

COLOR YOUR WORLD WITH BOOKS

FLORIDA LIBRARY YOUTH PROGRAM 2002
PROGRAM MANUAL



Prepared by the Children's Librarians of the
Palm Beach County Library System

*Based on contributions by the
Florida Library Youth Program Planning Committee*



Florida Department of State
Division of Library and Information Services

Katherine Harris
Secretary of State

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Office of the Secretary
Office of International Relations
Division of Elections
Division of Corporations
Division of Cultural Affairs
Division of Historical Resources
Division of Library and Information Services
Division of Licensing
Division of Administrative Services



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Trustees of the Internal Improvement Trust Fund
Administration Commission
Florida Land and Water Adjudicatory Commission
Siting Board
Division of Bond Finance
Department of Revenue
Department of Law Enforcement
Department of Highway Safety and Motor Vehicles
Department of Veterans' Affairs

FLORIDA DEPARTMENT OF STATE

Katherine Harris

Secretary of State

December 2001

Dear Youth Librarian:

I am pleased to announce that our Division of Library and Information Services, Bureau of Library Development has received a generous grant from the federal Library Services and Technology Act. Thus, once again we are honored to present the Florida Library Youth Program (FLYP) to the children and families of our state. Our exciting theme **Color Your World with Books** truly expresses the fundamental nature of Florida's public libraries that spark the imagination of children and treat them to great adventures through reading.

Your dedication and commitment to this program has created a dramatic increase in libraries participation. Last year over 500,000 children participated in the FLYP Program and this year promises greater opportunities.

Your continued allegiance to share the joy of reading with our children makes an enormous difference in their lives. We know reading provides the core for a well-educated and productive populace. Through your participation in programs such as FLYP, reading is presented in an interesting and engaging format, and more children are taught the joy of reading and the foundations for a successful life.

Again, thank you for your outstanding efforts to provide innovative and quality programs for public libraries across the State of Florida. I encourage you and your staff to participate fully in this year's Florida Library Youth Program, **Color Your World with Books**.

Yours truly,

A handwritten signature in cursive script that reads "Katherine Harris".

Katherine Harris
Secretary of State

Florida Library Youth Program 2002
Color Your World with Books
Workshop Schedule

Date	Host Agency and Location
Monday, January 28	Panhandle Public Library Cooperative System, Calhoun County Library Neal Civic Center, Blountstown
Wednesday, January 30	Alachua County Library District Headquarters Library, Gainesville
Friday, February 1	Brevard County Library System Central Brevard Library and Reference Center, Cocoa
Monday, February 4	Broward County Division of Libraries Northwest Regional Library, Coral Springs
Wednesday, February 6	Lee County Library System East County Regional Library, Lehigh Acres
Friday, February 8	Polk County Library Cooperative, Bartow Public Library Bartow

PLEASE BRING YOUR MANUAL WITH YOU
IT WILL SERVE AS THE AGENDA FOR THE DAY!

- 9:00 a.m. Registration and get acquainted. Now is your time to meet your colleagues and to start browsing the exhibits.
- 9 :30 a.m. Workshop begins
- 11:00 a.m. Break - Take time to browse exhibits
- 12:30 p.m. Lunch - Share your ideas with colleagues old and new
- 2:00 p.m. Workshop resumes – Please return promptly
- 3:30 p.m. Workshop adjourns. Return home safely with lots of ideas!



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Palm Beach County Library System Youth Services' staff for their valuable suggestions and contributions.

Color Coding or How To Use Your Manual

Your manual is designed as a workbook. Entries are listed by title. All titles were still in print when this manual was compiled in August 2001.

14 Karat Stories: Share these as read-alouds, flannel board stories, creative dramatics, etc. Have fun with these stories.

Book Talk Gems: Introduce these titles to your readers or just have them on display. A short summary is provided.

Platinum Poetry: Show children how much fun poetry can be. Enhance your program with a poem or two.

Crystal Clear Crafts: Crafts are a good way to end a story time program. The chapter dividers can be used as coloring sheets for your younger audience. In addition, a reproducible activity sheet is included at the end of each chapter.

Sterling Sounds: Don't forget to add music to the experience. You can use it to set the mood or help with your sing-a-longs.

Community Jewels: Use your knowledge about your local community to customize this section. We have provided you with some suggestions. Begin writing your letters now!

Internet Sparklers: Encourage children to search these sites. The websites were active when this manual was created. However, due to the changing nature of the world wide web, please check the sites before recommending them.

Parenting Pearls: Fun, simple activities to recommend to families to do at home.

Index: This includes two master bibliographies. The first is a listing of books found in the manual; the other includes the music. To facilitate their use, they are arranged alphabetically by title.

We hope this workbook provides you with a place to begin planning your programs to Color Your World with Books.

COLOR YOUR WORLD WITH BOOKS PUBLIC SERVICE ANNOUNCEMENTS

For further information, please contact:

Name/Title: _____

Organization: _____

Phone Number: _____

Fax: _____ E-Mail: _____

Audience: Children and Families

Start: _____
(date)

Kill: _____
(date)

PUBLIC SERVICE ANNOUNCEMENT - 10

COLOR YOUR WORLD WITH BOOKS AT YOUR _____
(library)

LIBRARY THIS SUMMER. DISCOVER A KALEIDOSCOPE OF BOOKS,

CRAFTS, MUSIC AND POETRY. THE EXCITEMENT BEGINS ON

_____. FOR MORE INFORMATION, CALL _____.
(date) (phone #)

PUBLIC SERVICE ANNOUNCEMENT - 20

A SUMMER RAINBOW OF FUN IS JUST BEGINNING AT YOUR

_____ LIBRARY. COLOR YOUR WORLD WITH BOOKS,
(library)

CRAFTS, MUSIC, POETRY AND OTHER EXCITING EVENTS. IT ALL

BEGINS ON _____. FOR MORE INFORMATION, CALL _____.
(date) (phone #)

PUBLIC SERVICE ANNOUNCEMENT - 30

TAKE A WILD RIDE ON A RAINBOW OF BOOKS. DIVE INTO A WORLD
OF COLORS AT YOUR _____ LIBRARY. THIS SUMMER,
(library)

EXPERIENCE A SPECTRUM FROM RAGING RED TO PURPLE PIZZAZZ,
WITH FASCINATING TALES, FUNNY JOKES, SILLY SONGS, AND COOL
CRAFTS. COME COLOR YOUR WORLD WITH BOOKS ABOUT ANIMAL
SAFARIS, TIME TRAVEL, UNDERSEA ADVENTURES, AND MUCH, MUCH

MORE! IT ALL BEGINS ON _____. FOR MORE
(date)

INFORMATION, CALL _____.
(phone #)

Color Your World With Books Puppet Show

(Approximate time: 10–15 minutes)

Characters

Flyp puppet (or human dressed as panther)

Chris (could be human or puppet / male, female, or animal)

Props

Easel

Palette

Gray painting

Library backdrop

Butterfly painting

Drab/colorful clothing for Chris (optional)

Scene One

(CHRIS is painting a picture. Tilt easel so the picture cannot be seen by the audience. S/he is wearing drab clothing - t-shirt, hat, etc. FLYP walks by.)

FLYP: Hey, Chris, what are you painting?

CHRIS: It's a gray cat chasing a gray mouse in the fog. (Says in a dull voice, turning easel to reveal totally gray painting. If Chris is a puppet, this could be done by placing easel on a lazy susan.)

FLYP: Hmm, that 's, uh, really grayyyyyy-t. (Draws out word.)

CHRIS: (Sighs) No, it really isn't. I'm sooo bored. I mean, there's only so much TV a kid can watch. So, what are you doing today, Flyp?

FLYP: I'm on my way to the library! Wanna come?

CHRIS: No, thanks. I need to start on my next painting.

FLYP: Oh, what's that going to be?

CHRIS: Well, since I've run out of gray paint, I guess I'll move on to another color. How does a brown dog playing with a brown ball in a mud puddle sound?

FLYP: I have a better idea, Chris. I think you need to come to the library with me and find out how to color your world with books.

CHRIS: Well . . . okay.

(Both characters leave the stage area. The easel is removed.)

Scene Two

(Library backdrop appears.)

FLYP: Well, here we are at the library!

CHRIS: Yeah. So, where are all these colors you were talking about?

FLYP: Well, Chris, what color do you want to start with?

CHRIS: How about . . . black?

FLYP: Ah, Midnight Black. That's a great place to start.

CHRIS: But . . . where do you find these colors?

FLYP: Inside the books! Oh, look! I see *Diane Goode's Book of Scary Stories & Songs*. Those stories will scare your socks off!

CHRIS: Oh, that gives me an idea for my next picture! A scary black cat on a dark and stormy night . . .

FLYP: That sounds great, Chris, but let's look for another color.

CHRIS: How about blue? Is there any blue in this library?

FLYP: Certainly! Here=s Bubbling Blue: *Canoe Days* by Gary Paulsen.

CHRIS: Neat! Could you find green?

FLYP: Sure. Here=s *Bugs!* By David Greenberg, a Growing Green book. So, Chris, do you think you=ve got the hang of it?

CHRIS: I think so. Let me look around. How about pink? Pink reminds me of bubble gum and . . . pigs. Look at this book, *Piggie Pie* by Margie Palatini. Do you think that witch will eat the pigs?

FLYP: I don't know. Let's check it out.

CHRIS: And here's a book for Raging Red called *Miss Alaineus* by Debra Frasier. I know how Sage feels. I always get embarrassed when I misspell words.

FLYP: What other colors can you find?

CHRIS: I see Outrageous Orange, Purple Pizzazz, and Yippee!!! Yellow! There's a whole rainbow of choices. Do you think I can take all these books home?

FLYP: Absolutely, just show your library card. And why don=t you also sign up for the Summer Library Program? I did! We can go together to some of the special activities the library has planned.

CHRIS: Thanks, Flyp. I know I won=t be bored any more!

(They walk off.)

Scene Three

(CHRIS is at the easel again, wearing colorful clothes now or a multicolored, paint splattered smock (if desired). Flyp approaches CHRIS.)

FLYP: Hey, Chris! What are you up to?

CHRIS: Well, Flyp, I got so many great ideas from these library books you helped me find, I couldn't wait to paint another picture. I'm just putting the finishing touches on it.

FLYP: May I see it?

CHRIS: Yes, in a minute. Just one more color . . . perfect! Here, Flyp B I made this just for you! (Turns easel around so audience can see a colorful butterfly or rainbow.)

FLYP: Wow! Thank you, Chris! This just goes to show, you really can **color your world with books!**

The End

FLORIDA LIBRARY YOUTH PROGRAM

BASIC PHILOSOPHY. While our basic philosophy and goals remain similar to that of previous years, we have made adjustments in our target audience to parallel the intent of the Library Services and Technology Act, the federal program that

currently provides funding for this statewide youth program. This year, we are again targeting "people who have difficulty using libraries" whether that difficulty results from lack of experience using libraries, lack of transportation, or language or cultural differences, and "children in poverty." We will continue to focus our efforts on reaching children where they are -- out in the community. To reach these underserved audiences, we encourage local libraries to move beyond the library walls and take their library programs out into their communities.

The goal of the Florida Library Youth Program is "to encourage children in Florida to become lifelong readers and library users." We want children to learn about the library and the services it offers, to understand that there is a wealth of information and fun waiting for them in a friendly, encouraging atmosphere. Especially during school breaks and vacation periods, we want the experience to be relaxing, pleasurable, and free of stress. We want to provide activities and opportunities for children and their families to experience the joy of reading. For that reason, we downplay numbers of books read. "How many" is not nearly as important as "how good." No prizes should be given for number of books read **unless** it is an agreed upon contract between child and librarian. We want children to share books and stories in the company of others and discover the satisfaction of reading alone, or being read to. That's why we encourage local libraries to have group programs and individual guidance.

The ability to read is one of the most important factors leading to success in life. Reading is the foundation for all other learning. Reading skills enable children to negotiate and travel the information superhighway and provide them with the ability to access information in various formats. While the Florida Library Youth Program does not provide formal reading instruction, it does provide numerous opportunities for children and their families to discover the joy of reading. Library programs provide language and literature experiences that expand children's knowledge about the world as well as providing those experience that enhance literacy.

Even though we do not encourage competition between individual children in the number of books read, this year we are encouraging libraries to track how consistently children read or are read to. Research has shown that children who read at least twenty minutes a day, five times each week, not only maintain their reading skills over the summer, but can actually improve their reading. Since our goal is to create lifetime readers and library users, we need to encourage daily reading so that it becomes a life long habit.

To that end, activities and materials for the Florida Library Youth Program are designed to encourage reading on a daily basis, whether that time is as short as five or ten to fifteen minutes each day or as long as five hours or more a day.

While “binge reading” can be fun, we really want to encourage the daily habit of reading. Libraries are encouraged to count the number of days children read on their own or they are read to by others. Invite community celebrities to a “read-in” at your library. Participate in the *America Reads Challenge: Read*Write*Now* program, sponsored by the U. S. Department of Education. Obtain materials for that and other associated programs off the World Wide Web at <http://www.ed.gov/inits/americanreads/resources.html> and make them available to people in your community. Train interested adults to become volunteer reading partners and pair them with children or outside child serving agencies. Have a designated reader program with a significant adult reading to children. Include adults in your summer library program; it is vital for children to see adults participating in reading and literacy activities. Make reading an integral part of your overall program. Work with the Newspapers in Education, Community in Schools, and AmeriCorps programs that may be in your community. Work with the Ready to Learn coordinator at your local PBS station. Integrate the “Designated Reader Campaign” from *Between the Lions* into your program. These programs all want to create a new generation of readers; this is similar to the long-term outcome of the Florida Library Youth Program.

DEVELOPING ASSETS IN YOUTH. The Search Institute has identified a framework of 40 developmental assets for children and young adults that provide a theoretical basis for our summer library reading program. Included in this framework are the following and additional assets that we can contribute towards through the Florida Library Youth Program:

- | | |
|--------------|--|
| Asset no. 3 | Other adult relationships – Child or young person receives support from non-parent adults. |
| Asset no. 15 | Positive peer interactions – Child or young person plays with children who model responsible behavior |
| Asset no. 17 | Creative activities – Child or young person participates in music, arts, or drama three or more hours each week through home and out-of-home activities. |
| Asset no. 25 | Reading for pleasure – Child and a caring adult read together for at least 30 minutes a day. Child also enjoys reading without an adult’s involvement. |
| Asset no. 34 | Cultural Competence – Child or young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. |

From the research done by the Search Institute on these 40 developmental assets, it appears that the more of the assets a child or young person has, the less likely they will be deemed “at-risk” by society. Additional information on this research and to see the entire framework, read *Starting Out Right: Developmental Assets for Children*, by Nancy Leffert, Peter L. Benson, Jolene L. Roehlkepartain (Minneapolis, Minnesota: Search Institute, 1997).

PARENTAL AND CAREGIVER INVOLVEMENT. Building on the research of the Search Institute, we have added a new component in our Florida Library Youth Program manual. Again this year we are including activities that provide suggestions for family literacy activities. This section of each chapter, Parenting Pearls, is our way of promoting family involvement. We are encouraging local libraries to provide information on activities that allow the parent and child to spend time together in literacy related activities. The purpose of these activities is multifaceted:

- To remind parents that they are their child’s first teacher.
- To involve parents in their child’s library activities.
- To provide parents with ideas for literacy activities that can be shared with their children.
- To promote parent and child together (PACT) time, a component of family literacy programs.

We hope that you will take the ideas presented in the Parent Corner and share them with the families you serve.

OUTREACH TO CHILDREN IN POVERTY – The Florida Library Youth Program is funded through a federal Library Services and Technology Act grant. This legislation provides that LSTA funded projects target “people having difficulty using libraries” and “children in poverty.” To more closely align the Florida Library Youth Program with this goal, we are encouraging libraries to provide the majority of their summer programming in outreach locations where this target population actually is. Traditionally, children in poverty have had a difficult time getting to libraries – due to distance, lack of transportation, or lack of knowledge of what the library could do for them. To counter that, libraries need to provide programs outside the traditional library setting. Libraries are encouraged to provide programs and deposit collections in locations including but not limited to:

- Camps
- Child care centers

- Churches and other religious organizations
- Community colleges
- Family child care providers
- Government sponsored child care centers
- Head Start centers
- Hospitals and other health care agencies (other than public health centers)
- Housing Projects
- Literacy/Family literacy centers
- Migrant worker camps
- Parks and recreation centers
- Private child care center
- Public health centers
- Summer schools
- YMCA and /or Boys & Girls Clubs

Develop partnerships with these and other agencies. Provide promotional materials for them to distribute to their clientele. Provide programs at these locations. Distribute reading logs during your initial visit. On a return visit, collect the completed reading logs and provide hand stamps or some other small reward to each child who has turned one in. Leave deposit collections at these outreach locations and encourage the adult leaders/caregivers/service providers to read to the children and/or provide time for the children to read independently on a daily basis.

To assist libraries develop outreach programs, a special section, “Stories to Go: Portable Outreach Library Programming for School Age Children,” was included in this FLYP 1999 Manual, *Readers on the Prowl*. Please refer to this section for suggestions and guidance in developing this important and necessary service.

Libraries are again being asked to keep track of how many outreach programs they present as well as how many people attend these programs. Since we must be able to report that a significant part of our efforts are reaching those children who previously have been underserved, please make certain that much of your local programming efforts are targeted, through outreach programming, to children in poverty.

We are also concerned about reaching children whose primary language is not English. This year, we are again providing many of the promotional materials, in Spanish. Please use these items in appropriate places throughout your community. Materials in other languages will be added in future years as warranted.

AGE AND ABILITY LEVELS. The Florida Library Youth Program is designed *primarily* for elementary school age children. Its purpose is to encourage library use for leisure and continued learning during the weeks that school is not in session. The Program tends to be recreational rather than educational in nature. This is more a matter of emphasis rather than a true difference in content. The Florida Library Youth Program allows children the freedom and time to follow personal interests and inclinations that may or may not be found in the school curriculum.

Although we realize that toddlers and preschoolers also have library needs, the primary thrust of the Florida Library Youth Program is not for that age group. The majority of libraries completing the evaluation form for the 1998 program agreed that elementary school age children are the age group that they want this program to serve. The philosophy of targeting school age children has been readopted by the FLYP Planning Committee when it met to plan the 1999 Program, the Program for 2000 and 2001, and this, the FLYP 2002 program. A focus group that met in April 1998 to discuss the FLYP Program also endorsed this target age range. This does not mean, that preschool storytimes must be eliminated, only that the suggestions for programs, bibliographies, and materials supplies through the Florida Library Youth Program will be aimed at elementary school age children. Nor does this mean that young adolescents and teens are not permitted to participate. It does mean, however, that libraries are encouraged to adapt the ideas and materials provided through the Florida Library Youth Program for both their younger and older children -- if that is appropriate for your community. For ideas on how to include teens as volunteers in your program see the section "Teen Volunteers" in the 1996 FLYP Manual, *Rhythm and Books: Feel the Beat*. The importance of keeping school age children reading during the summer and how it effects school learning has been documented in various studies. These studies have been collected and synthesized in Chapter One, "The Literacy/Learning Value of Summer Library Reading," *Running Summer Library Reading Programs: A How-to-do-it Manual* by Carole D. Fiore (Neal Schuman, 1998).

All children, regardless of ability or disability, are encouraged to participate in the Florida Library Youth Program at their local public library. Libraries need to offer adaptations, such as sign language interpreters, assistive listening devices, or visual adaptations to be in compliance with the Americans with Disabilities Act. Local libraries are encouraged to request deposit collections through the Bureau of Braille and Talking Book Services for children with limited vision or physical disabilities that prevent them from using traditional print materials. The combined bibliography/ index in this volume denotes which books are available through the Regional Library and in what alternative format (Braille or talking book). Contact the Bureau of Braille and Talking Book

Services at (904) 239-6000 or 1-800-226-6075. For detailed information on working with children with disabilities, see the 1992 Summer Library Program Manual. Additional information about working with children with disabilities can be found in *Programming for Serving Children with Special Needs* (American Library Association, 1994), an Association for Library Service to Children Program Support Publication.

Additional and more detailed information on serving diverse populations can be found in *Running Summer Library Reading Programs: A How-to-do-it Manual* by Carole D. Fiore (Neal Schuman, 1998).

MATERIALS AND INCENTIVES. Children's book illustrator and Florida resident Cheryl Nathan has again been designed the art for this year's full color poster and bookmark. The mascot character again this year is "Flyp," a Florida panther. Cheryl has also provided art for the reproducible master pack that includes our logo sheets, coloring sheet, and the reproducible reading logs. This year we are again supplying a reproducible "Read To Me" log. Due to requests from the field, most of the print promotional materials are being done in a bilingual (English/Spanish) format.

Posters - Space is provided for you to include additional information. If you need more space than provided to customize the poster, mount it on a larger sheet of poster board or foam core. Attach a pocket to the larger poster for display and distribution of bookmarks and/or program fliers. Display posters in schools, community centers, childcare centers, literacy centers, hospitals and other health care agencies, etc. – not just in the library! Since we are trying to reach people who have not been library users, we need to take our information out into the community where these potential users are.

Bookmarks - These are your first form of publicity. Use them freely during your school and community visits. Leave large quantities of bookmarks with each of your community partners and at all the outreach locations you visit. If you cannot afford to have bookmarks overprinted with your library information, get a rubber stamp that includes at least the name, address, phone number, and hours of operation for the library.

Repro Pack - While not every library will use every item in the reproducible pack, we try to provide a variety of materials so that there is something for everyone. Use what you can as is; adapt the rest for your individual library's needs.

This year the repro pack will include more than 10 pages. Many of these items will be provided in a bilingual (English/Spanish) format:

- Logo sheets
- Doorknob hanger (front and back)
- Reading log (2 sheets – cover and inside)
- Read to me log (2 sheets – cover and inside)
- Certificate
- Coloring sheets
- Membership card
- Connect the dot game/coloring sheet
- “You be the artist” coloring sheet
- Portraits of Flyp for each section of the manual

The logo sheet contains line drawings of Flyp adapted from the poster and the bookmark as well as the program slogan in several type sizes. Use the logo sheets to create program fliers for your series of programs. Add the mascot to your press releases to garner attention.

As we continue getting many positive responses about the doorknob hanger, the repro pack this year will again include that piece. If possible, reproduce this on card stock. Have children use crayons, markers, or colored pencils to brighten these privacy signs before they are cut out. To make these doorknob hangers last longer, have clear contact available so your young readers may laminate them back-to-back after they have been decorated. Encourage children (and their caregivers) to set aside a special place and time every day to read. Please remind them to report the number of days they read each week. You are requested to report that information on the annual evaluation form for FLYP.

Two sheets in the repro pack are designed to be duplicated back-to-back to create a two-sided reading log. There is a cover sheet with the program logo and space for the reader to place his or her name on the front. The inside provides places that will allow the reader to list books read.

In addition to the reading log, there again will be a "Read To Me" Log. This log will be very similar to the reading log. The outside cover has a place for child's name. Encourage children to add the names of their reading partners.

The inside of both the reading and read to me log will look similar with wide lines

that will allow the reader/listener to list the books they read independently or that someone has read to him or. Add additional inside sheets as the children “visit” more reading destinations. Feel free to customize the inside of the logs as you see fit. Add categories or genres for books read. Add library-related activities. Use a rubber stamp to validate the child’s trips and adventures. The back cover of both the reading and read to me log have a modified calendar so children can keep track of the days they read over the course of the summer. *Please encourage children to complete this and report that information to library staff. **Please compile these figures and report the number of days children in your community have read over the course of the summer on the annual program report.*** While you may want and need to collect other data elements to report to your local stakeholders, the State Library does need information on the total number of days that children read during the summer.

Incentives – This year, libraries will again be receiving reading incentives. The incentives distributed statewide to participating libraries will be a rainbow pencil with the program slogan incorporated into the design.

Prizes and completion – The Florida Library Youth Program does **not** give prizes to children in competition with each other to see who can read the most books. It is not a competitive program in which one child is the winner and all others are losers. Rather, in as many ways as possible, local libraries need to devise methods to make every certain that every child feels a sense of achievement and pride in accomplishment. This is where we walk the thin line between incentives and competition. Rewards for completing individual contracts, rewards and recognition for number of pages read or number of minutes read, for coming to specific programs, or for teamwork should be handled in such a way that there are no losers. Exactly how this is done varies with the children you serve and requires judgment on the part of the librarian.

Remember, as we stated at the beginning, the goal of the Florida Library Youth Program is “to encourage children in Florida to become lifelong readers and library users.” We want children to learn about the library and the services it offers, to understand that there is a wealth of information and fun waiting for them in a friendly, encouraging atmosphere. Especially during school breaks and vacation periods, we want the experience to be relaxing, pleasurable, and free of stress. We want to provide activities and opportunities for children and their families to experience the joy of reading. We hope that you and your community will participate and enjoy the Florida Library Youth Program 2002.

Cheryl Nathan Our Artist

I grew up in Los Angeles, California with my father, mother, brother and our dog Pepi. For as long as I can remember, I have been an artist. My mother loves to tell the stories of how she would be pushing me along in my stroller, and strangers would praise my coloring abilities as I colored within the lines of my coloring books. Then one day, my kindergarten teacher, Mrs. Nickerson, asked my mother to come in for a conference. As I played in the playground, my mother was awarded a paintbrush for me to take home. WOW! There was no turning back at that point. My favorite drawing partner was always my dad. Together we would sit at the dining room table and sketch whatever we were in the mood for that day.



Around the time I was eight years old, I started learning other fun methods for creating art. One of my favorites was, and still is, collage. It is like putting a puzzle together. Using colorful paper, you cut out fun shapes and glue them together to create images.



When I graduated from high school, I decided to go to the Art Institute of Fort Lauderdale, and study Advertising Design, with the hope of becoming an illustrator some day. After graduating from the Art Institute, I worked for advertising agencies, design studios and a newspaper. Eventually I was hired as an art director for a book publisher, where I worked on all kinds of books, designing them, drawing the art, and formatting them in the computer.

While working for the publishing house, I was lucky enough to meet Lisa McCourt. Lisa is author of *I Love You Stinky Face* and the *Chicken Soup for Little Souls Series*. Lisa was the editorial director of the children's book division. We became really good friends, and Lisa hired me to illustrate my first picture book for children, *Bugs and Beasties ABC*. Since then, I have illustrated a total of eleven picture books for children, with the twelfth in the works right now.

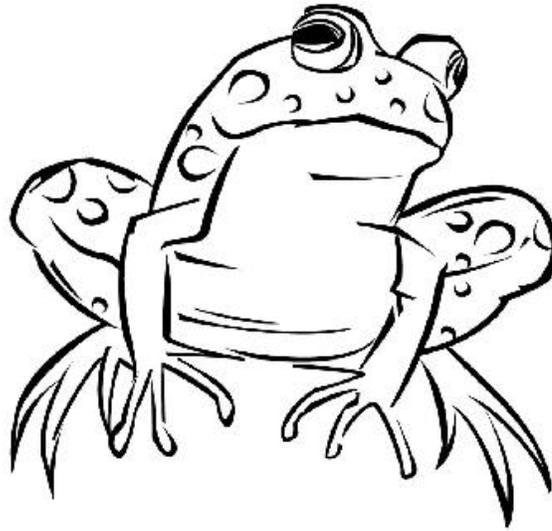
Even when I am not working, my playtime is often with art. I have gone on trips to paint in watercolors. I have gone to Colorado to create sculptures in stone, and more recently I have tried sculpting with glass, using a sand blaster. Wow, is that fun!!! Every time I try something new it always helps me to grow as an artist. It can help you to see what is possible.

As an artist I have had some fun experiences happen to me. Once while showing my paintings in a local art show in South Florida, I was approached by an actress from a popular TV show from that time. The show was *Miami Vice*, and the actress was Olivia Brown. She commissioned me to paint her portrait, and then offered me a space to display my work in her new gallery she was opening here on Miami Beach. It was very exciting!



Then almost three years ago, something even more exciting happened. I received word that my collage work in *The Long and Short of It* was one of the chosen books to be displayed at The Original Art show held at The Society of Illustrators' exhibit in New York City. I was very honored, and flew out to New York to be at the opening.

Today I split my time between my illustration assignments and giving presentations at schools and libraries with Lisa McCourt. We have a creativity-motivation program called *Dream It, Do It!*, in which we talk about writing and illustrating books. We help kids see that anything they dream is really within their reach.



To see more of my work or get more information about *Dream It, Do It!*, please visit my website at cherylnathan.com. I started out coloring in my coloring books, and now I illustrate books for children. I have a great job!

Color Your World with Books

Evaluation for the Florida Library Youth Program 2002

Please read this evaluation form immediately to acquaint yourself with these questions.
Each participating library outlet must complete one form.

This form is being provided in hard copy for informational purposes only. All evaluations are to be submitted on line.

**PLEASE SUBMIT ALL COMPLETED EVALUATION FORMS BY
SEPTEMBER 1, 2002 TO:**

Evaluations are to be submitted on line at

http://dlis.dos.state.fl.us/bld/Youth_services/BLD_youth.html

then click on the **FLYP 2002 Evaluation** button

If you are experiencing difficulty electronically submitting your evaluation form, please contact the FLYP coordinator at 850-245-6600.

Thank you in advance for your input!

LIBRARY

SYSTEM/COOPERATIVE _____

BRANCH/MEMBER LIBRARY _____

ADDRESS _____

NAME AND TITLE OF PERSON IN CHARGE OF FLYP AT THIS LOCATION

Phone number () _____ E-
mail _____

I. STATISTICS: Programs and attendance at **all** library programs targeted to school age youth during the summer of 2001 (approximately May 1 through August 18) presented by this library. **Do not** include school visits in April or May used to promote the program. **Do** count family programs. Don't forget to count adults and teens that participate in programs, too.

A. Outreach Programs

1. Number of programs presented at outreach locations: _____
2. Attendance at outreach programs: _____

B. In-house Programs

1. Number of programs presented at library locations: _____
2. Attendance at in-house programs: _____

II. MOTIVATION

A. The goal of the Florida Library Youth Program is "to encourage children in Florida to become life long readers and library users." What evidence can you provide to support that we are reaching that goal?

Comments: _____

B. Total number of DAYS read as reported on reading logs _____

III. MATERIALS

Please help us determine the effectiveness/usefulness of the promotional materials that are provided **statewide**.

General comments about materials:

Are there any materials that you would delete for future programs?

Are there any materials that you would like added to future programs

IV. MANUAL

Please assist us in determining the effectiveness/usefulness of the Florida Library Youth Program 2002 Manual.

What was (were) the most useful/successful part (parts) of the manual? _____

What was (were) the least useful/successful part (parts) of the manual? _____

Any other comments about the manual, its arrangement or content that you would care to share:

Please check all outreach locations where programs are presented. If types of agencies you work with are not listed, please indicate them in "other."

- Camps
- Churches and other religious organizations
- Community colleges
- Family child care providers
- Government sponsored child care center
- Head Start
- Hospitals and other health care agencies (other than public health centers)
- Housing Projects
- Literacy/Family literacy centers
- Migrant worker camps
- Parks and recreation centers
- Private child care center
- Public health centers
- Summer school
- YMCA and /or Boys & Girls Clubs
- Other: _____
- Other: _____

Comments regarding impact of outreach programming on your community and library:

C. How does the total attendance this year compare with last year's program attendance?

___ Better attendance

___ Approximately the same

___ Lower attendance

___ Did not participate last year
(Library participation – not personal!)

To what do you attribute the change?

V. FUTURE

A. The Library Services and Technology Act states that programs must be targeted to “persons having difficulty using libraries” and “children in poverty.” What suggestions do you have so that we may provide programs that meet the needs of these underserved audiences? How can we better meet the goals of the federal act?

B. Who would you recommend to be on the FLYP Planning Committee? (Remember, you may recommend yourself.) Please include name and library where the person you are recommending is employed.

C. Do you have a suggestion for a theme for the 2004 or 2005 program? _____

VI. IMPACT: Please share any stories about how FLYP has impacted the children and families in your community. Use an additional sheet of paper if necessary.

VII. ADDITIONAL COMMENTS, CONCERNS, OR SUGGESTIONS

The Florida Library Youth Program belongs to all of us. We'll listen to what you say. Many of the changes over the years have come from your comments and suggestions. Please help us improve the Program by writing comments, concerns, and suggestions on an additional sheet of paper.

NOTE: IF YOU HAVE SAMPLES OF PROGRAM ANNOUNCEMENTS, FLIERS, PHOTOGRAPHS, NEWSPAPER CLIPPINGS, VIDEOS, ETC., FROM YOUR PROGRAMS THAT YOU WOULD LIKE TO SHARE, PLEASE SEND THEM TO THE STATE LIBRARY VIA REGULAR MAIL.

THANK YOU!