
SOUTH JERSEY REGIONAL LIBRARY COOPERATIVE

YOUTH NEWS

SPRING | SUMMER 2005

Centers Make Reading Come Alive

Library at Pine Acres Early Childhood Center is a very exciting time. Students in Pre-Kindergarten, Kindergarten, 1st Grade, and 2nd Grade come to the library once a week. There are many things the children do here to make reading “come alive”.

When students first arrive, we gather together in the “Reading Area”. There the children sit, while I read them a story from my rocking chair. Selections are made from the 100 Picture Books Everyone Should Know/NYPL List. Twenty-five books from the list are read to each grade throughout the year. In this way, by the time the children leave Pine Acres Early Childhood Center, they will have been exposed to all 100 books.

One of the favorite activities of our students is “Center Time”. Different centers are set up throughout the library, and students have the opportunity to work at whichever they choose.

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Guest Editor:
Ellen McCann
Union Valley
Elementary School,
Gloucester Twp.

Snippets

The dictionary defines snippets as “small and often interesting pieces of news, information or conversations”.

When asked to be the guest editor of this issue of the Youth News, I wanted to present short pieces that would spark that feeling of “Oh yeah, I forgot all about that.” or “What a cool idea! I’d like to try that!”

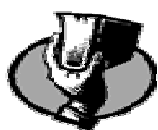
Snippets can bring life to any program.

Ideas are everywhere!

Enjoy!!

Ellen McCann
Union Valley Elementary School
Gloucester Township
Public Schools

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Book Swap



This is not a new idea, but it is a lot of fun. Students are encouraged to bring in books (we limit them to 5) that are in ‘gently used’ condition – cover on, no rips, tears or bent edges. They receive 1 ‘book buck’ for each book. Book Bucks are color coded by grade level – so a student bringing in two first grade books and one second grade book will receive two first grade book bucks and one second grade book buck. During their next library class, all of the books brought in are displayed on tables according to grade level. Students then spend their ‘book bucks’ for some new reading material.

- We have found that a clipboard with a blank class roster is helpful to record book bucks issued – they do sometimes get lost.
- Grade level boxes are kept in our storage area with books that have been donated (you know – those big bags of books that come in after winter or spring cleaning) that could be used for swapping. This helps to supplement the books brought in by students during the Swap.
- It helps to encourage students to try to bring in books that are at their grade/interest level or within a year of their level. Otherwise, a fourth student who brings in a Clifford book, may go home with Curious George.

With the current budget crunches, our book fairs have become an added source of book purchasing income. We are fortunate to hold two a year, November and April. We have started, by parent request, to hold two Book Swaps a year, February and June (summer reading!). Interestingly enough, the knowledge of the Book Swaps seem to encourage book buying and sales have increased.

Ellen McCann, Union Valley Elementary School
Gloucester Township Public Schools

What to read...
what to read...
and I only have
10 minutes to find it.



-middle schooler's refrain

Sure, we have those readers whose faces are always into books, who get their books from other libraries and bookstores, who know the stacks up and down and can find their own choices themselves, thank you. They are the silent minority.

Most of our kids need help choosing their books for independent reading. If they are mostly using our school library for their books (and they mostly are), we find at Ann Mullen Middle School that our "readers' advisory" services must provide an every changing variety of displays, booklists, and ideas to help kids find their "really good books."

From the flyer that says "How do I find thee? Let me count the ways," to individually picking special books for special kids, here are ideas that are working with our 1200 middle schoolers right now. Please share yours, because the new gets old very quickly in the adolescent's world.

- ✓ Central display rack with large signs featuring Boys Best and Girls Best, as recommended by professionals AND by students.
- ✓ Large hall bulletin board with 8X!" black and white photos of staff members

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The Reading Mother



By Strickland W. Gillilan

**I had a mother who read to me.
Sagas of pirates who scoured the sea,
Cutlasses clenched in their yellow teeth,
"Blackbirds" stowed in the hold beneath.**

**I had a mother who read me plays,
Of ancient and gallant and golden days,
Stories of Marmio, and Ivanhoe,
Which every boy has a right to know.**

**I had a mother who read me things,
That wholesome life to the boy heart brings,
Stories that sir with an upward touch.
Oh, that each mother of boys were such!**

**You may have tangible wealth untold;
Caskets of jewels and coffers of gold.
Richer than I you can never be.
I had a mother who read to me.**

Just wanted to share a favorite poem.

It is what we are all about – helping students find all those wonderful places and experiences.

It's a tough job in today's technical, video world.

It is a very good thing that we are all here to do this job!!

Open House

This is an activity which began about ten years ago, when I was working between two small elementary schools. Due to renovations in the library of one of the schools, it was closed during the annual 'Back to School Night'. So, we decided to have an Open House in the library at a later time. Ten years later, and in a larger school, this still remains an annual tradition.

A full week is set aside for this activity. Parents are invited to visit the library with their child during their regularly scheduled library time. Individual invitations are created for each class and reproduced for each child to take home. On their designated day, parents meet their child's class at the library door. The children and their parents find a comfortable spot in our story area to listen to story. Parents and children go out to the shelves to find books to check out. They are then invited to have some refreshments and find a spot in the library to read together.

I have tried this activity during different times of the year – fall, spring – but I find it works most successfully in December. We

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The Halls Are Alive with the Signs of Reading

When entering Union Valley Elementary School, our Media Center is directly in the center, surrounded by long corridors leading to the classrooms of each grade level. These walls have become a haven of advertisement for an assortment of school wide reading programs and potential reading titles for students (and staff!).

Literature Quilts

During the chilling fall months, our students create Literature Quilts that adorn the walls of the long hallways on either side of the media center. The first week, students discuss quilts, quilting and hear the story which will be the theme for their class quilt. Our library assistant is a quilter and brings in quilts, complete and in progress, to enhance their understanding. Then, on week two, each student in grades 1 through five creates two quilt squares, based on the theme of the story they heard the previous week. These squares are mounted on large sheets of brightly colored paper and placed in the hall with signs identifying the 'story behind the quilt'. This activity was inspired by the book Literature Quilts Made Easy, however, we have now started to create our own squares for some of our literary favorites, such as a bowtie square and a bowler hat/cane square for the Caldecott winner Song and Dance Man.

Snowmen

As cold weather sets in and children begin to watch for those first snowflakes, we begin to build snowmen. A large silhouette of a

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and students, even a few parents, and the titles of several favorite books from each.

- ✓ Bookstore style end-of-range displays constantly changing, which feature anything and everything current – seasonal sports, award winners, newsworthy authors, movie tie-ins, self-help, etc. etc. etc.
- ✓ Small tables covered with seasonal fabric often featuring holiday displays, but also themes like graduation.
- ✓ Bibliographies of in-house books to tie into curriculum (fiction titles about native Americans, fiction titles about ancient civilizations) or to provide a starting place for those frequent requests (If you like Harry Potter, mystery starter, dealing with death). We now add the Accelerated Reader data to our bibliographies.
- ✓ Book talks – you can never do enough. We are using many professional book talk books, marking those titles the library has, and providing collections of the books with the teacher's book to classrooms. Books that never go out – get picked!
- ✓ Handouts of award winners, book reviews, web sites – which are also used for ever-changing individual book display spots. The individual book display sheets are laminated, kept handy at the circ desk, and rotated daily as the books get picked/returned. A popular set has been the One Book New Jersey list.
- ✓ Purchase of large quantities of the must-reads, like Harry and the Series of Unfortunate Events. Keeping the waiting list down is important
- ✓ Designating certain books for certain groups only (at least for a while) makes those suddenly desirable and special. For example, a small collection "For 8th Graders Only" has some formerly reluctant 8th grade boys coming back for more ... even going on reserve for them.

A final note...classroom teachers have more student contact time than the library staff in middle school. They can often include student activities like designing book jackets, videotaping book talks or skits, producing posters to sell books and more that could be used by other teachers or in the library as well. I once begged a lovely piece of student art that perfectly represented (to me) Clive Barker's Thief of Always. It helped sell that wonderful book and the student artist was pleased.

Marty Rudolph,
Ann A. Mullen Middle School
Gloucester Township Public Schools

OPEN HOUSE, continued from p. 2

generally have a full house with each class, K through 5. Refreshments are hot chocolate and cookies, graciously supplied by parents who are more than willing to share their holiday baking. Our guest list has grown to include grandparents, who often can come for a working parent. I tell the children that this is their special day – "You are the hosts and hostesses. I am merely the entertainment." They come in their 'party outfits' and their behavior shines to the occasion. Although the room is full of people, the parents go off to read with their child. Parents often gather a child or children whose guests could not come to their table or area and read to the group.

An open house is a wonderful way to publicize and promote your program. Parents become very supportive and interested as the children share 'their library' with them. I have an album of pictures and many fond memories of our annual Open Houses. It is an activity that I highly recommend and would never give up.

Ellen McCann
Union Valley Elementary School
Gloucester Township Public Schools

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snowman appears for each classroom, with the name of the teacher written on its scarf. Students work diligently at building their snowman by turning in snowballs to the media center that have their name and the title of a recently read book. When the snowman is completed, it receives a hat, buttons, and a carrot for a nose. Teachers have taken this project and individualized it. Some continue to collect snowballs, even after their snowman is complete. (Of course, their efforts are rewarded by a special activity in the media center!) Older students have been challenged by their teachers to earn their snowballs in a variety of ways – number of pages in a novel, titles in a specified Dewey range, biographies, specific genre, etc.

Jelly Bean Jars In the spring, students are greeted with the challenge to fill their respective jelly bean jars. Silhouettes of jars appear in the hallways with the name of the teacher written on the jar lid. Students submit paper jelly beans to the media center with their name and the title and the title of a recently read book. The reward of a completely filled jar is a bag of jelly beans to be shared with their classmates. **Hint:** Don't forget to include a staff jar. We located ours outside the office door. Staff members recorded their own reading titles. Several staff members commented that they were able to find a new author or title to read.

Holiday Lights The Ellison dye for the large holiday light bulb is a great venue for recording favorite titles. These can be hung at drop ceiling height in the hallways. If started in September, the school will be 'ablaze' with reading titles by the winter holidays.

Pennants Again the Ellison dye for the large pennant gives us a great way to challenge students to advertise and root for a favorite title, character or author. Students were sent home in June with a pennant to design using a favorite title read during the summer. Naturally, these went directly up on the walls in the hallway.

Sand Pails One spring we challenged our staff to record, on a large sand pail, three children's book titles they would enjoy reading. We also asked them to let us know their favorite reading spot – on the deck, on the beach, in a hammock, etc.

Reading Rainbow A fun spring activity is to build a reading rainbow that can travel through the library and out the door. Three or four inch squares of the six primary colors worked best for us. Students record book titles on each square. We found this to be a unified school activity as opposed to a grade level competition (whose snowman is finished first?) This one is a bit tedious to hang but looks impressive to students.

Oh the Places We Went This summer's challenge comes in the form of the Ellison large camera shape. Students will be asked to 'picture' the setting of a favored book read this summer. We are hoping to see everything from castles to the high seas! Titles and authors will be a must to help guide interested readers.

One of my 'outside the library' duties each day is to stand at one of the hallway intersections during morning dismissal. Steno pad in hand it is a great place to communicate with staff – those 'by the way' type conversations that help you as a facilitator. But my favorite part of this task is watching the students carefully examining the current hallway reading displays – sometimes to identify their own work, but very often to hunt up some new great titles!!

Ellen McCann
Union Valley Elementary School
Gloucester Township Public Schools

The Giving Tree

This idea was not my own. During the cold months of winter, several years ago, I was attending a youth soccer game on school grounds in the South Jersey shore area. My librarian's curiosity (as well as my desire to warm up a bit,) took me inside the school's library which also served as a public library. As I walked in, I encountered a large paper tree with green leaves, each indicating books donated to the library.

At Union Valley we chose a large empty wall in the back of our media center and sought the talents of our art teacher, who kindly penciled in a sketch of a tree trunk and branches. Trunk and branches, which extend above a nearby bookcase, were painted and our 'giving tree' had sprouted. A.C. Moore's was a source for stamps of assorted leaves, about 3 to 4 inches in length. Each child, parent or staff member who donates a book has their name and the date placed on a leaf that is a permanent part of the wall. A wing chair strategically located 'under the tree' makes an inviting place to read.

Many have several leaves to their credit. Any donated hardbound book receives a book plate for the occasion, placed inside the front cover, denoting the person's name and occasion (We use Print Shop/Labels/5164/Address for bright colored personalized labels.). The donor is the first to 'check out' the book. Donation programs include Birthday Book Club, Graduate Donations for 5th grade students, Adopt a ... (animal, author, sport, etc.). Many of our staff members have also sought to add their name to the tree. And of course, during the month of April (Arbor Day/Earth Day) we sit beneath the 'coolness of the tree' for our story sharing.

Ellen McCann, Union Valley Elementary School
Gloucester Township Public Schools

Getting Our "Wiggles" Out and the Story Candle

When students come into my Early Childhood Media Center at Pine Acres School, we always meet on the rug in the story area. As I sit in my rocking chair, students find a seat on the rug. When everyone is sitting, I tell students they can get their "wiggles" out while I am lighting our special story candle. Students shake their "wiggles" out so that they will be able to sit still and listen to the story. Once our special story candle is lit, the wiggling stops. When the candle is lit, students know they need to be quiet and give me their attention. They also know that hands do not get raised unless a question is asked or there is an emergency situation. I then tell the students that I am ready to read and that they should sit "pretzel legs", "peanut butter hands", and "marshmallow mouths". Once we are ready, I can begin my story.

Michelle Tullio
Pine Acres Early Childhood Center
Wenonah

Public and School Libraries Working Together

The Gloucester Township Elementary School has been working with the Gloucester Township branch of the Camden County Public Library System throughout the school year. The program involves the children's librarians from the Public library as well as the librarian at the elementary school. There are many wonderful aspects throughout all the grade levels with this program. The students have become inspired to visit their public library and take advantage of the many wonderful aspects that are available to them through the public library.

The students in kindergarten and first grade visited the library and enjoyed hearing a story read by a children's librarian at the branch. Once they finished their story time they completed an arts and crafts project with the librarians. The students also explored the collection and were encouraged to come back to the library to check out books with their parents. Following their visit, the librarians came to visit the school during their library time and brought some of their brand new books that the children had never heard before. The students also gave the librarians a tour of their library and where they find books when they come to the library. The students greatly enjoyed both going to the public library and having the children's librarian visit them in their own library.

The students in grades two and three attended the public library in the fall and were able to check out books. Prior to our visit, parents filled out all the information the students needed to be issued their very own library card. Students were excited and anxious to be able to check out books with their library card. When students arrived at the public library, they experienced a story time, discussion, and were given a tour of the entire library. The students greatly enjoyed learning about the different genres available at the library as well as all the media that's available for check out. Once the students were finished with their tour they were given the opportunity to check out three books from the library. Students were overjoyed by the number of books the library had and the amount that they were interested in. Later in the year, the librarians came back to visit the students and did a small story-time with them. Throughout this year, the students have been checking out books at the public library and using it as an additional resource when doing book reports or researching topics. The students have made the public library an integral part of their education and information searching process.

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Critical Thinking Skills and Web Site Evaluation

By Michele Burton – MA graduate of Rowan University

Students in the twenty-first century need to be able to think critically, rationally, and logically. Today, there are many more sources of information, both print and electronic, available to students. It is becoming increasingly difficult to ensure that students can derive meaning from the massive amounts of information. It has become a central role of school library media (SLM) specialists to help provide the future leaders and citizens of our country with the necessary information literacy skills.

Through the use of technology today, it is clear that the internet is dramatically changing how our students learn, and how we instruct our students. The use of the world wide web (WWW) is definitely transforming our institutions of learning. In fact, online research seems to be as important as “reading, writing, and arithmetic.” Students, at all levels, need to become familiar with online resources, and develop skills to find their own information and answer their own questions.

Educators want the children, under their supervision, to have the best opportunities to learn and enrich their lives. The greatest change within technology to affect the field of education is internet availability. The internet offers students remarkable opportunities. It allows them to access information in order to support information needs that range from researching school assignments to exploring their personal interests. However, the internet will not automatically or magically revamp education for the better. For SLM specialists, there is an obligation to prepare our students to function and thrive on the information superhighway. Students must be taught effective techniques to search, retrieve, collect, exchange, and evaluate information.

The internet provides access to a tremendous amount of information; however, anyone can place almost anything on the internet. We must teach our students that no one filters the information on the internet or checks it for accuracy. Therefore, it is extremely important that our future citizens and leaders, who are presently our students, know how to review material on the internet with a “critical eye.”

With the continuing growth of the WWW and the vast amount of information that is available, students need to be able to critically evaluate web sites for authority, accuracy, credibility, authenticity, and currency. The internet supports freedom of speech; therefore, anyone is free to publish information or an opinion on the internet. Even though the internet can reveal valuable and factual information for students to use, it is also filled with rumors, gossip, and falsehoods. Often, students do not seem to be aware that inaccurate information is posted on the WWW, and that the information they find needs to be questioned and challenged. As SLM specialists, it is our responsibility to give students the necessary skills to become critical

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At the “Author/Illustrator” center, students work on prewriting, writing, and drawing activities that coincide with the story of the day. At this center, you will find paper, pencils, crayons, and markers, as well as a chalkboard and a whiteboard. Sometimes, there is even a craft that goes along with the story we have just heard. On the wall there are posters with the letters of the alphabet and a monthly word wall to help the students with their spelling. When library time is over, students may either take their work home with them or place it in their library folder to work on again the following week.

At the “Imagination” center, students can really tap in to their own creativity. At this center, they may use puppets at the puppet theater or the felt board for story reenactment or story creation. Students may also use puzzles, dominoes, and/or pattern blocks.

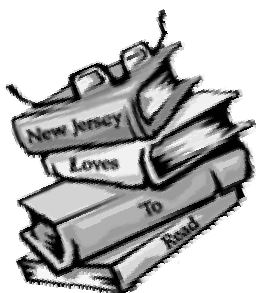
At the “Magazine/Big Book” center, students can relax on a cushion while browsing through the various periodicals and big books. Students may look at the periodicals and big books by themselves or with a partner.

At the “Listening” center, students can listen to various books on tape. Books on tape are chosen based on theme or relevance to story shared at story time. Students follow along and are prompted when to turn the page.

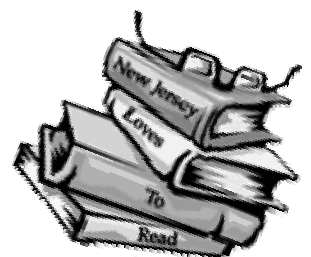
The “Computer” center is quite popular among all the age levels. Here students use appropriate software and/or pre-selected web sites. Students may work alone or with a partner and are monitored by myself.

In the beginning of the year, students are assigned to a particular center and then they rotate weekly until they have visited all five. Once they are familiar with the centers, they may choose whichever they like. The library is a very “happening” place at Pine Acres Early Childhood Center. Students are active participants in making the reading “come alive”. At our library there is never a dull moment and that’s what makes it such a fun place to visit!

Michelle Tullio
Pine Acres Early Childhood Center
Wenonah



WWW.NJAC.ORG
New Jersey State Library's
Youth Services Webpage



Snippets

Hugs and Kisses

Being prepared on library day is a tough job for some of our young students. Our first graders are rewarded, when the whole class is prepared, with 'hugs and kisses' - Hershey's of course. (Don't forget to reward the teacher!)

Never Judge a Book by Its Movie

This is our motto at Union Valley, displayed as a banner on a prominent wall. The banner is surrounded by small posters, each listing the title of a book (which became a movie) accompanied by pictures of both the book cover and the movie. It has amazed many students, and adults, that there was a book before some of the favored movies. We started the collection of posters, but, students have helped in adding to the list. Our most recent discovery was "Mulan", based on Fa Mulan by Robert San Souci.

Subject Labels

These are a must in an elementary library! I'm sure most everyone is using them, but maybe there is that one person out there that wasn't aware they existed I start teaching with these in Kindergarten. Students become familiar with dog labels for dog stories, paint brush labels for Caldecott (GOLD MEDAL) stories, etc. When faced with shelves of books and a limited time to select, students use the labels in our Everybody (easy reader or picture book) Section to find books of their liking. We have even started producing our own - author labels, ghost stories, bear stories – based on students requests for certain types of stories. We also use these in our biography and fiction section as well. Students often are searching in the biography section for an athlete, musician, etc. so they look for a music label on the spine of the book.

Booklists/Activity Pages

What to do with those active little ones who are waiting their turn to select their library books? I like to bring them over to the shelves in small groups (6 to 8 maximum) so that I can help them with their choices (sell the merchandise, as it were). That leaves the balance of the class sitting at tables awaiting their turn. It seems to help to have an activity sheet for them to work on, always to the theme of our book sharing this week. On the back of these is a note to students/parents recalling the stories we heard about and other stories on that theme or by that author. Some students come back with the list in search of some of the titles and parents have comment that (now that they know the list is there) it is helpful when at the public library or bookstore.

Background Music

Some of our lessons are active ones, so I have found it helpful to make a distinction between that active time and quiet book selection and reading. We use quiet classical music in the background. Students know this signal even when entering the library for individual activity or book checkout. This music can even be connected to the theme of the lesson. For example: During our spider lesson, when the students hear the stories of Anansi, I play a quiet version of Eeensy-Weensy spider sung by Carly Simon.

Come On In and Keep Them Reading

Our school, like many, utilizes a blocked schedule which allows for library visitation once a week. As a mother of four, a teacher, and a librarian this concerned me. Stimulating a child to read by selecting one or two books and asking them to be content with them for seven days just didn't work for me. So, we instituted a library pass program (I found this to be successful in the two small schools I was previously in and in the large library I now call home!). Each classroom teacher, grades 1-5 has 6 passes (Print Shop created, laminated, color coded by year). The circulation desk is located by the door and constantly manned by either the library aide or volunteers. Students have been **taught the manners and behavior expected with these passes** (and you may have to send a student or two back to reinforce the point). Students love to be able to come in and select fresh reading material. I find my circulation numbers are up, students are more excited about titles and authors because the waiting periods are shorter. Teachers and parents are thrilled. It is definitely worth the effort.

Ellen McCann
Union Valley Elementary School
Gloucester Township Public Schools

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thinkers in order to evaluate web sites and to identify reputable sites. The time is indeed upon us to rethink how SLM specialists teach critical thinking skills to students. It is no longer sufficient to merely teach students how to locate and retrieve information.

A valuable checklist that I came across while researching this topic offers some useful skills and strategies for “Web Evaluation” written by M.A. Fitzgerald (1997, Critical Thinking: Tools for Internet Information Evaluation):

- Scan document, read first three sentences. Ask: is this page relevant? (4th grade).
- Ask question: what is the purpose of this site? (6th grade).
- Think like an editor. Use what you know about writing. What should be changed in this document? (6th grade).
- Don’t make up your mind too soon. Identify different perspectives. Collect evidence to support each one. Make choices or decisions based upon the evidence. (8th grade).
- Build knowledge from a variety of sources. (4th grade).
- Follow up on author credentials and references. (4th grade).
- Separate fact from opinion. (3rd grade).
- Evaluate arguments (isolate and identify; identify fallacious ones and disregard). (5th grade).
- When you hear yourself think, “I don’t understand” or “this doesn’t make sense,” stop and examine reasons for this thought. (4th grade).
- How opposites are used. (5th grade).
- Examine how feelings are expressed. How do they show bias and purpose? (6th grade).

Fitzgerald wrote two other informative articles on this subject. “Misinformation on the Internet: Applying Evaluation Skills to Online Information” (Fitzgerald, 1997) that named, described, and classified misinformation types that exist on the internet. In addition, a set of nine critical thinking/information literacy skills were proposed to help teachers teach how to evaluate information on the internet. Also, Fitzgerald wrote the article “Critical Thinking 101: The Basics of Evaluating Information” (Fitzgerald, 2000) that suggested instructional strategies for SLM and classroom teachers. It was interesting to note that Fitzgerald highly recommended that the evaluative strategies would be most effective if they are collaboratively implemented by both the SLM and teachers.

The article “Teaching Critical Evaluation Skills for World Wide Web Resources” (Tate and Alexander, 1996) provided librarians with a three part lesson plan to assist them with the challenge of teaching students how to apply critical thinking skills to web-based research. A five part criteria checklist is explained in great detail (Authority, Accuracy, Objectivity, Currency, and Coverage). In addition, the authors reinforced the importance of using hands-on practice of identifying a well-designed and poorly designed web page. Another article called “It Must Be True. I Found It on the Internet!” (Schrock, 1996) presented a lesson plan which provided students with the skills needed to evaluate the accuracy,

See *THINKING* continued, next column

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authenticity, and applicability of information found on the net. Finally, an article titled “Producing Information Consumers: Critical Evaluation and Critical Thinking” (Schrock, 1999) provided valuable web site addresses to other pertinent information dealing with web site evaluation.

During my research, I found three articles that provided valuable internet sites with established evaluation criteria checklists and rubrics to be used during instruction with elementary, middle, and high school students. The articles were: “A School Media Specialist’s Introductory Guide to Developing Critical Thinking and Inquiry Skills Using Web-based Resources and Activities” (Champelli, 1996), “The Art of Evaluation” (Junion-Metz, 1998), and “No, It’s Not All True” (Minkel, 2000).

One individual who has written a wealth of information on the topic of web site evaluation is Kathy Schrock. She has developed practical and useful checklists to be used during instruction with students. Schrock has two outstanding internet sites that deal with web site evaluation. The first web site is titled “The ABC’s of Web Site Evaluation” (<http://kathyschrock.net/abceval>). This site provides links to other useful articles and information pertaining to web site evaluation. The second web site is called “Kathy Schrock’s Guide for Educators: Critical Evaluation Surveys and Resources”: (<http://school.discovery.com/schrockguide/eval.html>). Also, Kathy Schrock wrote a very good book called Evaluating Internet Web Sites: An Educator’s Guide (1997).

SLM specialists must recognize their role in teaching the skills of web site evaluation. Through the collaboration with classroom teachers, integration of projects across the curriculum, and regular use of technologies, SLM specialists can profoundly influence the critical thinking and evaluative skills of students. SLM specialists are the professionals in the best position to teach these skills because of their background experience and educational training.

From an educational standpoint, if the internet is to continue to be used as a credible resource, then children must learn how to challenge the quality of the information they confront. Evaluation is a skill that should be instilled in students over a period of years. SLM specialists are in a unique position to ensure that critical thinking skills and web site evaluation are developed in students because they often have contact with the same students over a period of several years. Teaching these skills should be an essential component of our responsibility as school librarians. The time is indeed upon us to rethink what and how we affect the lives of the children we teach. It is no longer sufficient to merely instruct students how to locate and retrieve information. SLM specialists need to assist them to develop the skills to evaluate information by questioning, challenging, analyzing, comparing, and synthesizing it. Critical thinking skills and web site evaluation are essential skills that will assist our future citizens to be information savvy in a digital environment.

For a copy of the references used, please contact Denise Saia, ftpl@yahoo.com, co-editor of Youth News.

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The students in grades four and five visited the library and were given a tour of the library and shown the areas that would interest them. The students were surprised of the vast amount of material that the public library had that interested them. Once the students were finished with the tour of the building and collection, the students completed a scavenger hunt provided by the librarians at the library. The students who completed the scavenger hunt successfully were rewarded with a small prize. Finally, the students were issued individual library cards and had the opportunity to check out books. Many of the reluctant readers in these grades were excited and motivated to start reading their books that they checked out.

Overall, this program between the elementary school and public library is exceptional. Throughout the year, the two parts of this program work hand-in-hand together on various other aspects, such as bulk loans for research topics, holiday areas, and materials that support the specific grade curriculum. The students have been truly motivated and inspired to read more when once they visited the library. Our students have continued to use the library and have begun to join their evening programs that will further develop their love of reading. This program is a wonderful way to join your public and elementary school libraries together with a result that helps everyone involved and most importantly, the children!

Jessica Beane
Glendora/Gloucester Township Elementary School
Gloucester Township Public Schools

CALENDAR

ALL DAY BOOK EVALUATION/GIVEAWAY

May 6 , 9:30-2:00

Atlantic County Library/Mays Landing

Contact: Pam Saunders,

psaunders@acmail.aclink.org

EMERGENT LITERACY:

GREAT BEGINNINGS FOR PRE-READERS

May 9th, 10am-Noon (9:30 coffee)

Cost: \$10

Camden County Lib., Vogelson Branch (Voorhees)

Bonnie Kunzel, Cindy Czesak and Jan Johnson

present current research and specific programs that encourage the development of literacy skills in the very young.

See [CE Schedule](#) under "Training and Programs" on SJRLC website (www.sjrlc.org) for registration info.

EMANJ CONFERENCE

Oct. 27-29

Cherry Hill Hilton.

Contact: Mary Moyer, mmoyer@delsea.k12.nj.us.

South Jersey Regional Library Cooperative

YOUTH NEWS

Paint Works Corporate Center

10 Foster Avenue, Suite F-3

Gibbsboro, NJ 08026

www.sjrlc.org



YOUTH NEWS is the newsletter of the South Jersey Regional Library Cooperative Youth Services Committee, Char: Denise Saia, Franklin Township Library, Franklinville. SJRLC Director: Karen D. Hyman. Telephone: (856) 346-1222, FAX: (856) 346-2839. The South Jersey Regional Library Cooperative is part of the New Jersey Library Network and serves the counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester and Salem. SJRLC is supported from State funds appropriated for the New Jersey Library Network. YOUTH NEWS is published three times a year and is distributed to libraries as part of membership benefits. EDITORS: Ann Wodarczyk, Gloucester County Library, Mullica Hill, NJ and Denise Saia, Franklin Township Library, Franklinville, NJ. Design and layout by Peter Bromberg, Program Development Coordinator, SJRLC, based on a design by the Community Relations Department of the Atlantic County Library System.