

Chapbook... **Volume 37** **Fall 2001**

**Quarterly Journal of the Children's Services Section
North Carolina Library Association**

MESSAGE FROM THE CHAIR...BY MEL BURTON,
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Mecklenburg County

Greetings to all CSS members! I look forward to all of you helping to make the next couple of years productive ones. For all of us there are programs to be presented, reports to be written, materials to be selected and ordered, and patrons to be helped. When is there time to be involved in NCLA and in particular the Children's Services Section? The board of CSS works to ensure that being a part of the section is worth your while and a timesaver.

Don't have time to find good websites, quality books, or new programs to present, then read the chapbook for articles that will give you that information. Want to talk to other children's services people and ask how things are done where they work, then consider coming to the biennial conference or the off-year retreat. Need experience working within a library association, then e-mail me and I'll let you know where you can be of help. If you're already well versed on a topic, then think about writing or presenting so that you can pass it on to others.

If we support each other through being active members of the Children's Services Section, then each of our jobs becomes easier, patrons are better served, and we achieve getting the right book to the right child.



FROM THE STATE LIBRARY

By Jim Rosinia, State Youth Consultant

The Kids' Portal is here!

First, here's a bit of background.

During our discussions with librarians about the first year of *the very best place to start* campaign, we heard many say that they wanted to do more with kids and the Internet but they just don't have the time they need to identify quality online resources and to develop their own web pages for kids. Most of their computer time is spent clearing paper jams in printers and rebooting machines.

Also, in light of concerns about kids' access to the Internet, it is important to present the roles librarians play connecting youth with online resources in a more positive and proactive manner. We want the public to know that we are doing with the web what we've traditionally done with print material: identifying quality resources and organizing them for easy access. So we decided to create a kid's portal: a doorway on the web to quality sites for children, young adolescents, and the adults in their lives – parents, teachers, and librarians.

A Portal Collection Development Team of librarians from across the state was assembled to identify and organize websites and to guide the development of the portal. Keane, Inc. was awarded the contract to develop the site. Over the past spring and summer, a team from Keane worked with the Portal Team, led by former Assistant State Librarian Robert Burgin, Ph.D., to develop the web pages the public would see as well as the behind-the-scenes administrative functions.

Building on *the very best place to start* campaign, Keane created a group of young people, led by Lee, the Librarian. This group is called the Start Squad and the portal is available online at <startsqad.org> (or, for those who really like to type, at www.startsqad.org.)

Usability testing was performed with groups of children at the Interaction Design Lab at the School of Information and Library Science at UNC-Chapel Hill. The Start Squad Kids' Portal: "kid tested; librarian approved."

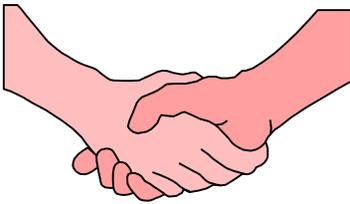
Selected sites are arranged by broad age categories (i.e., Preschool, Elementary, and Middle School). There's even a category for "Grown Ups" like parents, teachers, and librarians. Within each category, sites are arranged by topics (e.g., Preschool/Coloring; Elementary/History; Middle School / Health; and Grown Ups / Web Safety).

Local libraries have the ability to customize this portal:

- 1.They can add local information.
- 2.Choose what content will be included (e.g., turning off content areas like "Fun and Games")
3. Decide whether users will be able to search just the sites selected for the portal or whether they will be able to search the broader Internet using Google SafeSearch.

Before libraries can customize their site, they must register. On the Start Squad's home page, there's a link to the registration form. Simply fill that out and submit it for approval. Once the registration is approved, you will be able to replace the default image (i.e., *the very best place to start* logo) with a picture of your library or your own logo. Your library's name, address, and hours will be displayed. And you will be able to add some links to web sites of local interest.

Collateral material featuring the characters of the Start Squad – e.g., posters, bookmarks, mouse pads, trading stamps – will be available for libraries at no cost. More information about how to order these materials will be posted to NCKIDS. For information on subscribing to NCKIDS, go to www.statelibrary.dcr.state.nc.us/ld/youth/websites.htm



Powerful Partners Grant Announced

A Powerful Partners grant was awarded to Wake County Public Libraries. The project consists of a group of technologically fluent teens (Teen Educators) that will instruct students of middle school age (Teen Learners) who have struggled with technology.

Each of the partners will identify Teen Educators from their agencies, through an application and interview procedure. The Teen Educators will complete four hours of training conducted by a consultant who will be hired by the partners. The training sessions will address not only the curriculum to be taught to the Teen learners, but also how to teach the material in an effective, non-condescending manner.

Concurrent with the training of Teen Educators, each of the partners will identify Teen Learners from their agencies through an application and/or nomination procedure.

As Teen Educators complete their required training, they will be teamed with Teen Learners. The Teen Educators and Teen Learners will meet on a regular basis and complete at least eight hours of training together as managed by the consultant.

Curriculum to be taught by the Teen Educators to Teen Learners will consist of skills required to pass the state mandated eighth grade Computer Competency Test (i.e. word processing, spreadsheet, and database applications) and/or skills necessary to conduct web-based research.

Ann Burlingame
Regional Library Supervisor
Wake County Public Libraries

Teens Succeed!

Motto:

“Excellence In All Things!”



Cool Jobs...Challenging Trainings...Chillin' Out

Links to news articles featuring Teens Succeed!

Teens Succeed's Marketwise Article <http://www.rich.frb.org/cao/pdf/mwise2000-3.pdf>

Teens Succeed's Today's Librarian Article

<http://www.todayslibrarian.com/articles/151cover.html>

Teens Succeed's Charlotte Observer Article www.newslibrary.com

(Charlotte Observer Oct. 31,00/Family Section/by Ann Doss Helms)

Teens Succeed! targets inner city youth ages 12-16 from Charlotte's Westside area communities. The program seeks to provide high quality enrichment and career development programs within these areas. It is a program designed to encourage development in teen leadership, employability and life skills. Participation in Teens Succeed! will help teens:

- Be better prepared for the academic and social challenges of high school;
- Help them outline and identify life goals, skills and talents to cultivate throughout high school while developing leadership skills;
- Actively participate in a community network developed to encourage and support them until high school graduation, as well as provide teens service opportunities by which to give back.

A fourth goal is to replicate the Teens Succeed! program and place project coordinators and programs in newly constructed libraries within the system. There are also plans to initiate a system-wide focus on programs that address young adult needs.

The program is designed to model -- as closely as possible - the *true* and *real* life processes of successful professional and personal development. Participants undergo a three-part process involving **Education, Exploration, and Expertise.**

Phase I : Education

When teens enter the program they immediately become engaged in specialized training in three areas: Career Development, Leadership/Lifeskills Development, and Community Service & Reinvestment. The Career Development component gives teens valuable hands-on

skills training and work experience to help them succeed in life both now and in the future. All participants take a series of trainings in *computer technology*, *office equipment operations*, *library reference/resources*, and *entrepreneurship*. These courses are offered through the program's **WISE Institute** (West-end Institute of Success Education) on Tuesdays, Wednesdays, and Thursdays, from 5:00 - 6:30 p.m. Knowledge the teens gain from these courses will prepare them for jobs in the library's Copy & Design Center - a legitimate business enterprise through which the teens are paid to operate! Teens also work as library assistants.

Leadership Development

A workshop series entitled **Project LIFT** (Leadership Instruction For Teens) offers motivational seminars to enhance the teens' personal growth. Every Monday from 5:00 - 6:30 p.m., teens participate in activities ranging from taking personality assessments that determine natural aptitudes and skills, to trainings that develop public speaking skills. These seminars along with the WISE Institute trainings help empower teen participants to become better prepared to compete in today's job marketplace!

Community Service

Teens also learn the importance of giving back to the community. Teen participants gain exposure to informative and fun concepts that nurture sensitivity about serving the needs of others. Every three months teens create, coordinate, and conduct a service project to address an identified need in the community, while they also learn valuable lessons in teamwork and personal responsibility.

These educational components - the WISE Institute and Project LIFT - offer teens added exposure to computer technology, access to paid positions in the library to build business and job skills, and a series of youth seminars to help nurture leadership skills so they can become advocates that plan and lead programs and activities to jump-start a system-wide focus on programs that address young adult needs.

Phase II : Exploration

Many teens from west Charlotte rarely venture outside their neighborhoods which are plagued by high crime, drug abuse, and teenage pregnancy rates. Therefore, their perspectives about life and the world are severely restricted. Much of their understanding about how to live is derived from television sitcoms and music videos and, worst yet, the functions of their largely economically depressed and dysfunctional surroundings. Therefore, participants are afforded opportunities to take an exploration trip every four months or so to one of many tourist sites within a four-hour radius of Charlotte. The group has already visited Atlanta and Myrtle Beach. Other target sites are Asheville, Charleston, Raleigh-Durham, and Winston-Salem. Six teen members have even participated in teen leadership activities in Chicago, Washington, DC, and Seattle. All trips must offer participants an educational experience of some nature.

To earn the right to attend these trips, participants must read books on select topics as part of the Teens Succeed! **Book Club**. The Book Club meets every 2nd and 4th Friday of the month.

As part of Project LIFT trainings, teen participants must also explore various career options associated with their general interests and their personality traits identified in assessments. Each participant must complete three (3) Career Worksheets after researching careers in the Occupational Handbook..

Phase III : Expertise

Each participant in grades 10-12 will be required to undergo an internship and/or an apprenticeship. This will provide them hands-on exposure to career areas that interest them. As mentioned above, Teens Succeed! participants undergo assessments to help identify individual personality characteristics, interest areas, and career aptitudes. This information is then used to help participants locate job fields closely associated with their personal profiles. By gaining this type of experience, participants can make more informed decisions about their futures and about what field of study they will pursue in college. This also will expand the development of the teens' employability skills and opportunities beyond the confines of their library jobs, and will hopefully lead to both immediate and future full-fledged job offers. This will help encourage participants to view their Teens Succeed! jobs as an avenue to bigger and better employment opportunities while keeping teens flowing on and off the payroll, causing less burden on grant funds.

Participants will be encouraged to utilize the services of the Industry Education Coordinator at their local high school. IECs are responsible for enrolling and assigning students to internships and apprenticeships.

The Teens Succeed! program has and continues to make broad strides toward accomplishing its goals. Each goal and the steps toward accomplishing each goal is listed below.

1) Help better prepare participants for the academic and social challenges of high school.

Participation in the Teens Succeed! program requires participants to carry at least a 2.0 GPA during the first semester of school following their acceptance into the program. The minimum GPA requirement steadily increases each semester following to 2.25, to 2.3, before leveling off at 2.5.

During the 18 months the program has been operating, there have been only eight (8) participants out of twenty-four (24) suspended for failure to meet the minimum GPA requirement. Six (6) of those eight returned after 10 weeks eligible to resume participation in the program.

Five (5) participants made their school's honor roll during at least one grading period -- three (3) of which had earned this honor for the first time since joining Teens Succeed! Every participant except two experienced an increase in their GPA during at least one or more grading periods.

When a participant falls short of the GPA requirement, he or she must participate in the Tuesday evening tutoring program. Any participant can get tutoring and/or homework help at any time. Tutors are volunteers from a partner organization named Hands On Charlotte. HOC comprises a network of professional people who perform community service projects in economically depressed neighborhoods throughout Charlotte. Volunteers provide a range of services from tutoring to landscaping to building Habitat For Humanity homes.

2) Help participants outline and identify life goals, skills and talents to cultivate throughout high school while developing leadership skills.

As part of the LIFT trainings, each Teens Succeed! participant had to complete Career Worksheets that identified career fields associated with their personality traits and general interests. One aspect of this exercise involved participants researching the educational requirements for each occupation that interested them before conducting an internet search of schools who offered majors in that particular career field. Participants then had to identify school subjects they were currently taking that helped provide a bases of training for a particular career field and college major.

3) Actively participate in a community network developed to encourage and support them until high school graduation, as well as provide teens service opportunities by which to give back.

Teens Succeed! has a short but distinguished list of partner agencies that support the program and its participants. These programs have very good reputations in the community as valuable service providers.

The YMCA of Greater Charlotte provides us with activity planning, transportation, and even chaperoning during various recreational outings. Participants have enjoyed NBA, WNBA, and college basketball games complements of the YMCA, as well as received scholarships and sponsorships to summer camp and other activities around Charlotte.

Communities In Schools/ThinkCOLLEGE enrolls our participants each year. Through ThinkCOLLEGE, participants take college tours and receive valuable guidance and support through the college preparation process. Two participants enjoyed a three-day college prep retreat in July at the University of North Carolina Asheville and another student spent a week during spring break touring historically black colleges in Virginia - both sponsored by ThinkCOLLEGE. The ThinkCOLLEGE director also helped facilitate Project LIFT trainings.

The Weed & Seed Program is a neighborhood initiative sponsored by the Department of Justice designed to replace the negative influences teens face on the westside with programs that emphasize positive lifeskills development. Weed & Seed offers a free summer camp for youth ages 12 - 16. Teens Succeed! participants take part in the summer camp, often serving as models and leaders for other campers. The camp spans the entire summer and operates daily from 10 a.m. to 4 p.m. Campers take field trips to various recreational spots in the Charlotte area, and they take a major trip the last week of camp to such places as Williamsburg, VA.

These partner organizations also supply chaperones and advisors that support our community service projects. During the Census 2000 Registration project, the Weed & Seed coordinator served as an adult chaperone as Teens Succeed! participants went door-to-door encouraging neighborhood residents to register during the census.

4) Replicate the Teens Succeed! program and place project coordinators in newly constructed libraries within the system. There are also plans to initiate a system-wide focus on programs that address young adult needs.

A new Teens Succeed! program was recently started at PLCMC's **Beatties Ford Road Branch Library**. Participants in the Beatties Ford Road program develop leadership skills, job skills specific to the library profession, technology training and personal growth. Although very similar to the West Boulevard Teens Succeed! program, the BFR Teens

Succeed! operations are unique to its location. Teens participate in the following activities at BFR:

Computer Training

Teens Succeed! participants learn foundational and intermediate computer skills throughout the program. Tuesdays from 4:00-6:00 Teens Succeed! participants have computer training. The teens receive extensive training in Microsoft Word and Internet searching techniques. The teens also create email accounts and use them as communication tools for academic and personal uses. The many informational electronic databases available in the library are also covered in the training. This computer skills training is just one of the building blocks in the their overall library skills training. These skills will be used to assist patrons within the library during the paid position at the branch.

Library Job Skills Training

The BFR Teens Succeed! program seeks to develop overall career development however, its focus is introducing to teens the library as a viable career choice. This is done by implementing weekly hands on training opportunities where the teens see behind the scenes of the library. The areas covered include shelving, shelf reading and organizing. The teens are also exposed to the programming. They create and facilitate programs for the public specially geared toward the young adult patrons.

Personal Development

Teens Succeed! has workshops that facilitate the personal development. These workshops take place on Mondays at 6:00 p.m. Topics include nutrition, parent and teen school success, poetry writing, motivation, table manners and general etiquette. This series of workshops is designed to cover areas that are often not covered in academia. Professionals within the community who are knowledgeable and teen-friendly facilitate these sessions. They are entertaining and educational.

Summer Job Opportunities

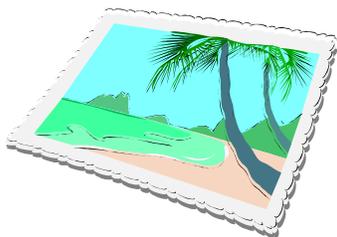
Teens within the program who are over fifteen are eligible for short-term summer employment. These teens must first complete computer and library skills training in order to apply. Each teen is interviewed prior to employment. The teens' skills are assessed through several evaluations and conferences. These assessments serve as a tool for the project coordinator to develop employability within the teens. The project coordinator sits in on the initial interview to critique and has constructive dialog with each teen afterwards. Upon completion the teen will have job experience, as well as, a resume and will be ready to seek further employment on their own.

Darryl L. Bego

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Editor's Note: He would love to talk to anyone about this program. He has seen so much growth in these kids and says that they truly amaze him with their sense of responsibility and self-consciousness. He is so very proud of them and we are so very proud of the way he has impacted their lives! Mr. Bego received the Director's Award for coordinating this program.



Poetry Postcards

by Beth Hutchison,
Manager of Main Children's Library
Public Library of Charlotte and Mecklenburg County

There is a Chinese proverb on a column at the entrance to our library that likens a book to a garden. If this is true then one could compare a poem to a rose - cultivated, well loved and beautiful. The following program sprouted from a school assignment and the wish to celebrate National Poetry Week (April 16-22,2001). It combines creative writing and art- perfect elements for an afterschool/schoolage program.

The goal of the program was to explore and have the children write several types of poetry that they would encounter in a school assignment. I decided that I would introduce the following types of poetry: diamante, cinquain, pattern/concrete and haiku. I also wanted to explore a few more types that children may not be familiar with so I included newspaper, crossword and I wish poems.

What follows next is a brief "walk through" of the program:

- Length of program- an hour but it could easily be shorter or longer- that's up to you!
- Large posterboard sheets with a definition and example of each type of poem were made and hung around the room.
- Poetry, riddle, Mother Goose and rhyming picturebooks were on display.
- An art table w/ supplies was set up in the room. The supplies included pens, pencils, flairs, markers, crayons, watercolors and rulers. Pieces of 8"x 5.5" white card stock were used to make the postcards.
- I read aloud several poems from each category.
- For practice we wrote one or two group poems; broke into smaller groups and wrote a poem or two. After this most children felt like they could write on his/her own. I worked with those children who weren't quite sure they could do it.
- After the poems were written, the children decorated the front/back of the postcard. The artwork did not always reflect the idea of the poem and that was okay.

In hopes of you trying this for yourselves, I've included a few examples of the flip sheets. I did not reinvent the wheel here. These came from the book, *How to Write, Recite and Delight in All Kinds of Poetry* by **Joy Hulme**:

***Diamonte-** Diamond- poetry has 5 lines. The number of words on each line is important! Use this type of when writing about yourself, your family, and your pets.

Line 1- 1 Noun =name or subject
Line 2- 2 Adjectives = describe the subject
Line 3 -3Verbs = Show action
Line 4- 4 Adjectives = show feelings
Line 5- 1 Noun

Donna
Creative, Energetic
Write, Races, Performs
Happy, Healthy, Productive, Silly
Donna

***Haiku-**Japanese form of poetry composed of seventeen syllables. Haiku is an unrhymed, three-line poem about nature.

Line 1 5 syllables
Line 2 7 syllables
Line 3 5 syllables

Loud crashing thunder
Pouring rain and shining sun,
The rainbow appears

***I wish I were** poems describe someone or something that you would like to be.

Line 1 I wish I were
Line 2 Who
Line 3 Where
Line 4 What
Line 5 Why

I wish I were
A fancy chef
In a schoolhouse kitchen
Cooking up bubbling chocolate pudding
To feed the hungry children (my own creation!!)

This proved to be an exciting program. The children were very creative and some made more than one postcard. You could encourage parents, if you are so inclined, to take part and help their young one with the creative process.

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Delacorte Press 1991

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Harper & Row 1987

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The Scarecrow Press 1981

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Alfred A. Knopf 1996

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Boyd's Mills Press 1994



LIBROS Y NIÑOS: A FIVE PART SUMMER PROGRAM

(For ages 5 – 8)

INTRODUCTION:

To accommodate Charlotte's growing Latino population, Libros y Niños was a five-week summer program developed to teach some basic Spanish vocabulary and culture with library resources. The children, both Spanish-speaking and other, came once a week for a bilingual program that included stories, songs, and games. After listening to stories, the kids made a craft related to the lesson, and then received a stamp in their "Language Leaper Passport". The last program for the summer was a fiesta, complete with food, games and a pinata. The children and their parents were proud to finish filling their passports and they each received a certificate acknowledging all of their hard work over the summer.

PROGRAM OUTLINE:

Lesson One (first week): Greetings/ ¡Hola! y ¡Adios!

The program's concentration was on greetings, basic conversation words, and some verbs. Stories included *Mama Provi* and the *Pot of Rice* by Sylvia Rosa-Casanova, and *Salta Ranita Salta* by Robert Kalan. The songs included *Ahora Vamos a Cantar* and *Chocolate* from the book and CD set entitled *Diez Deditos* by Jose Luis Orozco. After storytime the children made greeting wands.

Craft Instructions for Greeting Wands:

Supplies: 1 Popsicle stick per child, 2 pieces of card stock per child, glue, markers, and scissors
Have each child trace his/her hand on each piece of card stock and cut out. On the palm of one of the hands write the word *Hola*, on the palm of the other hand write the word *Adios*. Use the markers to decorate the hands with rings and fingernails. Once decorated, glue each hand to different sides of the popsicle stick back to back. Encourage the children to practice saying "Hola!" and "Adios!" to each other with the wands.

Lesson Two (second week): Colors/Colores

The program began with a review of the material covered in week one. After reviewing, the program concentration was on colors. Stories included *I Will Never Not Ever Eat A Tomato* by Lauren Child, *Mouse Paint* by Ellen Stoll Walsh, *Brown Bear, Brown Bear What Do You See?* by Bill Martin, and the flannel story *Balloons, Balloons (Globos, Globos, Globos de Colores)*. The songs included *De Colores*, a common Spanish folksong that can be found on *De Colores: And Other Latin American Folk Songs for Children* and *Letras, Numeros, y Colores*, both by Jose-Luis Orozco and *One Light, One Sun* by Raffi, among others. After storytime the children made tissue paper flowers.

Craft Instructions for Tissue Paper Flowers:

Supplies: Assorted colors of tissue paper cut into 8X8 inch squares, pipe cleaners
Lay the tissue paper squares onto a table. Sort them by color. Mark each pile with the names of the colors in Spanish. Have each child choose 3 to 4 different tissue squares (be sure to make them ask for the colors using the Spanish names). Stack the sheets evenly upon each other, and fold them back and forth as if making a paper fan. Take a pipe cleaner and wrap it around the middle of the tissue paper, twisting it all the way to the end. Gently separate each sheet of tissue paper, fluffing and adjusting to make the shape of the flower.

Tip: Using clothespins instead of pipe cleaners to make a butterfly can expand this project. Be sure to add a piece of pipe cleaner to the clothespin for antennae.

Lesson Three (third week): Numbers/Numeros

The program began with a review of the material covered in weeks one and two. After reviewing, the program concentration was on numbers. Stories included Mouse Count by Ellen Stoll Walsh and Five Little Monkeys Wash the Car by Eileen Christelow. The songs included *Diez Deditos* from the CD Diez Deditos by Jose-Luis Orozco. After storytime the children made fun foam number people.

Craft Instructions for Fun Foam Number People:

Supplies: assorted colors of fun foam, scissors, glue, wiggle eyes, glitter, markers, yarn
Give each child a few small pieces of fun foam. Have them choose their favorite number (0-9 is best) and have them draw and fill it in on a piece of fun foam. Help the children cut their numbers out and then allow them to use the eyes and yarn to add faces and hair. Be sure to write the Spanish number on the back of each number person (i.e. the number six could be Señor, Señorita, or Señora Seis). Magnetic strips or pins can be added to the back of these to make a refrigerator magnet or pin for the children to wear.

Lesson Four (fourth week): Animals/Animales

The program began with a review of lessons one, two, and three. After reviewing, the program concentration was on animals. Stories included Watch Out! Big Bro's Coming by Jez Alborough, Hi Pizza Man! by Virginia Walter, and Dear Zoo by Rod Campbell. After storytime, the children made animal puppets.

Instructions for Animal Puppet Craft:

Supplies: colored construction paper, glue, scissors, markers
Fold one sheet of construction paper twice, long ways to make a long, narrow rectangle. Fold the top of the paper to the middle. Flip the paper over and fold the other side to the middle. You should now have a square shaped paper that pops open like an accordion. Add eyes, ears, mouth, and nose of your animal to the top flap of the paper. Put your hand behind the middle seam and make your animal puppet talk. Be sure to write the Spanish name of your animal to the back of your puppet.

Lesson Five (fifth week): ¡FIESTA!

The final program emphasized the Spanish-speaking culture. After locating both Spain and Latin American countries on the map, the kids enjoyed a full lunch of some typical Mexican food. The children listened to some Latin American folk tales and then took turns trying to break the piñata. Folk tales told were adapted from Señor Cats Romance and Other Favorite Stories from Latin America by Lucia M. Gonzalez. Songs were selected from Diez Deditos and Fiestas, Holidays Canciones Para Todo El Año, both by Jose Luis Orozco.

After the piñata was broken and bags were filled with treats, the children were given certificates for their achievements over the summer. The children were also given time to finish collecting their passport stamps. Worksheets were given to the kids with puzzles, activities, and reference sheets on the material covered over the summer to take home with them. **Tip:** Use Microsoft Word to create nice worksheets using clip art. Also, Microsoft Publisher works well with creating the certificates and the "Language Leaper Passports", if you desire a more professional look.

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(To Be Announced)



From the Editor.....

invite our readership to submit articles to the Chapbook. Please share your tried and true special programs, or interesting projects, or upcoming events

whereby all may be informed or even motivated to try something new.

There is no deadline.

Send to:

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C/O North County Regional Library
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Or:...(preferably)....

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