings: [Rules](#), [Positions](#), [Strategy](#), [How to's](#), [Biographies](#), and [Other](#). Click on the link at the top to go back to *Kids Sports* and go through the same process for *Soccer*, *Baseball*, and other sports. The same format and headings are used.

<http://www.ducksters.com/sports/football.php>

LOMBARDY TROPHY IS SAFE AND SOUND IN RAVEN'S POSSESSION

A February 4, 2013 story in the *Baltimore Sun* about a mix-up causing concern that the famed Super Bowl trophy named for Vince Lombardi had disappeared trophy included the information that it was made by Tiffany and Co. and worth more than \$25,000. Students might want to follow up and find out more about his and other major sport trophies.

<http://www.baltimoresun.com/sports/ravens/ravens-insider/bal-no-worries-vince-lombardi-trophy-is-safe-and-sound-in-ravens-possession-20130204,0,4754144.story>

IMAGES OF THE VINCE LOMBARDY TROPHY

This site is images only and it is packed full. Have fun browsing.

https://www.google.com/search?q=vince+lombardi+trophy&hl=en&tbm=isch&tbo=u&source=univ&sa=X&ei=39NLUeucFofH0wH_1ICAAg&sqi=2&ved=0CEAQsAQ&biw=1344&bih=746

VINCE LOMBARDI-BIOGRAPHY--FACTS, BIRTHDAY, LIFE STORY- BIOGRAPHY

The almost legendary Vince Lombardi was a football coach for the Green Bay Packers and led them to five NFL championships. Read the *Synopsis* followed by the *Early Years*, his Pro Career and then his *Final Years*. Don't miss the sidebar with his quotes.

<http://www.biography.com/people/vince-lombardi-9385362>

WHO INVENTED SOCCER?

The origin of soccer is not clear cut. This short article tells what is known about its beginnings, noting some form of a game involving feet have been recorded as far back as 2500 B.C.E. The game as we know it evolved in Europe starting in the 9th century, "In England entire towns would kick a pig's bladder from one landmark to another." Some saw the game as a nuisance and it was banned during some periods in Britain. Rules were put in place in British public schools early in the 16th century. At that time hands were allowed as was "grappling" but the shape of the game as we know it took form. Read on. See links on [soccer history](#) and [soccer culture](#). On the right side of the page find Related Videos.

<http://worldsoccer.about.com/od/Soccer-History/a/Who-Invented-Soccer.htm>

EDISON ARENTES "PELE" NASCIMENTO

A mostly text-based site, this presents the life of the man considered to be the best soccer player the game has seen. He began playing as a teenager and by the year 2000 Pelé was named second for the "Sportsman of the Century" award. (The legendary Muhammad Ali got the first place honor.) Pelé devoted his life to soccer and humanitarian activities. He once said, "God brought me to Earth with a mission to play soccer."

http://www.latinosportslegends.com/Pele_bio.htm

HISTORY OF EXTREME SPORTS

According to this ThinkQuest Project site, the term *Extreme Sports* was coined by ESPN when it launched the X Games in 1995. Many of these sports are banned in some places because they are extremely dangerous. Read about the various sports encompassed by the umbrella phrase. Check the slide out panel on the left for links to information on: [Skiboarding](#), [BMX Racing](#), [Skateboarding](#), [Snowboarding](#); [Games](#), and [Reference Page](#) with some excellent briefly annotated websites. ▲

<http://library.thinkquest.org/05aug/01436/extreme1.htm>

NOTE:

Sites are in Bold Caps

Underlined Italicized Words refer to Pages/Links within the Web Site

Underlined words are Titles/heading

Sites were last visited March 2013

Before using with students, always check!

BEING A PROFESSIONAL

Aligning High School and College Level Information Searching Skills

By Michelle Kowalsky and Connie Rosenberger,

*Campbell Library,
Rowan University
Glassboro, NJ 08028*

In an ideal world, twelve years of information literacy instruction would result in all students entering their freshman year in college with the same level of research and evaluative abilities. However, for a great many reasons, many students begin their college careers without a strong foundation in the mechanics of online searching and with varying levels of skill in making meaningful evaluations of a variety of resource types.

Standards—K20

As former high school educators, we know these skills are being taught at the K-12 level. But we also understand students are not "transferring" their knowledge along the way, perhaps opting instead to "forget" what they have learned when moving to the next grade. Thus, we believe grade-appropriate skills -- and lessons provided at the correct developmental level -- are more apt to be internalized by students rather than ignored.

One goal we all share is insuring students are ready for progressively advanced scholarly research. The K-12 *Common Core State Standards*, the

AASL Standards for the 21st Century Learner, and the *Higher Education Information Literacy Competency Standards* from ACRL (Association of College and Research Libraries) on this issue are more aligned than we may first realize. When K-12 and college standards are aligned, our sequencing of instruction across different levels of education is actually made much easier. In fact, this alignment should inform our practices on a daily basis.

Focusing on Developmental Levels

By embracing the basic tenets of information literacy and teaching these explicitly, we will be able to situate our own teaching at developmentally appropriate levels at any given time. Sometimes, the only available standards readily available are those much easier or much harder than the grades we actually teach. Rushing ahead with higher level tasks may be counterproductive; spending too much time reviewing what students “should have learned” in lower grades is also not ideal. While these strategies may help to temporarily alleviate some student motivation and equity issues, they do not help focus learning for grade-level mastery.

Instead, determine what skills you can build on from the past which will help students integrate new knowledge more easily. Allow students to identify what they know about searching for information (or alternately, what they think the teachers want them to do, even if students know they don’t do it!). Praise their recall efforts and then gradually integrate more complex aspects of those concepts. For example, when reviewing a list of search results, encourage students to look more closely at the content and authority of the material.

Aligning Lessons

Using consistent vocabulary for discussing these topics across grade levels may help with transfer of skills from one teacher or classroom to the next. School librarians are well-positioned to help orient students to the idea that effective searching know-how travels with them throughout school and life and should not be dismissed once projects are completed.

This chart provides an example of one way to align information literacy along the challenging transition between high school and college -- thus providing similar categories of skills instruction, while clearly marking the different developmental stages of high school and college-level information literacy skills. Readiness for upcoming college skills, rather than early mastery of them, should be the goal for high school instruction. This insures that students have fully explored grade-appropriate tasks and have gained a level of proficiency and extended practice before moving forward.

Information Literacy Skills Taught at Developmental Stages

<i>High School</i>	<i>College/University</i>
Use library catalog to explore information in different formats and to narrow search topics.	Use multiple catalogs, federated search features, and bibliography links to chain for additional sources.
Generate synonyms to describe topics or concepts to focus a search.	Utilize advanced database features like truncation and specialized vocabulary.
Articulate why to use library databases instead of searching the free web exclusively.	Determine appropriate and efficient uses of keywords versus subject heading searches.
Break down a thesis into search terms which capture the essence of the topic or concept.	Systematically test and then combine these terms to structure a query.
Articulate both the value of and limitations of a Wikipedia-style website.	Select appropriate databases for a given purpose or discipline and find specific kinds of content from among available online sources.

Alternate Approach

If your school district does not provide grade-level tasks related to the standards, it is possible to create grade-level intermediate goals for the main national benchmarks which are often only provided for grades 4, 8, or 11. Break down aspects of more complex learning they will need in the future and determine what skills would **prepare** students to do those tasks. For example, if students know what library databases are and what they might contain, as well as a little bit about how information is created and published into articles and journals, this is good preparation for understanding their future choices about reliable sources. If high school students are still unsure about what a database is, they are likely to just “go through the motions” of utilizing advanced database features without truly understanding why -- or, worse yet, simply continue their Google-style searching, assuming that this information is worthy of supporting research.

By focusing on the preparation to move ahead, rather than on purposely previewing more complex strategies before students are ready, you will be able to teach search skills within students’ zones of proximal development without skipping essential readiness steps. As the National Board for Professional Teaching Standards suggests, teachers and librarians have the expertise to determine the right *complexity level* of information literacy instruction for *these students at this point in time*. ▲

National Standards and Information Literacy Benchmarks

<http://www.corestandards.org/>
<http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>
<http://www.ala.org/acrl/standards/informationliteracycompetency>

BULLETIN BOARD BONUSES

Starting off Right

Recconnect with students as the new school year begins. Introduce yourself and have them do the same. Entice them to continue or start reading for pleasure. Or, plunge right in and focus on building skills needed under Common Core.

Getting to Know You

Show students you are a real person, not just the librarian who lives at the school. Cover the bulletin board with bright, cheery colors. Put a picture of yourself on a contrasting shade of construction paper with your name, your degree(s), and where you earned it (or them). Add photos of what you did during the summer as well as hobbies and other interests you have.



If you have any staff or regular volunteers post their information as well. Encourage students to share highlights of their summer. Perhaps some teachers will join the greeting. As the bulletin board begins to fill, you will be creating the welcoming place for a community of learners to gather.

Beginnings

For those who love reading, opening a new book is entering a magical kingdom—even if it’s nonfiction. A book welcomes readers into someone else’s world where they can play for a while. Those who haven’t experienced this special journey need to be lured into it.



Find books with captivating opening lines. Choose from all parts of your collection. Photocopy the covers in reduced size and paste them on to sheets of construction paper. Copy the lines and print them out, attaching them next to the book cover. Set up a display of selected titles. Have students add their own favorites.

History in Fact and Fiction

The heavy emphasis the Common Core State Standards English/Language Arts places on nonfiction has raised concerns and anxieties among teachers. Although the Standards clearly say the requirement is shared by History, Science, and other subject areas that will be responsible for much of it, nonfiction will have a greater presence in English classrooms. One way to have both students and teachers become more comfortable with the change is to compare and contrast the two.

Whatever the grade range of your building, you have historical fiction titles in your collection. Pair them with history book covering the same time period. Photocopy covers of two (or more) examples. Add a synopsis of both using either the blurb or what’s on the bibliographic record. Paste them onto one sheet of construction paper. Display pairs together. Later in the year you can do the same with science books. ▲



BULLETIN BOARD

A Healthy Start

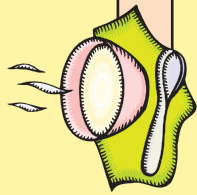
Once again it’s time to help students get off to a good start for the new school year. This issue’s bulletin board pairs that message along with promoting beginning the day with a healthy breakfast. September is National Breakfast Month. Adapt the reminders for the grade levels in your building but always include, “Ask For Help,” “Read For Fun,” and “And Eat A Healthy Breakfast.”

Materials

- Bright yellow construction paper
- Orange paper
- Black marker
- Clip art of healthy breakfast foods
- Scissors
- Stapler/staples

Preparation

1. Cover the bulletin board with yellow construction paper.
2. Print “A Healthy Start” onto orange paper, outline it with black marker, and staple in place.
3. Print your reminder to students on orange paper, cut into rectangles outlined in black marker.
4. Cut out selected clip art, one for each rectangle plus a larger one for the center of the bulletin board.
5. Position and attach the large clip art.
6. Pair clip art with reminders and staple to the bulletin board.
7. Set up a display of cookbooks which include breakfast dishes. ▲



MAKE A SCHEDULE

A HEALTHY START



READ FOR FUN



CHECK DATABASES



USE PRINT + ONLINE SOURCES



ACT ETHICALLY



AND EAT A HEALTHY BREAKFAST!



ASK FOR HELP



VERIFY INFORMATION

