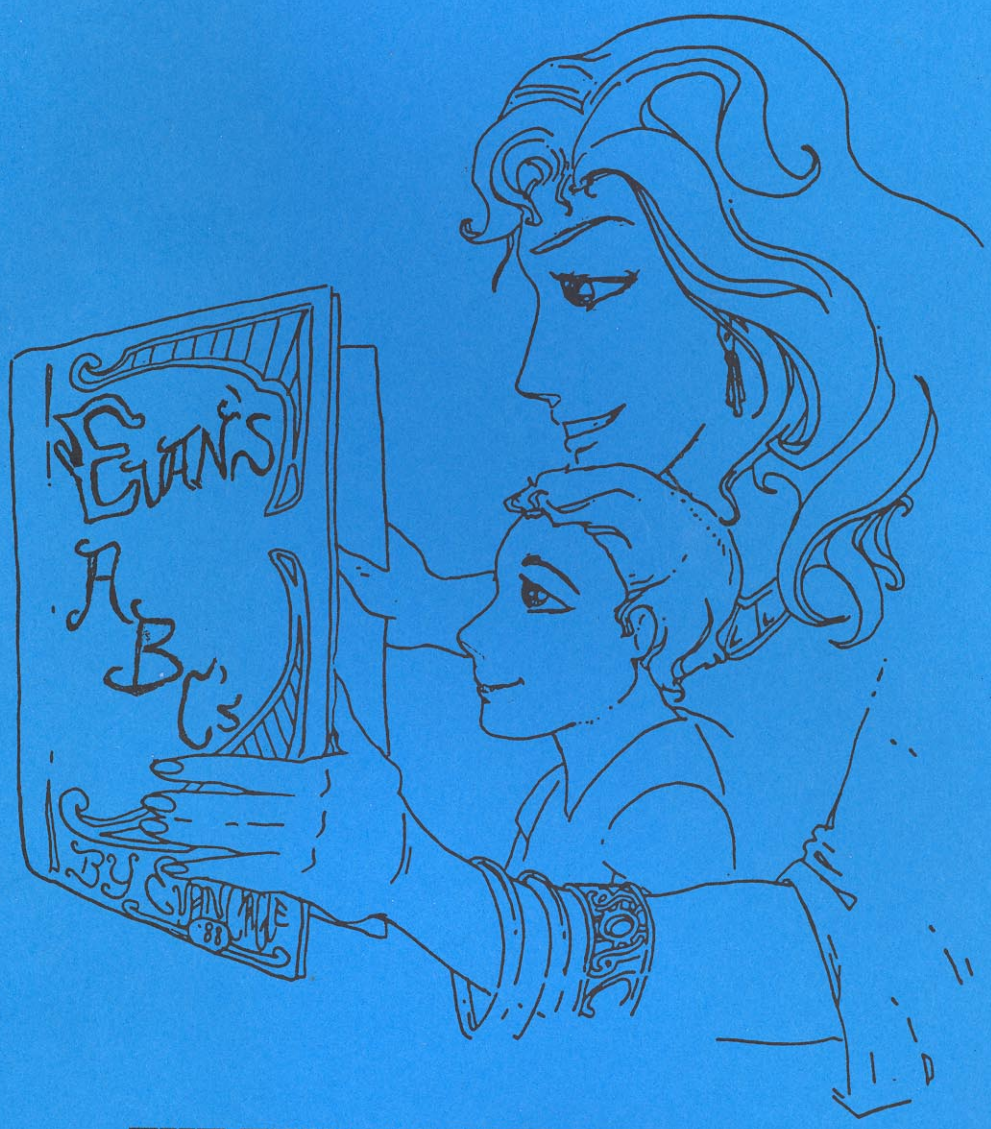
A LIBRARIAN'S PLANNING HANDBOOK
for a
READ-TO-ME CLUB



THE TEXAS STATE LIBRARY

A LIBRARIAN'S PLANNING HANDBOOK for a READ-TO-ME CLUB

by

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Julie Beth Todaro, Inc.

with illustrations by Evan Cagle

LIBRARY DEVELOPMENT DIVISION

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Julie Todaro-Cagle has been involved with children, juvenile services and education, and children's and young adult literature in a number of different ways since the mid-60's. These various ways include: supervising kindergarten, 1st and 2nd grade summer playschool activities; undergraduate education and student teaching with junior high and high school level students; K-12 school library certification and practicum; a Master's in Library Science with emphasis on public library services and children's literature; seven years of work as a children's librarian; five years of work as a professional puppeteer, children's entertainer, and book reviewer; doctoral work that included the study of children's literature and children's and young adult services in school and public libraries; five years graduate and doctoral level full-time teaching that included supervision of children's librarians' practicums and coursework in public library and children's and young adult services; and three years of part-time teaching that includes children's literature and public library services. Professional work in children's literature and services also includes membership in numerous American Library Association, Texas Library Association and Michigan Library Association Committees including ALA's Newbery and Caldecott Committee. Currently working full time in a community college library, Dr. Todaro-Cagle's part-time business allows her to research and publish in a variety of areas.

Illustrator

Evan Cagle is a 19 year old artist currently living in Austin, Texas. A recipient of numerous art scholarships since the age of seven, Evan has produced artwork commercially for brochures and invitations for the past ten years. In addition, he has sold individual art work at fairs and on commission, and designs jewelry. Evan also writes and illustrates comic books.

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Preface

The Texas State Library is committed to creating a state of "readers of all ages." To encourage children and their parents to read, the State Library sponsors, in cooperation with local libraries, the Texas Reading Club. The Reading Club offers a structured program with a variety of literature-related storytimes, puppet shows, films and other events. The management of this structured program, outlined in Marketing the Texas Reading Club, is supplemented annually with A Program Guide for the Texas Reading Club. The Program Guide explains the Reading Club theme chosen each year by the State Library and gives theme-related program ideas as well as lists of activities, crafts, print and audiovisual materials. Many librarians would like to provide a Reading Club which includes not only reading patrons, but pre-reading or read-to-me patrons and those parents, family members and caregivers that care for, work with and read to them.

To help library staff and volunteers organize, implement and manage a Read-to-Me Club, the Texas State Library offers this planning handbook.

This handbook or guide is designed:

- to give interested library staff and/or volunteers information specifically on this group of patrons, as well as,

- information on the type of library service appropriate to this patron.

Although this planning handbook works independently of the planning handbook for children who are reading, the Marketing handbook can be used with this guide in several different ways. Areas which can be consulted in conjunction with the Read-to-Me handbook include: the numerous books, articles and films suggested as supplemental reading for staff and programming ideas; the publicity section; and the suggested annual calendar. Specifically Read-to-Me club designers should be able to get ideas for programming techniques; titles of materials and ideas for activities from those books; ideas for different types of publicity and forms to fill-in for publicity releases and brochures; and a calendar to compare and supplement the Read-to-Me calendar (Chapter VI). Although working with this patron group may not be a new or unique idea in libraries, the establishment of all or even a portion of this structured Read-to-Me program in many or all Texas libraries can contribute to the State Library's goal of creating a "state of readers."

I. What is a Read-to-Me Program?

I'll never forget some of my most enjoyable experiences as a children's librarian...all while working with children under five years of age. I still don't know exactly how I got involved with this age group, but I do remember two key experiences that describe my first typical programs and, delightfully, my typical patrons.

Every Tuesday morning fewer than ten two and three year olds came with their parent or caregiver to my story area in the children's section. They walked in, quietly at first, holding hands and a little shy. They played quietly or looked at books that I had displayed for them on a special low table, then gathered around me, all of us on the floor, children in adults laps or very nearby, for our weekly activity time.

We learned all sorts of things in those activity times. Usually, at the beginning of a season, I would hand out a list of all of those things that we were going to talk or learn about during that season, in the order we were going to learn them with dates, times and days. Entitled "Toddler Read-to-Me's," I'd list for adults the concepts that we would cover, such as the body, then clothes and then those things that we could do with our body, like stretch, squat, twist, and counting with our fingers.

Each day, during a pre-activity period, I would hand out name tags while greeting each child. Then, although we would spend 30 minutes or less in the actual activity time, I would make every effort to spend as much time as possible with all group members from the minute they came in until they left. Additional time was spent with parents, caregivers and children after the activity time, checking out materials that we had picked out together. I routinely displayed materials for the children as well as parenting or childcare materials, or materials on nutrition for children including books with activities that could be done with the children while away from the library. Displayed along with these print materials for adults were specific activity sheets designed for the adults by me. For example, if we had done "fasteners" for clothes that day, then the sheets would include "finding buttons on clothes at home." In addition to review activities, children and adults would be asked to help out for next week. If we were going to be doing shoes, children and adults would be asked to wear their favorite pair of shoes or to bring additional pairs of shoes.

During our activity times, I remember always doing several things:

- I always had lots of books around, making sure that (if we were doing hands) I had drawings of hands and photographs of hands. Any pictures and photographs needed to be of different sizes of hands as well as different colors of hands.

- I always called the children and the adults by name and tried to work with each individually, as well as as a group, slowly trying longer attention spans, repeating special words for emphasis, teaching sharing and right hand from left hand, while passing shoes around or talking about hands. I used phrases such as "let's share our shoes and pass

them around. Debbie, you begin and help your mother pass your favorite shoe to Sam on your left."

- I would try to close the activity time with something special. If our focus had been on shoes, I would put a small blue sticky dot (costing less than a dollar for a roll of 100) on the shoes that they were wearing. If we were doing legs, I would put a dot on a child's knee and change it into a bug by drawing bug's feelers and legs around the dot. These small touches were designed to make them remember their visit throughout the day, and to make them look forward to returning to the library, and especially the activity time.

Although I hope to remember many of the children and the adults, two situations stick out in my mind.

Victoria was a wonderful 2 and 1/2 year old. She, along with her mother (and sometimes her father), came to activity time faithfully for months. I felt challenged by her at first because she never talked to me. This challenged feeling turned into frustration as (literally) months wore on and Victoria would greet and speak quietly with other children, but would not speak to me. She also just barely participated in the activity times. Slowly, though, she began to bring me things from home that tied in with the program. When our activity time focussed on the color red, she would shyly hand me red plastic cherries, with her mother pushing her on, her face down and flushed with her hand up. Once her special red cherries were handed over, she'd rush away, obviously relieved! No matter how hard I tried, it didn't seem like I was getting through to Victoria.

Shortly before I moved, Theodora came up to tell me how much Victoria had profited from the visits <u>and</u> how much she had blossomed in her personality. I'm sure that my facial expression showed by surprise and disbelief. I told Theodora that I had assumed quite the contrary. Victoria's mother spent the next ten minutes laughing and explaining to me that almost from the beginning Victoria would rush home following activity times and then become me! She'd dash into her room and recreate the activity time setting down to the last detail, usually with her dolls as the children and adults.

When her father arrived she'd repeat the activity time for him also, often making him sit with a doll in his lap. The perfect finishing touch to the story for me, however, was Victoria's mother explaining to me that Victoria <u>had</u> to wear earrings that were exactly like mine while she conducted her activity time. Unfortunately for her family, I was wearing large gold hoop earrings at the time!

Here, of course, was my perfect reward, modeling behavior, repeating information learned, the structure, and the sharing. She taught me a great deal about the enormous responsibility of a teacher.

My second memory involves Jeffrey, an active three year old. Jeffrey threw himself headlong (literally) into activities, so strongly, in fact, that I often wondered if all of his energy didn't overshadow what we were learning that day. Not to worry though! One day, following our "clothes fasteners" activity time, Jeffrey chose to do his home activity in his own style, headlong! As he sighted his father coming into their door that evening, he yelled out his favorite fastener as he saw it on his father's clothes and headed right for it to demonstrate his ability to use it. Unfortunately for Jeffrey's dad, was the fact that the house was filled with guests for dinner and Jeffrey's favorite fastener was the zipper on his pants.

What a powerful tool teaching is and what better subjects?! I found my patrons under five years of age, like sponges soaking up everything that I said, and then using some of it then, some later and some probably much later in time. They learned from everyone and everything around them, they seemed to enjoy life, and if introduced to them, seemed to enjoy pictures and books and the library. The fact that I played a role in this learning, even though only a small role in their life, excited me and it still does.

In looking back at what made those times "work" for me and, hopefully, my patrons, I think a combination of things stand out. These things included the fact that I learned about, planned for and advertised to a specific age group; I required that adults actually participate along with the children that they came with; I advertised to the adults living or working with these children in simple but informative brochures, devoid of too much cutesy information; I gave these children an "identity" at my library; and I gave them a special space in the children's area at least once a week, as well as a welcome feeling, and a way to find materials for them all of the time that we were open. There were always friends to visit at the library.

Following my September through May Read-to-Me activity times, I chose to advertise and "push" the service or concept year-round. I started my Read-to-Me club when I started my Summer Reading Club. During the summer months, I increased my activity times to two a week, I advertised it as a separate club, with a similar theme (if Readers were 'space themes' then Read-to-Me's were 'star' Read-to-Me's). Read-to-Me's had separate book logs, and 'entered' books with the library staff and adults right there. Star Read-to-Me's had a cut-out star placed on the window, with their name on it and a hole punch made in each star that looks as if a bite has been taken out of the star for every book shared. When logs filled up, we stapled on more, but just one completed log entitled that Read-to-Me to a ticket to a special final event, designed just for them.

These patrons were a wonderful addition to my yearlong and summer activities! I used a few high school volunteers in the summer, but usually did it alone during the year. I even chose to do away with a traditional storytime for older children on Tuesday mornings because I observed that most of those attending were really Read-to-Me's looking for something to do!

Although I know information on working with young children was available when I first began my program series, most of it did not cover working with this age group in a library setting. Consequently, much of my preparation time each week was spent pulling together content from

child development literature and matching picture books to ideas and concepts appropriate for the children attending. While many of these program ideas are now discussed in the professional literature, "how to" literature that includes some child development information as well as overall planning issues specifically for a library setting, is still scarce. The creation of a handbook fills only a small part of the gap, but it should provide content designed specifically to aid any librarian working with children.

This handbook for Read-to-Me's is designed to: stimulate your interest in this age group as a separate patron group; provide you with samples and ideas; and give you other places to look to find information and to get help. After you read the literature, however, you may decide to call your Read-to-Me's something else. Names or "labels" to choose from include pre-readers, new readers, early learners, beginning readers, toddlers, preschoolers and pre-kindergartners. In addition, library staff members may choose to program and "name" by age level, thus having a program for "one's, two's, three's, and four's. Programming may also be designed for children below one year old and possible "names or labels" could be by months of age, such as three to six months, or for new mothers and their babies.

Whatever, the age, name, label or programming plan that you choose or design, my prediction is that you are going to enjoy this patron group more than you ever thought. Read On!

II. Why a Read-to-Me Program in a Reading Environment?

Libraries are for reading and studying and finding out information. Readers use the library. Libraries are also for exploring and learning and experiencing and sharing literature in a variety of formats, and in a variety of ways. Libraries are good places to become a reader.

Children from infancy up to six years of age come into the library with their parents, teachers, daycare or homecare caregivers. Programs for those children give librarians an opportunity to help them become readers. These activities are often called "pre-reading," but they are opportunities to help children develop a comfortable feeling about libraries and an excitement about language and books.

The following summary statements are from the library literature concerning this service population and the current role of pre-reading or pre-literature sharing.

- Pre-reading activities help babies fully develop cognitive skills.
- Books prepare infants to understand that words as well as pictures represent action and objects.
- Babies whose parents talk, read and sing to them seem to have more fully developed language skills.
- Pre-reading activities help develop ideas of logic and structure as the event or story has a beginning, middle and end.
- Young children benefit in the socialization process from consistent, positive exposure to environments other than home or daycare environments.
- Young children benefit from recreational or fun activities by themselves as well as from those activities shared with other children, adults and family members.
- Consistent, repetitious pre-reading activities contribute to the establishment of positive habits and standardized routines.
- Positive activity times often provide models for positive behavior.
- The imagination as well as language development of young children can be developed and stimulated by pictures, sounds, colors, noises, stories, movements, music, and virtually all other sensory experiences.

- A greater percent of children below the age of five are in daycare or home care than ever before; in addition, many more are in home care, where a less structured existence may be present.

- Research is now showing that infants and toddlers are far more developed at early ages than was previously imagined, therefore, adults need to be even more aware of stimulating interests, and learning activities.

- Many more materials are now available for use with children under five years of age.

- Many more household objects have now been identified as learning objects for the young child.

- More in-depth research and identification of characteristics of the young child have created more knowledge of this patron, thus showing library staff new ways to use and apply library materials.

- The economics of affording babysitters and "new" toys and materials constantly has brought families to the library, in search of a service.

These fifteen "reasons" for provision of a library service for the service population are by no means all the reasons. They do, however, provide answers to "why?" when we're thinking of a new or expanded direction. These reasons may be used in justification or rationale statements for program planning; approval requests; grant proposals; publicity; or in development of the basic plan of the program.

Additional information for providing justification or rationale for this service can be found in those materials listed in the bibliography under the section entitled Chapter II. Why a Read-to-Me Program in a Reading Environment?

III. Program Goals, with Sample Objectives and Activities

The easiest way to get your program started is to examine what you do and don't do, and then decide and list what you would like to do, based on what you've read about or observed. Basically what goals and objectives are are expressions of your list of things that you would like to do. Goals are sentences or phrases that **generally** describe what you'd like to do, with objectives being those sentences or phrases that tell you **more specifically** what and then how you're going to do it. Activities are very specific "laundry lists" of tasks that go with each objective.

There are no magical numbers of goals, objectives or activities that will help you create or run a program. General recommendations, however, include:

- If available, build on the libraries' **goals** or children's services goals already developed.
- If you are writing **goals** for the first time, use or build on those suggested here or locate sample **goals** from publications from the American Library Association or from articles or books in the field of public library or children's services. In other words, don't reinvent the wheel.
- More than ten **goals** might be excessive and unrealistic for your library or for your department.
- Keep your **goals** broad and use general words like "provide," "create" and "maintain" and do not use numbers, names of people or programs or any specific plans.
- Keep your **objectives** specific and use words and numbers like "increase by 10%, "investigate and decrease unnecessary programming by Summer 19--."
- Make **activities** very narrow and list as many as it takes to get the job done. Use numbers, names and use words like call, write, send, sort, weed, draw, mail, hand out and meet.

Rather than thinking of goals, objectives and activities as continuous lists, think of them in this way:

Goal	Goal	Goal
Obj Obj Obj Obj	Obj Obj Obj Obj	Obj Obj
act act act act act	act act act	act act
act act act act act	act act act	act
act act act act		act

In this process libraries should first adopt or adapt a mission statement or one overall directional statement. Sample statements, usually a paragraph long, can be found in the professional literature. These overall philosophy statements for the institution might be as simple as "The mission of the _____Public Library is to provide appropriate recreational, educational and informational resources for the citizens of _____.

A set of goals are usually written for overall library services, and then individual departments or services write parallel goals for their services. Goals might include these areas: Departmental Philosophy/Service; People; Resources; Programming; Management or Administration; Access; and Facilities. The sample goals listed following this introduction include in the objectives statements some of the more traditional areas that many people include in goals such as: budget; public relations and concerns for automation. The sample goals provided in this handbook are designed to be adapted to individual library needs and used permanently, while the objectives become those statements used, evaluated, and revised or updated annually.

Usually the first reaction to writing a library's or service area's goals and objectives is to begin to list all of those things that you want to accomplish without sticking to goals already written or any sort of consistent outline. This process is actually a wonderful way to begin, because it gets on paper an overall direction and lists of concerns. These can then be turned into workable goals and objectives. This initial brainstorming list might cover some of the following items or issues.

You want to:

- bring children of a specific age into the library;
- program and organize activities for children of this age already coming into the library;
- attract families with young children into the library;
- prepare lists of materials for young children;
- find other materials to buy for this age level;
- add toys, games and puzzles to your collection, appropriate to this age level;
- increase numbers of users of the library;
- check out more children's books;
- provide a special service;
- encourage pre-reading activities in the community;
- expand knowledge of staff and community awareness for this age level.

Keeping these wants in mind, read the following general and specific goals and objectives. You'll find all of the above items in the statements, just in different arrangements.

Sample Goals: Parenthesis indicate optional phrases or words

I. Departmental Philosophy/Service

To provide and maintain library services appropriate to the needs of the children (birth to 14 years of age), families with children and caregivers of children (in city, county, region, name of library, etc.)

II. People

To recruit, hire, train and retain library staff (and appropriate community members) to work with the diverse children's population, families with children and community caregivers.

III. Resources

To select, organize and maintain materials' collections appropriate in format, level and content to the children's services population.

IV. Programming

To design programming appropriate to the children's service population using staffing strengths and library resources.

V. Management or Administration

To organize, maintain, supervise and budget for operations and(or) resources and staff of those library services designed and made available to the children's service population.

VI. Access

To maximize access to children's library services for the service population.

VII. Facilities

To design, maintain and adapt, as necessary, a children's service area (and other areas of the library as appropriate) to the variety of resources, programming and population needs.

It is common for libraries to isolate one important element of the library that may need special or long range attention. This element may be lifted from one of the general goals and used for its own goal's statement. These special elements are more commonly in the areas of automation, budgeting, and public relations. Additional elements could include concerns for literacy, special

populations,cooperation between and among libraries, concern for local, state and federal legislative mandates or major building or remodeling plans. Administration may also wish a goal to center around what he or she thinks is the most important element in need of change in the library, such as reorganization, evaluating, or marketing.

A sample goal, objective and list of activities would include:

Goal: Departmental Philosophy and Service

To provide and maintain library services appropriate to the needs of children (birth to 14 years of age), families with children and caregivers of children.

Obj 1 To investigate the appropriateness of a (pilot) (3 month) service from June to August 19-- for the pre-reading children, their families and caregivers.

Activities

1. Go back through professional journals to read articles on what these services are, in the first two weeks of February, 19--.

2. Look in adult and juvenile collections to find information about children of this age and programs for them in libraries or related areas, in the first week of February.

3. Photocopy and arrange articles and additional information on services for this population in the second week of February.

4. In the first week of February, list those people appropriate to attend a meeting for discussion of services to this population.

5. In the second week of February, contact people listed and distribute packets to those people at least one week before the meeting.

6. Hold meeting on March 3rd and go over information. Discuss what is already being done for this group and what is being outlined for the three month program for the summer.

7. Following meeting on March 3rd, consult other objectives and their activity lists for information on budget, materials, facilities, etc. for the final club outline.

8. Submit outline to supervisors (if necessary) for approval of service plan by March 15th.

(Sample objectives, with the goals appropriate to the Read-to-Me Club, are located in the appendices.)

After reading the sample goals listed above and the example of the goal, objective and activities, and reviewing the more complete goals and objectives examples in the appendices, it should be clear that staff cannot take on and complete the statements one at a time. Many objectives and activities need to be worked on at the same time and are used together in planning. For example, Management and Administration objectives concerning working with the budget on a certain date, can not be completed without the Resource objectives concerning reviewing the materials, locating gaps and ordering more materials. In addition, the Access objectives on designing brochures will also cost money, so the concern for designing and duplicating them (or dollar costs) is also geared to the date that the final management objective budget is due. A specific example of areas that are addressed simultaneously should be noted in the Departmental Philosophy and Service Goal activities statements, where information is gathered for a meeting **while** the meeting is being planned.

Although a goals worksheet is included in the appendices, the following outline should be used as a "fill in the blank" approach to writing objectives for your needs:

Divide the objectives into its "parts" or:

1. Action words for explaining what you're going to do;

2. Words explaining what you are focussing on;

3. The length of time or "by when".

Other parts may mean adding "who is going to do it" or the "numbers concerning use."

Actions:

1. design	produce	implement	increase
distribute	create	maintain	recruit
hire	supervise	inform	

Focus:

2. collection	pre-readers	service	resources
children	brochures	materials	adults
publicity	library staff	parents	outline
plan	caregivers	program	children's staff
program	activity	event	bibliographies

Time Frame:

3. by Fall 19--	in the last week of March	in two years
in one month	during summer 19--	by deadlines

Other:

Who

staff	volunteers	committee on Read-to-Me
librarian	community member	activity leader

Numbers or Percents

by 10%	to 50% of home caregivers
by 10% over last year	by 500 books checked out
for 18 families	by in-house use of 200 items
to 300 people	
by 50 children	

If you put together the circled items you have an objective that reads:

> "To distribute bibliographies on materials for pre-readers during the summer of 19--through activity leaders, to 50% of home daycare caregivers."

In summary, using your library's or departments goals or the sample goals listed in this handbook, you can write objectives by:

- listing action words,
- listing focus areas,
- the length of time that you have,
- the staff that will carry out the assignment,
- any numbers or percents applicable to your situation,

then circling those combinations of words and phrases that go with your goals and writing out those combinations or objectives in phrase or statements. Activities are written after all objectives are written.

Place your goals and objectives statements in a looseleaf binder with a goal and one objective and its activities on each page. Add a column for date completed and special needs and you have arranged your statements into a working document or an outline of activities. With this notebook, you have a plan with which you can organize, report and evaluate your service.

Example:

Goals statement:

Objectives statement:

Activity	Special Needs	Date Completed
Your activities can be grouped or numbered by who is going to carry out, chronologically, or in order of importance.	Something unique was needed to complete an activity.	Can do by or was done by month, day or season.

IV. Programming for Read-to-Me's with Parents, Family Members, and (or) Caregivers: Focus on the Child

Programming is an exciting part of library services to children. Some library staff members who work with children have training in elements of programming such as storytelling or creative dramatics. In addition, some library staff who work with children have backgrounds that help them in programming such as elementary school teaching and early childhood education. Most people working with children in libraries, however, have not had either education or experience, especially programming experience, with the very young child.

As the trend toward working with young children in libraries grows, more and more library staff are beginning to experiment with the idea of preparing children to read through programs, events or activity times. Planning for programs for these children, however, raises many questions.

- What kinds of library programs are suitable for the very young child?
- How can I, or should I, work with parents and caregivers of the very young child?
- What are the most successful elements of a library program for the very young child?
- Which materials should I use in programs for the very young child?
- What is a typical library program?
- What are sample successful programs currently going on in libraries?
- What are some general themes for program planning for this age level?

Answers to these questions with sample programs and suggestions for each type of activity given should assure interested program planners that Read-to-Me programming can be fun and easier than imagined. In addition, learning something about "what a child can do at each age level or stage of development" and "what a library can do for each age of child" can not only increase staff member's knowledge of the child, but also the confidence of the programmer in working with this brand new patron group.

- What kinds of library programs are suitable for the very young child?

Pre-reading activity times are typically shorter than the typical storyhour or storytime for reading children. These activity times are comprised of a number of different activities that are often repeated throughout the session for emphasis and rapid learning. These sessions have adults working with children and with library staff or program leaders and then taking home descriptions of activities to repeat as well as related activities and activities for future sessions. Program leaders should rely heavily on visual aids and should concentrate on not only the

activity, but also on giving personal attention to patrons before and after the event. Activities should be designed around the intended age level of the audience, and can be designed around an overall theme such as "stories and activities about growing taller or winter holidays," or tied together with a common idea or concept such as "all stories or activities dealing with colors."

- How can I or should I work with parents and caregivers of the very young child?

It is imperative that library staff work with both parents and caregivers of these youngest patrons. This is done in all or some of these ways:

1. The Program Leader instructs the parent or caregiver along with the child, while giving directions by modeling appropriate behavior for adults working with children.

2. The library staff has two program leaders trained to work with the patrons and gives an introductory or once a month "split" program. One program leader works with the young children in a fast-moving musical event (something they can do on their own without their parents or caregivers) while another program leader works with the adults bringing the child. These adult programs can be lectures on working with children, or nutrition, or safety in the home. In addition, this may be an opportunity to view early learning films.

3. Program leaders prepare home activity sheets for adults to use with young children while away from the library. These sheets can repeat activities learned from sessions already held as well as introduce the next sessions activities.

4. Library staff prepare displays of materials designed to compliment the theme and reading level of the audience. These displays are exhibited near the activity session and are available for check out following activities.

5. Library staff can "pre-package" varieties of formats of materials tailored to learning levels of families or caregiver arrangements, cultural background of families or caregiver arrangements or special interests. These kits are given to adults upon leaving the library and special checkout arrangements may be available.

6. Library staff can plan a program designed just for caregivers to attend that can be taken outside the library to a caregiver or homecare worker conference, program, or community meeting. This program could then emphasize the same issues as listed for the in-house program for adults or could deal with working with these children specifically in homecare or daycare situations and how the library can fit in.

- What are the most successful elements of a library program for the young child?

Some of the more successful elements of a pre-reading program includes fingerplays; chants; music; short stories told orally or with larger pictures; large visual aids such as blackboards, posters, feltboards or chalkboards; marching; children making their own simple music through

clapping etc.; and simple instructions on sharing and instruction. Additional elements are consistency, repetition and as mentioned before, personal attention.

- Which materials do I use in these programs and which titles are appropriate?

Listed in the bibliography under the "Chapter VI." entry are a wide variety of materials recommended for their information on materials for the very young child. In addition to bibliographic resources, the bibliography includes, newsletters, catalogs and recommended reviewing sources that are either devoted to or include titles of materials for children under five years of age.

Library staff will discover after reading recommended materials that they already have a wide variety of titles that may either be used as is or slightly adapted for use with this age level.

- What is a typical program?

A typical program is most aptly described in Chapter I. "What is a Read-to-Me Program?" In summary, a typical program has less than 15 (often 10) young children attending, each with at least one adult. It lasts less than 30 minutes, but is often preceded by 30 minutes of sharing with families and children. Following the program an additional 30-45 minutes is used to work with families and caregivers checking out materials, going over home activity sheets and quiet play.

For programs where the children far out-number the adults, for example, when two caregivers each bring seven children - the program leader needs to be prepared to make the following changes:

- concentrate on group oriented activities for that session, such as music, clapping, marching and listening;

- hold up more visual aids or objects for sharing, instead of passing objects around;

- enlist the aid of caregivers in passing out nametags and picking up nametags, as well as any group activities;

- avoid doing fingerplays or activities that are more complicated or need more individualized direction;

- avoid longer stories that tend to lose the attention of children not specifically sitting in adult laps;

- stickers or materials to be "handed out" to children might be handed to children as they leave the library rather than as they leave the session, in order to avoid all stickers needing to be put on at once, or being lost in the library.

- What are some sample successful programs currently going on in libraries?

The following programs are examples of two successful ventures by public libraries.

Program:	BEDTIME FAMILY OUTINGS
Time:	evening after 7:00
Audience:	families with all ages of children, but especially designed for children ages two to six years
Program Goals:	to develop listening and sequencing skills and encourage bedtime reading
Activities:	use of folklore or picture books with stories told (not read;) fingerplays; new theme discussed each week; visual cues taped to curtain backdrop each week to respond to theme; live musicians; sign language used and taught
Publicity:	public service announcements; newspaper advertising; one large in-library poster with the new theme inserted each week; county agencies dealing with children are sent cover letters with program brochures
Facilities:	storytime area in the children's section of the library
Evaluation:	by attendance
Other:	parents are required to participate; it took two to three years to build an audience

Program:	BABIES AND TOYS
Time:	scheduled visits out; hours that the library is open
Audience:	children two to three years of age; parents; homecare caregivers
Program Goals:	exposing children to toys designed for both playing and learning in libraries, at home and at homecare centers
Activities:	over 500 toys are bought, housed and checked out from the library; toy "advisory" is done for adults as reference is done; kits for homecare are developed for special checkout; traveling librarians take kits of materials and activity times into homecare situations; lists of materials are available for handout
Publicity:	brochures in center
Facilities:	toys located in center of children's section; activities taken out to homecare centers
Other:	staff highly trained in early childhood; monthly parent and child programs are given in the toy area

- What are some general themes for program planning for this level?

Ideas and packets for themes for Library Reading Clubs are common in the literature; often available annually from state agencies; and also available commercially. Themes for reading clubs, however, are often too complicated or mature for read-to-me clubs for very young children, so library staff members are encouraged to review themes available to them and revise them, if necessary, to appeal to and be appropriate for the young child.

Library staff should be aware of several things in advance of any "posting" of club information and should decide on recordkeeping procedures that respect the patrons right to privacy. This issue of privacy means that although most reading club information entered in logs or record books, falls under the category of "activity and involvement in a library promotion" rather than patron information from a part of their library record, patrons have the right to privacy in their use of the library and many do not wish to have their first and last names, or their children's first and last names, visually displayed or placed in open and easily accessible records. Obvious related issues of confidentiality include the posting or listing of the titles of books read by a patron to or with a child, the recording or posting of names and addresses, and taking pictures of club members for posting or publicity. To address these issues, staff may opt to use only first names with the first initials of last names, along with no addresses or identifying information.

Logs might be filed by birthdate or month, and patrons might be asked about their preferences concerning the recording of titles of books, abbreviated titles or general subjects.

The following list gives examples of Reader Club themes and possible Read-to-Me Club adaptations of those themes.

Reader Club Themes	Read-to-Me Themes
Space Readers:	
• Space Explorers; Out of this world reading; Other worlds of reading	• Become a Star Read-to-Me; Sunny Readers; Rocketship Read-to-Me's; Spaceship New Readers; Blast off Into Reading

Space Visual Aids and Ideas for Read-to-Me's

Reader space themes often have concepts too abstract for the young child, so space themes need to be adapted to concrete ideas or ideas that are easy to represent with familiar pictures. For example window or wall displays with the Read-to-Me's could have: a paper star with each Read-to-Me name on it and a silver star pasted on it for each book or each three books that the young child shares; a bright yellow paper sun each with a Read-to-Me name with pipecleaners or paper strips attached for each three books read; Rocket or Space ships cut out of paper with silver stars pasted or drawn for each number of books read; or a spaceship with cotton puffs attached to one end "moving" up a wall a certain number of spaces with each number of books shared.

Reader Club Themes	Read-to-Me Themes
Creatures Readers:	
• Creature Features; Scary Creatures; Reader Creatures; Change yourself into a Reading Creature	• New Bug Readers; Busy Bee Read-to-Me's; Fly into Reading; Fuzzy New Readers; Special Pet Read-to-Me's; New Animal Readers

Creature Visual Aids and Ideas for Read-to-Me's

To avoid frightening young children with scary beasts or unusual creatures, insects or characteristics of animals or animals that they are familiar with can be popular as themes. Bug readers could have a thumbprint bug created on paper and posted with their name on it, then additional thumbprint bugs, like ants crawling into a nest, or butterflies around a flower, could be added for so many books read. Busy Bee Read-to-Me's could have construction paper

bumblebees with a stripe added to the bee for every few books read, or bees could be buzzing around a giant hive on the window and could move closer to the hive with so many books read. Fuzzy new readers could be any soft or fuzzy animal with cotton balls or materials added for the young child to "feel" his fuzzy reader. Special Pet Read-to-Me's or New Animal Readers could have the children choosing their animal or their pet or a pet that they would like to have from among many pre-cut shapes available. Animal shapes could then be placed in a jungle, forest, barnyard or natural zoo scene that has been drawn on a poster, window or bulletin board.

Reader Club Themes	Read-to-Me Themes
Adventurous Readers:	
• Exploring New Worlds through Reading; Covered Wagons and Bookcovers	• Read-to-Me Water Fun; Ride into Reading or Read-to-Me Riders

Adventure Visual Aids or Ideas for Read-to-Me's

Adventure, Exploration or Pioneering might be too abstract for young readers, therefore Read-to-Me's might "adventure" in whatever environment they are most familiar with, for example water fun, or Read-to-Me's on the Beach, or Backyard or Outside Read-to-Me's. Another adventure idea that they may be familiar with would be riding in a car or on a horse, or any transportation in the area such as a bus, bicycle or tricycle. Visual representations might include cutouts of children swimming in the "water" or playing on a "beach" or walking in any of the environments familiar to the child.

These environments can be created on the wall, window or bulletin board and children could "place" themselves or their cutout where they would feel comfortable. In addition cutout children could be "riding" the transportation of their choice such as a horse, a bus or a funny car. The library staff members could also choose a common transportation such as a very long train and all cutout Read-to-Me's would move along the train from car to car as they have more and more materials read to them.

Reader Club Themes	Read-to-Me Themes
Sports Readers:	
• Olympic Events: Reading; Athletic Readers	• Jump into Reading; Hop, Skip Jump and Roll into Reading; Bouncing New Readers

Sports Visual Aids and Ideas for Read-to-Me's

Sports themes should be transferred into "sports" activities or movements that the very young child can do. The "roll" into reading might be used to include children with special needs, while the "bouncing" could include children housebound or limited in physical activity who could "bounce" a ball. Visual aids could include either cutout children in various positions or "jumping" over books. Aids could also include children in wheelchairs or on crutches, or giant balls bouncing higher on the window or wall the more books that are shared. Cutout figures could be "racing" across the window, poster or wall.

Reader Club Themes	**Read-to-Me Themes**
Dinosaur Readers:	
• Ancient Worlds/Colossal Readers; Tyrannosaurs Readers	• Dino-Read-to-Me; Read-a-saurus

Dinosaur Visual Aids and Ideas for Read-to-Me's

Dinosaurs are an obvious theme for many levels of readers and now, with the advent of "Barney," they are even more adaptable to the very youngest of library patrons. Visual aids for dinosaur read-to-me themes, however, should strive to depict the "safe" view, such as a "loveable" or "huggable" creature, a young child reading a book while sitting on top of a dinosaur, or reading while sitting in the lap of a dinosaur or a dinosaur looking over the shoulder of a young child and parent while they are reading together. Charting read-to-me progress could be using the dinosaur's body as a basic cutout with books read becoming the armor or spikes on a dinosaurs tail. Flying dinosaurs could be at ground level on a window or wall, then as read-to-me's record more books, the dinosaur could move higher up the wall. (Library staff should avoid using themes that copy "Barney" as copyright questions could occur. Additional commercial copyright-free pictures, stencils and cutout patterns have increased in their availability as the ever-popular dinosaur theme takes off due to commercial emphasis.)

Reader Club Themes	**Read-to-Me Themes**
Environment Readers:	
• Be a Lean, Green Reading Machine; Superheros - Enviroreader (or Ecoreader); A Clean, Green World of Readers	• Green and Growing Read-to-Me's; Green and Blue - Read with you; Blue Sky, Clean Sea - Read-to-Me

Environment Visual Aids and Ideas for Read-to-Me's

Although environment, ecology and pollution are too difficult to explain to the very young, simple messages of green, grow and growing, clean and clear (not dirty) are easily understood by toddlers. Green and growing themes could combine stories and activities that deal with colors, plants, growing (the child themselves as well as the natural world), the out-of-doors itself - sky, grass, water, ground and cleaning up - both indoors and outdoors, to keep things clean. Visual aids could include shapes and realistic objects of colors, as well as the square clear cellophane-colored sheets on windows or placed on other objects. Sensory aids could be the sounds of water and the feel of grass and leaves. Toddlers could be visually depicted in the natural world of their out-of-doors, such as their backyard, by the beach or by the pool, with the choice of "where" to be determined by the area of the state where they live, or the likelihood of travel by the toddler's family.

Additional Read-to-Me's themes for year-long themes or summer themes not related to any Reader theme might include:

- commercial or well-known characters such as: a cookie monster theme with Read-to-Me's being cookies and hole punches out of cookies or cookies being eaten showing books being read; a giant big bird who needs "feathers" tacked on and the Read- to-Me's being feathers with cuts taken out of the feathers for books read;

- emphasis on self with a theme entitled "Picture Me - A Read- to-Me!" or "It's Me - A Read-to-Me!." An additional theme might be "Be a Growing Read-to-Me!" Staff members could draw or take a polaroid picture of the club member for the wall or window display. Children could be represented with an accordion body made out of folder paper that grows with each number of books read or small cutouts could be replaced with consecutively larger cutouts of children for each number of books read. Children, who are growing, can see themselves "grow" with each new book that is read to them;

- colors as themes that include "Rainbow Read-to-Me's" with blank rainbows having colors added with each number of books read; or a similar theme with children choosing the color that they wish to "be" on the window or wall display.

Read-to-Me themes chosen should be carried over to Club Read-to-Me logs, activities and certificates and club publicity.

Finally, two of the most often asked questions concerning programming for this age are: what can children do at very young ages and what can the library do for children with these beginning skills? In order to answer these questions, one must turn to the professional literature of early childhood education to read what the research says that children can do at the earliest stages of development, as well as to the professional literature of library science to piece together what

the library already does and what the potential is for this age-level service. Indepth discussion of both the stages of development of young children, what the library staff might plan for them, and possible book titles for activities is included in the appendices.

Programming is just as easy for this age level as it is for the Reading Club members. It is also fun to see Read-to-Me's grow into Readers! Don't hesitate to design programs for specific age levels or for combinations of age levels. Developing pre-readers is great fun!

Put me on the refrigerator!

Age Level: 2½-3½

Read-to-Me Home Activity Sheets

Music: Bears

Sing to your child and with your child every chance you get, in the car, while bathing –
Sing or hum:
"Bears, oh, Bears"

Books: Bears

You can "read"
Alphabears – Dozier
Bears 1, 2, 3 – Johanson
Brian Wildsmith's Wild
Bear's Bicycle – McPhail

Before Next Time: Cats!
- wear something red; bring a stuffed cat or a picture of a cat or draw a picture of a cat,
- make purring noises and meowing noises with your child and point out cats you see

Activities: Bears

- March to Bear Chant
- do the Bear's fingerplay
- walk like the bears walk
- growl like the bears
- draw the bear's face that was on hand and whole body.
- point out all the circles you see
- point out colors of blue

Event Outline

Location: Children's area by corner window

Name of Event: Bear's oh Bear!

In Charge: Rhonda Turner

Date: 7/8

Time: 3:30 pm

Leader(s): • Turner • Stevens

Age(s): • 2's - 3's •

Event Description: activity time
2 fingerplay ... "Bears oh Bears"
"I love my Bears"
1 marching chant ... "Bears Breakfast"
1 picture book "Counting Bears" by Carter
1 feltboard build-a-Bear
Circle Bear Stuffin
exercise

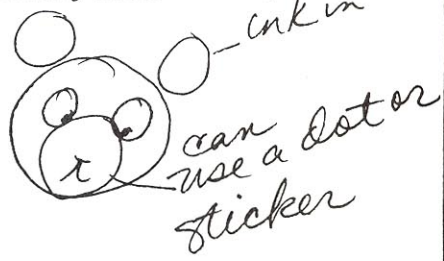
Materials displayed? low tables
Material lists done? 2
dsplayed? yes

Equipment Needed:
record player
extension cord
3 prong outlet
stuffed - 2 sizes
2 black "thin tips" pens

Sequence:	Time:	Initials
1) Name Tags	2 min	RT
2) Intro / Guidelines	2 min	RT
3) Feltboard	10 min	RT
4) Picture Book	3-7 min	RT / CS
5) Fingerplay	3 min	RT
6) Stretching exercise	5 min	RT
7) 2nd fingerplay "I Love"	2 min	RT
8) Marching / Stacker	5 min	CS
9) Nametags	10 min	CS

total 46

Activity Pix:



Learning?
hand coordination; shapes; marching; color - blue; "b" sounds

Theme?
Animals - Bears

Publicity

General:	Dates	What worked with Adults:
in log	5/30	6
in paper	6/3	4
PSA's	6/1	1

Specific: photo in paper 6/8

Other:

Attendance:
Children 8 siblings 3
Caregivers 2 grandparents 3
parents 9 Total 25

V. Programming : Focus on the Family

The service population for Read-to-Me clubs or pre-reading activities, are children from birth to five years, parents or relatives, and caregivers. Although the various aspects of a service designed for the family portion of this group are mentioned throughout the handbook, this chapter focuses exclusively on family programs, especially on programs designed for families in which the adults do not read or read poorly, or those families who speak a language other than English.

A Read-to-Me service or club can be a great benefit to the family unit, no matter if that unit has a mother and father and three children, or a single mother or father, and children. Those benefits include the creation of a recreational, yet educational or learning event or process where the family is encouraged to come together as a family and work to **complete** a process. This process teaches family members techniques to use with other family members to help strengthen them to work as a team. The process allows for learning to be portable, with related or repeated activities taking place anywhere the family is or where it goes. The process provides opportunities for growth for family members who, in this instance, grow together. Finally, the process builds on skills already apparent, yet its goal is to develop skills for further use.

In order to ensure that families become involved in the **process** of a pre-reading or Read-to-Me Club, great care should be taken to advertise to the family as a whole and include family members in club activities such as registration and event activities that are repeated at home. Club themes and the content of programs and events should be designed to appeal to all ages, if not on the interest level, than on the aesthetic level. In addition, family members should:

- be encouraged to participate on all publicity or activity handouts designed for library and home activities;
- be included on all copy on all forms of publicity;
- have well-defined roles spelled out on publicity and in instructions for each event;
- be encouraged to take home library materials; and,
- be encouraged to ask questions either generally or specifically about their own situation or needs.

Finally, library staff should take special care to make families feel comfortable in the library so that they attend often and, if possible, regularly.

Described below is a sample program or event for the Read-to-Me Club with elements included especially for non-reading or low-level literacy family participation. Following the sample program is more detailed coverage of those programming elements, mentioned above, that make this special programming successful.

Sample Program

1. The actual event includes an opening reception or mingling period, where parents, relatives and/or caregivers can explore the library, meet and talk with other families or caregivers and "explain" the library to the pre-reader. Staff should be available for personal welcomes and to handout nametags to children and possibly adults.

2. The library staff indicate that the actual event is beginning by playing music, starting a song or bringing a picture, puppet or stuffed toy into the event or activity area.

3. After the attention of the group has been focussed on the program leader, the leader introduces the activity time or event, shows participants how and where to sit, and how to be comfortable. In addition, the program leader should briefly explain any cues given during the event that the audience needs to respond to.

4. The leader introduces the theme to the audience by showing any objects needed to illustrate the content. Besides, or instead of showing objects, the leader can use feltboard with pictures, letters or words; a chalkboard picture; posters; or pictures from picturebooks.

5. While introducing the theme, the leader asks for audience participation in the repetition of theme words or identifiers. Cues or signals for the repetition are explained.

6. The leader begins the first activity with a fingerplay by using a child from the audience. This use of an audience member is designed to have the leader model or demonstrate, not only the fingerplay, but how an adult **teaches** a child a fingerplay. The fingerplay, of course, is chosen to fit into the theme of the activity.

7. The audience members, led by the program leader, repeat the fingerplay, with adults now working with their children. Leaders should note how many children have come with adults and be prepared to fill in with parents, relatives or caregivers who need additional individual attention for their children.

8. The leader may then share a large picturebook story or give and oral presentation of a folktale or picturebook story, all, of course, chosen because they relate to the theme or concept of the event.

9. A song may then follow the story. This "theme-oriented" song should have a simple, repetitious refrain that is able to be learned quickly, for immediate audience participation.

10. The leader calls attention to the object, feltboard picture, letters or words, or stuffed toy, etc that introduced the theme or concept of the event. Concepts that can be "found" in the audience are then pointed out. For example, fasteners such as buttons or zippers are pointed out on childrens' and adults' clothing, or colors are pointed out on clothing or in the surroundings.

11. The fingerplay or song learned earlier is repeated.

12. The leader performs a "ritual" closing and goodbye beginning with the song or music played at the start. This goodbye includes an introduction of the next event, a special invitation to families for that event as well as an invitation to stay later and get special attention for choosing materials for the family.

13. During the closing music and goodbye, the leader speaks with each family and collects nametags.

14. Following the closing, library staff members mingle with families suggesting materials and personally inviting people back. This time could also be used for entering materials into reading logs. Families can be encouraged to select their own materials from displays that have been set up or just to engage in quiet play or quiet reading.

Detailed Programming Elements

Working with families or adults of all kinds can be a rewarding experience. Added rewards come when the family, relatives and caregivers grow together with their children in the library program. To help non-reading or low-level literacy adult progress and grow, library staff members must plan programs with reduced reliance on written instructions, increased use of verbal and pictorial elements, repetition of important concepts, personal attention and relevant content. General hints for program content that help to insure adult growth with the program include:

- concentration on rhythm, rhyme and repetition;

- printed material with large and simple print;

- sharing of materials that teach concrete and abstract concepts simply and with examples;

- materials with relevant languages used if English-as-a-Second Language adults are participating;

- use of materials with large photographs with adults featured in them instead of juvenile illustrations that primarily feature children;

- oral storytelling and folklore;

- use of newer music as well as recognizable music honoring cultural, geographical or racial groups;

- introduction of commonly (and not so commonly) known traditional characters and holidays, with brief explanation of how they came to be;

- introduction of other group's holidays with shared information from audience participants; and,

- "show and tell" by audience participants of unique (cultural or otherwise) talents of group members, exhibited, if possible, with help from children.

Working with non-reading or low-level literacy adults also takes special teaching or story sharing techniques for program leaders. These techniques include:

- teaching adults how to work with their young children by example, by "borrowing" a child and working with that child, while others model behavior after yours;

- concentrating on making special eye contact with the child as you are explaining or teaching and waiting to make eye contact with adults at the enjoyment, repetition, or discussion or information sharing level;

- avoiding a focus on adults in an effort to minimize embarrassment or uneasiness specifically during first time visits or beginning events or with lowest level literacy or non-English speaking adults and instead, focussing on the children in their laps;

- letting all participating adults finish all thoughts without interrupting, attempting to translate or interpreting;

- avoiding all negative words and instead using positive, reinforcing and simple language;

- showing respect for all people's cultures;

- valuing audience life and cultural experiences, taking care to encourage discussion and participation if they wish, but not calling on adults who indicate that they don't wish to share experiences;

- broaching simple subjects that the audience members have knowledge of, such as the weather or children, until you and the adults attending have a "history" together from past programs attending or materials shared at the library or at home.

Program leaders also need to be aware of special courtesies that, when exhibited, show respect to these adults. These special courtesies are:

- greeting families as they enter and walking them to the door as they leave, much like a home and party situation;

- taking care not to pry into personal lives of patrons, but showing concern for how they are feeling, etc.;

- studying any cultural signs of agreement, affection, discipline, pleasure, or displeasure that are acceptable and attempting to use them, for example, if touching through a pat on the arm or shoulder is acceptable, then do it, if a handshake is too formal or speaks of authority, then don't do that;

- being interested and indicating that there is value in all comments that adults make by providing instant positive or reinforcing feedback;

- being supportive of all audience attempts to try new things and not letting people demean or belittle themselves if they don't succeed the first time; and,

- if appropriate, addressing participants as new readers.

To encourage ease of club sign-up, participation and success, staff members should take care to make the club, the library and any related activities, easy to join. Care should also be taken to eliminate barriers, to increase ongoing involvement in club and library activities. These special concerns should include the following elements:

- Club guidelines, library rules for checkout and any other rules, guidelines or instructions should be written in an elementary fashion with information and concepts made clear through universally understood pictures and signs, as well as elementary or (as necessary) foreign language.

- Staff should review their checkout procedures and expectations: do patrons need to sign their names?; does the present library circulation mechanism create an access problem?;

can the rules or guidelines be eased?; can special checkout situations be created to serve these adults?

- Matching circulating materials to special patron needs should be given special consideration. This consideration includes the pre-arrangement of materials by library staff members into special reading levels or interest areas, and the development of kits on special levels as well as simple coding by reading or interest levels. This could entail setting up special displays or even bagging up or boxing up materials "to go."

- Scheduling club events for these families may be difficult and might include a great deal of trial and error. Special concerns for scheduling include finding times when these families units or adults in caregiver situations are together such as early morning, evening or Saturdays. Staff members should also take into account the variety of different cultural time-clocks for both scheduling as well as starting and finishing activities. Additional timing revolves around any transportation or environmental conditions, such as bus route times, or knowing when the traffic is too bad for walking, bicycling or driving.

- Library staff members should pay special attention to the environment of activities. They should be aware of the need for adult comfort in the surroundings and the need for avoiding an authoritarian arrangement that looks like a traditional school setting, with the teacher sitting above the audience or with a distance created between the teacher and the audience.

- Retention can also be increased with the implementation of simple reward systems. Consistent attendance might be rewarded through a visual aid tied in with the club theme or event theme. To avoid embarrassing infrequent attenders, this reward might be distributed when individual nametags are given out as families are greeted individually. An additional way to reward would be to note frequent attendees on a bulletin board, poster, wall or window display either before or after the activity, when staff are mingling with family members.

A well-organized club or service includes a well-publicized club or service. Although handbook readers are encouraged to use the marketing and publicity suggestions in Marketing the Texas Reading Club, suggestions for marketing and publicity specifically related to non-reading or low-level literacy adults are necessary, as finding and reaching these adults may be more difficult.

Advertising should not take the more traditional routes of newspapers and standard posters as language barriers or low-level language abilities may keep copy from being understood. Instead publicity should have few words in appropriate languages (if necessary) with, primarily, illustrations outlining activities with a simple visual map to where the event is being held. Maps should include routes and the specificity of transportation routes potentially used by families or caregivers. This specificity could include bus route numbers, any and all transfer points needed, bicycle lanes, names of side streets, free parking areas and well-lighted areas with sidewalks.

All ads should emphasize no cost and be in bright eye-catching colors. Ease of access of the building or the event area should be emphasized, if possible. (Likewise, staff members should insure that the building or event area and directions to the area are simply and clearly marked.)

Distribution of ads or information about the club might include mailing, or even more important, visits to social service organizations; clinics; churches; literacy, tutoring or language centers; hospitals for work with new mothers; grocery (and other) stores in low income or culturally isolated areas; government agencies (where applicable); flyers on community bulletin boards; and flyers or handouts in commercial establishments such as washaterias and neighborhood hangouts.

Finally, successful family programming in a Read-to-Me Club should include the library staff members concentrating through role-modeling, demonstration and teaching very general, but basic concepts.

- Parents, relatives or caregivers working with children should communicate with children constantly by singing to them and with them, by talking to them and sharing information and by sharing emotions, feelings and experiences.

- Adults should take their roles as teachers of young children **very** seriously.

- Communication, teaching, information sharing and play can be just as successful, if not more successful, with homemade and inexpensive toys and "tools."

- Being a good, parent, teacher, or caregiver is a skill that can be learned and improved upon. Being successful with children, especially at the very young ages, is not automatic or built-in and is not gender specific. Rather, innate skills and abilities, knowledge and attitude can be identified, strengthened and initiated, if necessary, in a fun and recreational manner.

- Success with children can come to adults of all ages. Intergenerational families are expected and even can afford more unique opportunities for working with young children. In addition, alternative family caregivers or caregivers in commercial environments can make enormous contributions to the life and development of the very young child.

Finally, non-reading or low-level literacy families are important members of the library community. Special care, planning and concern for these patrons and potential patrons will attract and involve groups in an exciting and learning future.

Additional reading about working with non-reading or low-level literacy families and with families in general can be found in the bibliography at the end of the handbook in the section entitled Programming: Focus on the Family.

VI. Planning

Although it would be wonderful to assume that a new Read-to-Me service or an expanded summer club for pre-readers would mean new materials, more staff and money for programming or supplies, it usually doesn't happen that way. Instead, a new or expanded service means careful planning by library staff members. This careful planning generally means looking around at what you already have, taking an inventory of materials, people skills, facilities, equipment, supplies and budget and then regrouping and carefully organizing your efforts, resources and time. The final step in planning is the evaluation of programs or service elements. These evaluation findings are then taken and used in basic planning for revision of programming and future planning.

Planning through Reviewing

By planning through first reviewing existing services or use of resources, librarians are eliminating the "reinvention of the wheel" as well as replication of effort. This self-evaluation should mean that staff will be getting answers to a number questions about materials, facilities, people, equipment, supplies and budget.

Materials

- What materials do I already have applicable to this service population?
- What areas of the library are these materials in, how are they organized and are they easily accessible for patrons when the children's services' staff is not there or not available to help patrons?
- Are the materials as current as I need them to be? Are they all "classics?"
- Do I have the space for sharing materials with these patrons or do I have to create sharing space or storage space?
- Do I have board books, large concept books, ABC's, in-house use learning toys that meet safety standards, safe and simple toys to check out?
- Can I make anything that I will need?
- Are any of my audiovisual appropriate for children under the age of five?
- Are any of my materials suitable for education of parents, relatives or caregivers?

Specific ranges of formats by age levels to look for include:

-books	0-1
-books	1-2
-books	2-3
-books	3-4
-books	4-5
-realia to check out	0-3
-realia in-library use	0-3
-realia to check out	3-5
-realia in-library use	3-5
-records or music	pre-5
-audiovisuals	pre-5
-adult books on parenting	
-adult books for caregivers	

People

- What strengths and weaknesses do my staff have in the area of working with the pre-reader or very young child?

- Should I use community members and are appropriate community members available for me to use?

- Should I enlist parents or caregivers to regularly help me with Read-to-Me club activities?

- Which of the community members, parents or caregivers have competencies in the area of working with young children?

- What is the attitude of the library staff, both children's and adult services personnel, towards **this patron**? What is the attitude towards any service that we currently provide for them? If there is an attitude problem, can it be changed?

- Do I, or any other library staff members have time to provide a new service? Is it appropriate to have volunteers provide this service? If it is, do their available times match my programming needs?

- Have I had patrons ask for this service?

- Have I, or other staff, observed that this service is needed? If so, when?

Specific people involved and to-be-considered in planning:

-library staff members who work with children
-library staff members who work with adults
-library support staff
-library staff from other libraries with similar successful programming?
-community resource people
-program volunteers - trained
-program volunteers - untrained
-family members as volunteers
-caregivers as volunteers

Facilities

- When the Read-to-Me population visits the library now, where do they sit or congregate?
- What problems, if any, are caused by this patron due to the library's environmental limitations?
- Can the children's area or any other areas be used? Can areas be rearranged temporarily?
- What effect does this program have on other areas of library?
- What would the staff need in order to take the activities outside of the library, such as to a homecare or daycare center?

Special facilities considerations might include:

-children's area
-picture book area
-other library areas
-effects on adult areas
-community environments

Equipment

- Of the equipment I have, what might work well with this service population?
- Are some pieces of equipment only able to be used at certain times due to the environment, such as recordplayers or cassette players at slow patron times or filmstrip players only at night?

- What are the limitations of my audiovisual materials for age or interest levels based on my hardware such as, are my cassettes the only materials I have for very young children, yet I only have a recordplayer?

- Is it possible to rent, borrow, or trade any equipment needed?

- Do I have the proper electrical outlets and cords for the equipment and my library space?

Specific equipment needs include:

-lists of all equipment
-outlets - voltage
-outlets - placement
-bulbs
-cords
-adapters

Supplies

- Which supplies have I used in the past in programs with younger children?

- How quickly did I use up supplies during the last programming periods?

- Approximately how many events or activities were served by last year's supplies?

- Which supplies are left over from last year and which can I use this year?

- What new supplies are needed?

- Are they needed by a certain time?

- Which supplies are needed with each event?

Specific supplies may include:

-paper
-stickers, such as dots or stars
-pens with washable ink for drawing on hands and face
-larger magic markers for wall and bulletin board displays
-chalk in a variety of colors
-paints for window paints

Budget

- What costs did I incur with past programming, such as for supplies, equipment and resources?
- Of those materials found in my collection appropriate to this pre-reading level, approximately what was the cost expended on those items?
- How has the rising cost of materials affected the possibility of adding or replacing items needed?
- What percent of the total cost of the collection was spent on these identified pre-reading items?
- Prior to the pre-reading program or Read-to-Me club, what was the circulation of those library materials identified as pre-reading materials?
- Are there identified areas where I can spend less money next year in order to spend more money on materials for Read-to-Me's?
- What amount of adult money is spent on materials relevant to parents and caregivers?
- Will I need to try to get money elsewhere for my program?
- Can I shift money from one account to another in order to spend money on my Read-to-Me program?

Specific funding needs include:

-money for books - divided by specific formats
-money for records, cassettes
-money for supplies
-money for audiovisual software
-money for any rentals of equipment, films
-money for program leaders or entertainers
-money for art work
-money for publicity flyers, posters

Planning for the Service

The process of planning through reviewing what you have may have to take place, in part, while you do your major planning for the club itself. The following list of "things to do" includes the reviewing process organized month by month. Forms following the list are summary forms and should be used as examples of organization of information. Additional use of the basic outline

may include the division of "to do" information by weeks 1,2,3 and 4 in each month and also by the seven days in a week.

Timing Planning "To Do's"

Sep. To Do:

-gather all information from last year's Library Read- ing clubs (if no pre-reading club was offered, statistics from any summer or year-long activities are used)

-select committee to review last year's work and develop next year's program, include volunteers and community members

-prepare information packets for the committee on any new program or service that you wish to offer, including "planning through reviewing" questions

-begin self-study plan for learning about the new service population

Oct. To Do:

-schedule a committee meeting to review information

-assign committee members responsibility to begin to design Read-to-Me program and discuss whether it will be a pilot service, or a permanent service which will be reviewed

-check on themes for clubs used elsewhere and on themes developed by agencies

-begin to list budget needs for next year

-outline painting and art work schedules for summer materials

-continue self-study for new age-level patron

Nov. To Do:

-schedule committee to meet again to discuss, and begin outlining goals and objectives, discuss themes and decide on pilot approach

-list other library, community and commercial activities going on next summer

-inquire about and list those activities specifically for this age level

-work on planning through reviewing questions

Dec. To Do:

-schedule individual work from committee members on goals and objectives and reviewing of themes

-develop an outline for finding, reaching and keeping this new audience

-enter all possible dates connected with the club, library activities and community into a work calendar

-work on planning through reviewing questions

Jan. To Do:

-schedule committee meeting to firm up decisions about club and finalize overall goals and objectives

-begin to design art work or arrange to have it done

-write copy for publicity for club

-send ideas for club to any necessary and appropriate administration for final approval

-consult planning through reviewing information for ordering materials needed for club theme and to supplement club activities

-advertise for volunteers

-continue self-study if needed

Feb. To Do:

-write any press releases needed for pre-summer publicity

-inform interested community groups of your summer plans through letters or phone calls

-design volunteer meeting and gather materials

-write letters to volunteers inviting them to the meeting

-arrange all dates for volunteers meetings

-see that all print and art work is sent out

-list all library environmental needs for the club

-design and schedule publicity

-contact any outside entertainers or program leaders for the summer club

Mar. To Do:

-train volunteers and set up volunteer summer schedule

-distribute any club information needed to other interested agencies or libraries

-review library environment for any changes needed

-gather library materials to be used by program leaders for programming

-begin bibliographies of library materials for summer program

-begin any visits out such as trips to the newspaper, childcare facilities, preschool locations

Apr. To Do:

-continue any visits out to advertise club

-check progress on printing and art work

-circulate program plan and scheduling among library staff

-coordinate staff member and volunteer schedules

-develop in-depth outlines for each event

-send out any summer publicity needed, based on community deadlines

-have currently working volunteers begin working on items needed for summer activities

-arrange for photographer to take pictures during events

May To Do:

-continue publicity

-send a summer "gearing-up" letter to summer volunteers and "entertainers" or program leaders

-send a wrap-up and thank you letter to committee members including invitations to attend special programs that they helped design

-send out thank you letters to any community agencies that aided in the development process

-make any environmental rearrangements in the library as needed

-post all summer club signs in the library as needed

-"decorate" library for summer club

-distribute any different evaluation or recordkeeping sheets as needed

June To Do:

-call and confirm volunteers for the month

-check kits to see that June's activity kits are ready

-perform Activity number 1

-evaluate Activity number 1 and make any necessary changes that would affect Activity 2

-send any thank you letters needed for June events

-spot check the success of publicity

-send out any July or August publicity as needed

-speak with library staff members to note successes and problems

-gather together all recordkeeping sheets for your monthly report

July To Do:

-call and confirm library volunteers for the month

-perform program activities

-check to see that July kits are ready

-send any thank you letters for June events

-send out publicity for August

-make sure that the in-progress publicity is being done such as taking pictures

-check with any guest performers on their needs

-verify recordkeeping sheets are being used

-speak with relevant library and community workers to get feedback on progress of the club/events so far

-gather all recordkeeping sheets

August To Do:

-call and confirm all library volunteers for the month

-perform program activities

-check with any guest performers on their needs

-send thank you notes for July and August events

-schedule a review/evaluation meeting with planning committee and appropriate library staff and community members

-gather recordkeeping sheets for final evaluation

-gather any use statistics

Sept. To Do:

-send any additional thank you notes

-finish evaluation/use document

-prepare documents for final evaluation meeting

-run final evaluation meeting

-send out a follow-up report on recommendations for next year's programs

-schedule first planning meeting for the next year

Final Planning - Evaluation

Evaluation is the final step in the planning of any activity. Whether or not you have decided that the program is a pilot or is permanent, evaluation helps you answer a number of questions that determine whether or not you will continue, whether or not you change elements, whether or not you may wish to discontinue other areas of service and finally, how you may plan your spending for the next year. More specifically, good recordkeeping, and evaluations of individual and overall programs, can answer these questions:

- Was the program, service or club successful according to the goals and objectives developed by the committee?
- What elements completely failed and which did not work as well as they should have?
- For next year's program, what would you change, add, delete?
- Whom did you actually reach with the club?
- What were any surprises that you had in the club?
- Would you do this club again?
- What three changes could make next year's club run more smoothly?
- How did this program fit in with the overall plan of the library, i.e. adult services, reading club service?
- What did you learn from doing the club?
- What benefits did the club, as it was, have?
- Was the program, service or club worth all of the effort?

Getting the answers to these questions could be handled in a number of ways. They could be typed up (with blank lines in between each question) for a fill-in-the-blank survey, and distributed to library staff, volunteers and select patrons, as well as any committee members who may have been on the committee as well as active in the club. Another approach would be to call a meeting of representatives listed above and make these questions the agenda for discussion in the meeting. With a meeting, any recordkeeping statistics, monthly reports, a summary report

and overall discussion could provide a better picture as to "why" questions were answered as they were.

No matter the process of evaluation, no thorough quality evaluation can be done just from answering questions and eliciting feelings from participants. To supplement feelings and responses based on narrow participant or preconceived ideas, numbers or quantifying information should be introduced. These numbers should never be introduced as "bigger is better," rather they should be broken down into areas and introduced as supporting evidence. For example, it may not be so important that only three children and their parents came to the first program, but rather that 14 came to the second and that number included the first three.

"What numbers do I gather?" is a question that few people ask. The following list is an attempt at an inclusive list of numbers that **might** be gathered during the summer. This list might be used in the program development stages to evaluate the current forms that the library uses to see if enough specific numbers are being kept. If this list was to be used as an recordkeeping form itself it could be used at the end of designated periods of time, such as at the end of each day, or week. It addition it could be used as a summary information sheet to go with a written monthly report or a summary sheet for the three months of the program.

Library staff should carefully review all lists in light of their own library situation. Clearly, not every number of every use should be recorded as many numbers may not be related to library goals and objectives. A good test to analyze a need for keeping numbers is the "who cares?" test. Staff can literally sit around and say "should we keep the number of toys used while patrons are in the library or in-house use of toys?' If the answer is "Yes, I care because I have an objective to increase our learning toys and I don't know which ones are getting used or if one child uses, etc." then keep the number. If the answer is "no one cares," don't attempt it.

The additional form provided here, is a recordkeeping sheet that is a more in-depth daily sheet than most libraries have, as it notes age levels. It could be filled in with the hashmark approach, to keep track of reference as well as a headcount of the area at any one time or for any one event. The same "who cares?" test can be applied to recordkeeping sheets as well.

"What numbers can I keep?"

Audience Numbers:

-children enrolled overall in the club
-birth to one enrolled
-one to two enrolled
-two to three enrolled
-three to four enrolled
-four to five enrolled
-children attending activities
-parents attending activities

-siblings attending activities
-grandparents attending activities
-caregivers at events

Materials Numbers:

-checked out materials (can be further subdivided by format)
-in-house use of materials
-number of materials shared and listed on logs
-in-house use of toys

Activities Numbers:

-activities offered
-seminars for adults offered
-workshops for adults offered
-training sessions for volunteers

Reference Numbers - Questions concerning:

-birth to one
-one to two
-two to three
-three to four
-four to five

Reference Numbers - Questions from:

-parents
-siblings
-grandparents
-caregivers

Other counts:

-door count overall
-publicity brochures (can be broken down by all types sent out)
-average attendance
  .adults per event (can be broken down by type of activity)
  .children per event (can be broken down by type of activity)
  .family members per event (can be broken down by type of activity)
  .caregivers per event (should be broken down by type of activity)

-average number of:
.staff hours expended for each event (can be broken down)
.pieces of equipment used
.bibliographies handed out
.number of times books were entered into logs
.materials checked out from displays

Publicity Numbers:

Number of times that this publicity was mentioned as a reason for someone having come to the library or to an event:

-t.v. public service announcements
-flyers
-library posters - in-house
-church bulletins
-association newsletters
-newspaper announcements
-newspaper feature stories
-mailouts
-phone calls
-referrals from community agencies
-other, such as placemats in restaurants

The best possible evaluation, then, of any service, program or club should include:

-meeting criteria established by goals and objectives;
-answers to questions that include feelings and attitudes toward the elements being evaluated; and,
-numbers.

Good planning is crucial and keeps your sanity. Good planning allows you to have a great deal of information on paper for the maximum accountability to both the administration and to the public.

Event/Service/Program: Read-to-Me! Club Planning
Overall Dates: September/March

Staff Responsible For Project: Children's workers, Circ. desk (2), Library Assist., 2 volunteers

sample

TIMING	PLANNING			IN-PROGRESS			SPECIAL CONCERNS AND COMMENTS
Year/Month/Week	To Do	Who	Needs	To Do	Who	Needs	
September 3 weeks - 1st week too busy	- gather info - select committee - info pkts - self study	CW/LA CW CW/V CW	- files, stats - last year's list - handouts - mags/books				- lead time for copying info. packets
October leave out Halloween week	- schedule mtgs - agenda/assign - budget needs - painting/art work	LA CW CW CW/V	- last yr's $ - budget limits				- ILL Child development books
November 3 days off 26-29	- schedule mtgs - list other sets. - planning/reviewing	V V CW/LA/V	- phone time!				- call state library for materials/ Marketing Manual
December only 2 working weeks	- schedule individual work schedules - marketing	CW CW	- info from community				- Rooms available??? - last year's Receipts!!!
January only 3.5 working weeks	- schedule committees - design art - ADVERTISE!	CW/LA CW/V CW/V/LA	- phone time! - art pens/paper				- daytime volunteers
February a short month!	- Press releases - letters - print & art work - visits out/contacts	CW/V V LA/V CW/V	- reading manual forms - phone time!				
March figure in Spring Break week!	- volunteers - distribute pr. - review facilities - visits out	CW V/LA CW/LA CW/V	- daytime hours schedule/ volunteers				- circulate/ input on net-work

Event/Service/Program: More Read-to-Me! Club Planning
Overall Dates: April/September

Staff Responsible For Project: Children's workers circ. desk (2) L.A.'s 2 volunteers

TIMING	PLANNING			IN-PROGRESS			SPECIAL CONCERNS AND COMMENTS
Year/Month/Week	To Do	Who	Needs	To Do	Who	Needs	
April full month (only closed Easter)	-visits out -progress check -coordinate v's job desc.	CW/LA CW CW/LA CW	-ordering/ low bid				
May 3 weeks for visits! School's out!	-publicity -correspondence -arranging events for facilities	CW CW/V CW/LA	-all publicity/ club info sorted				
June 4 full weeks	-decorate! -Activities 1-4 -correspondence -stats? -evaluate progress	LA/V V CW/LA CW CW	balloons blown up! 2 Kits	activity 1,2 activity 3,4 activity 5,6 activity 7,8 Closing event	CW/V CW/V CW/V CW/LA's CW/V/LA's	-bibliographies, displays, home activity sheets -bibliographies, displays, stickers -bibliographies, displays, home activity sheets -special kits, forms	-prepare monthly report -prepare monthly report
July 2 days closed for the 4th	-Activities 4-8 -stats -evaluate	V CW CW					
August 3 weeks of club	-certificates -thank you's -evaluation	V V/LA's CW	Special Kits borrowed				
September school starts	-gather stats/ evaluations -Schedule eval. mtgs.	CW/LA CW	-forms/special pens		CW CW/LA		-full eval. info ready for meeting - leave time for completing this
_____	Evaluate!						

Month July
Days Third week

what?	who?	needs?
- last planning for closing event for Read-to-Me club - activity	- all Read-to-Me staff & Children's librarians; library asst, all volunteers - program leader	- phone #'s for activity & final event participants - certificates and pens for final event

8 Sunday 12	8 Monday - check to see if kits are ready for #4. - review calendar for final event 12	8 Tuesday - check brochure - call & confirm on this week's activity 12	8 Wednesday 12	8 Thursday 12	8 Friday - fill out evaluation form. - confirm guest performers 12	8 Saturday 12
5	- have volunteers compile special kits - have lib. asst. begin to count brochures/final certificates. 5	5	- pull display materials - begin to pull next weeks books 5	5	final event - gather weekly stat. sheet 5	5
	- have night time volunteers finish forms!			☆ ☆ ☆ Activity 4 ☆ ☆ ☆ ☆	- review next week's calendar	

Daily/Monthly Record Keeping

Day: Tuesday
Month/Date: 8/12/93
Area: Children

P = phone in
||| = reference questions
+ = in-depth question

	Children					Adults				Totals
Hours	**Baby-1**	**1-2**	**2-3**	**3-4**	**4-5**	**Parents**	**Siblings**	**Grand-Parents**	**Care-givers**	
8			~~||||~~ |||		~~||||~~			||	
9			~~||||~~							
10										
11					||	~~||||~~			|||	
					~~||||~~	|||		||	
12										
1										
2										
3										
4										
5										
6										
7										
Totals										

VII. Finding and Keeping Your Audience

You may already think or know that you have pre-readers coming into your library. How? Your storytimes have increasingly younger looking participants left alone or with brothers or sisters, or you have a ring of parents with children in their laps on the outskirts of the storytime area. Perhaps you have growing numbers of parents and younger children "playing" in the picture book area while other children are at storytimes, or you have calls from preschools or daycare groups saying that their children are a "wide range of ages." Maybe you have noticed that mothers of young children are meeting each other at the library or that teachers and caregivers are asking for learning, concept or board books in greater numbers.

If any or all of these things are giving you clues, you probably have many young children in your area. The trick, of course, is specifically identifying them, locating them, deciding how you will reach them, and choosing a plan of distribution. Once you've got them coming in, the challenge is determining the best possible way to keep them happy while they are at the library, as well as keeping them returning.

Identifying and Locating Them

This service population includes children from birth to five years, their family members (including grandparents or aunts or uncles) preschool teachers, daycare caregivers and homecare caregivers. In the process of finding them, however, it's important to remember that not all of this service group needs to be served by you. Instead, you may choose to serve toddlers ages two and three or just parents of small children, or parents and babies, or all community teachers of young children and caregivers.

Additional identifying factors include:

- socio-economic level;

- cultural backgrounds;

- languages used in the home, at school and in the caregiver situations;

- living arrangements, both alternative and traditional such as two parents with children, single parent, multi-adult environments, intergenerational;

- average types of dwelling, transient or stable; apartments, homes, duplexes, temporary housing, or no housing.

Sources to consult include: city directories, census documents, area statistics, city planning information, church community directors, city and county officials or employees specializing city or county services for young children, children's social service agencies, pediatricians, groups

of daycare or caregiver staff, licensing agencies, health care facilities, the school system's records, real estate offices or representatives, apartment managers, any large businesses' personnel departments, children's store managers or buyers, and any associations concerning children. Questions of these organizations, of course, must remain general and speak to how many? and where?

One additional general formula for determining "how many" is:

Each age level, one to one hundred is usually one percent of the population. Therefore, if you have 35,000 people in your community an approximate number of two-year-olds might be 1 - 2 percent, or .01 times (.02) 35,000 or .01 x 35,000 = 350 to 700, average being 550. (This formula is generally adjusted to less than 1 percent over 20 years of age and may increase from 1 - 2 percent for birth through 3 years old.)

How will you reach them?

Your decisions on how best to reach your population will be determined largely by your location information.

Examples

Location	Method
-65 percent in day care & homecare	-phone calls & letters or mailed brochures
-40 percent in apartments	-posters or brochures in apartment and commercial laundry facilities
-low income	-posters in appropriate service agencies, clinics
-church centers for daycare or a religious community	-church bulletins
-all areas	-posters in doctors' offices, delivery room, waiting room areas, shopping mall kiosks, fast food restaurants, newsletters of homeowners or professional associations
-individual homes	-public service announcements, newspaper ads, in-house advertising

Distribution

Methods of distribution, of course, vary greatly based on methods of publicity chosen. To name just a few:

-mailings paid for by the library

-mail outs handled by other agencies; for example, a program brochure in a utility bill or bank statement mailout

-volunteers who distribute to designated places (generally match up volunteers to distribution points where they already go...their store, their church)

-brochures handed out to service population already coming in with requests to take it to two friends

-regular releases to newspapers

-phone calls by volunteers to professional associations related to children's issues

-speaking engagements by staff or volunteers, when appropriate, to relevant community group

-photographs with informative captions sent to newspapers to show people what they missed and to tell them of similar upcoming programs

-placemats at local restaurants advertising the service

-receptions or kick-off parties for parents or caregivers

-any shopping guides

Keeping Them Happy At, and Returning To, the Library

Although it's impossible to please "all of the people all of the time," it's quite possible to make your patrons happy at the library and returning to your activities. A list of techniques or elements of such a successful program might include:

-be consistent in your programming presentations -- people like to feel comfortable and know what to expect

-establish rapport with individual children as well as rapport with them as a group

-provide sign-up sheets for follow-up letters or phone calls or calls for special materials

-offer appointments or office hours for special attention for those who desire it

-enforce guidelines and discipline when necessary (in private if extensive discussion is needed) in order to create an environment good for whole group

-use home activity sheets (examples in appendices) to make a formal learning atmosphere (if you feel one is desired)

-prepare special materials kits for people on the run due to work or transportation, as well as for caregivers with groups who do not have time to browse

-prepare materials displays for each event

-create sample lists of pre-reading materials by concepts, holidays, emotions, etc.

-use consistent terminology and any needed identifiers on all publicity.

Additional information on finding and keeping your audience can be found in the bibliography under the section entitled Chapter VII "Finding and Keeping Your Audience."

VIII. Scheduling Your Program

Scheduling for any service at the library is important. To organize events, staff, patrons and the environment for the best possible combination means taking a number of things into account. These things include (in no order of importance):

General	Specific to Read-to Me's
- age	-What does each age need in terms of length of program; number of people at activity; attention span?
- hours open	-Are the libraries hours and available times for scheduling suited to the patrons; is it possible to schedule events when the library is closed, but staff members are there?
- location	-What is the best or most available space for events or visits: in the children's area; clubroom; outside; a combination? If one event is going on must all others stop? Does space let me schedule programs back to back?
- characteristics	-What are the special needs of the group of children in or with families or daycare or home care situations? Are different activities needed for different groups such as one activity for families, another for homecare and another for daycare? Is the size of group going to dictate whether or not you preselect, display or make kits out of materials? Will visits out to daycare or homecare take special scheduling for travel?
- patrons	-Do groups with diverse age levels need special scheduling for times of day or for length of activities? Do socio-economic or cultural characteristics affect the timing of events during the year; during the day; the length of activities; when do activities begin and end? Are special or adaptive needs children going to require activities of certain lengths?
- transportation	-Are traffic/transportation patterns important? How many cars can fit in the lot? Is visiting the library impossible based on traffic patterns? Does the target population drive? Can they walk to the library?
- patron timeclock	-What are patron time constraints? When do they nap, sleep at night, eat? When are they most alert? How do their parents or caregivers operate, eat, or schedule their day?

- community events	-What else is available for this person in the area? What times are they? Can this group reach two events in one day, yours and some else's? Are you replicating content in general, or at holiday time?
-community time	-What is the schedule in the community for school sessions, holidays, caregiver sessions? What are work schedules? When are church events?
-patron location	-Where will the child be in the daytime, with mother, father, older brothers or sisters? Will they be in commercial daycare or homecare? Will they be with grandparents or daycare centers at the parents place of work? Where is the child in the evening? Are they still in daycare or at home with a single parent family or alternative caregiver? Where is the child on weekends? Are they still in daycare or is this their only time at home with their family? Are they attending other events or commuting to another geographic location? Are they at a church event?
-weather	-If raining or snowing, will the patrons come? Will they be hard to settle down? Unreachable? Should you reorganize your event to include a quiet time or a pick-me-up? Should you start a few minutes late or allow 10 - 15 minutes to take off rain or snow clothes? Should you change the theme of your event and talk about the weather?
-staff schedules	-What are the staff schedules? What are the best times for the program? Do you need to assign staff or recruit volunteers? When can volunteers work? How much preparation and cleanup time is needed for the event? How much travel time will you need for a visit out? Are enough staff available when you need them? Can present staff devote themselves fully to the program at hand?
-environment event	-Is there an in-house location available? Do they have to walk through the library to reach that location? How does that effect the noise level? Is there or can there be a clearly defined activity area for a quick entrance and exit, for registration, or for setup and cleanup? At locations outside the library, are you near any distractions, such as phones, aquariums or people walking in? Are you blocking staff pathways? Can you and your group concentrate? Is it impossible to set up a quality event?
-other events	-Do your reader programs conflict? Do other library programs or reference concerns conflict? Is the parking lot too small to hold cars for simultaneous events? Are events offered by adult services drawing adults away from your program and keeping them from working with their children in your program?

Answering these questions and addressing these concerns should give you good information about making the perfect match…the perfect activity at the perfect location in the library at just the right time for the patron, the children's library staff and the other library staff.

IX. Guidelines for Your Program

Telling people how to and how not to do something is an art. Given staffing patterns, responsibilities and size of staff in general, minimizing time spent explaining services is a necessity. It is important then, that any services and especially new ones include a number of guidelines, information brochures or directions on joining the club or using the service, participating in the club or service and any membership responsibilities necessary for the best possible use of the club or service.

Any written materials given out should include:

-clear, simple "rules" for participants;

-easy and appropriate language for adults;

-general information about library use as well as information about the particular club or service;

-consistent use of club or service themes in pictures, colors or wording; and,

-narrative with patron or participant success emphasized.

The following guidelines are offered as samples of brochures and guides for this Read-to-Me Club or service. Brochures and guidelines should be reviewed for their appropriateness to your individual library situation and adapted to suit individual library needs.

Local Adaptation

Blank spaces or spaces with suggested answers in parentheses should be considered suggestions for completing documents. Library staff should personalize by filling in these areas as necessary by adding:

- library names;
- library staff member names;
- hours open;
- directions to the library; and,
- specific ages for specific activities.

Read-to-Me Registration

We are pleased that you will coming to the library to share books, activities and music with us! Our goals are for you and the child or children that you bring, to have fun and share in activities designed just for you. The library staff hope that you and your child will begin or continue to enjoy books and reading and learning activities.

Read-to-Me Club dates are from _____ to _____.
The library staff members and volunteers here to help you with Read-to-Me's and any other library needs are:

- _____
- _____
- _____
- _____

Library Hours, Directions, Library Address and Phone numbers are:

Who may join the club?

- Children from _____ to _____ or any non-reading children can join our Read-to-Me Club.
- All children joining the club need someone to "join" with them who will be sharing materials with them, bringing them to the library, and attending any Read-to-Me events.

Several adults such as parents, relatives or caregivers can join with a child. Caregivers with up to _____ children may also join with their children.

- All children should be accompanied by adults at all times, but especially when entering materials into Reading Logs or attending activities or events.

- Adults, or those working with young children, must be _____ of age or older.

How do you join the club?

- Visit the library with your child to sign up for a Read-to-Me Log (and to get your Read-to-Me Star, Rocketship or Busy Bee.)

- Pick up copies of all club information and (any home activity sheets.)

- Sign up for a library card (by bringing in .....). You can take up to _____ books, and records _____ home right away.

What do you do as a member of the club?

- Adult club members read books and share library materials with pre-reading club members.

- Club members have library staff members register all materials they share in Read-to-Me Logs. Up to _____ titles may be entered in on each Read-to-Me Log, but up to (5) logs may be used.

- Members may enter materials and may bring in materials from home for Read-to-Me Logs.

- Read-to-Me Club members should attend and participate in Club activity times and events as often as possible.

Thank you for joining our Read-to-Me Club! For the best possible pre-reading experience, please:

-note on all brochures for activities whether tickets are needed for any programs;

-phone-in your registration for any activities that don't need tickets;

-pick up all other Club guidelines;

-visit the library to fill in Read-to-Me Logs and activities as often as possible.

Again, thank you for joining us!

(Library Staff Member Name)

READ-TO-ME ACTIVITY GUIDELINES

The library would like the activities designed for Read-to-Me Club Members to be the best possible pre-reading and learning activities. To make these activities special for children and their parents, caregivers and families, the following guidelines were developed:

Activities

- All activities at the library are free.
- Attendance at activities may be limited. Please check the club activity listings for this information.
- Participants should enter the activity times where the "enter" sign is posted (or door is opened or staff members directs.)
- Additional patrons accompanying regular participants are encouraged to join in the program or to observe silently at the back of the activity area.
- Those wishing to take photographs should check with the library staff or activity leader before the program to find out the appropriate time to take pictures.
- Those arriving late should attend another activity, rather than entering after the leader has started.
- Patrons attending activity times are not required to have a library card.

Children/Audience

- Club participants who attend activity times should arrive 10-15 minutes early.
- Children may not be left unattended in the children's area or during activity times.
- Prepare your child or family members for the activity time by telling them what they may be doing at the library.
- Be sure that you get your child's name tag from the name tag area before activity times. After the activity time, you may leave the tag with us for future visits.
- Sit as near to your child as you can, or even better sit with your child in your lap.
- Do your homework! Library staff may ask you to "wear red next time" or "bring something that buttons, zips, or snaps."

- Come often, even when there is no activity planned. We like to see our Read-to-Me's often!!!!

- Patrons are encouraged to spread their read-to-me activities over a long period of time, rather than sharing all materials for the club in one week or even in one sitting.

Materials

- There is no charge for checking out materials at the library.

- Books, and other Read-to-Me materials are not registered in read-to-me logs 30 minutes prior to activity time unless additional staff or volunteers are present to assist parents or caregivers.

- Patrons need to bring their library cards to the library to check out materials.

- Parents or caregivers are asked not to register books or other materials in logs without assistance. A special part of the Read-to-Me program includes the library staff members working with the children when the materials are logged in.

- Everyone is encouraged to check out the materials on display.

- Everyone is encouraged to pick up the lists of materials recommended for Read-to-Me's.

- Parents, caregivers, and family members are encouraged to ask library staff to recommend materials especially for their child.

- Materials must be entered in the log by the child and the reader in person, no phone registrations are allowed.

- Be sure to get your home activity sheets following each activity time or when you come in to register.

VISIT....VISIT....VISIT....the library.....We're here for you.....

To:
From:
Date:

Welcome to the Read-to-Me Club!

Program Guidelines

Theme:_____

Take these few simple steps to register your read-to-me for the Read-to-Me Club.

1) Visit the library with your child at your convenience...the best times for us to serve you include those times when children's library staff are there to help you and at least 30 minutes prior to any scheduled activity times.

2) Bring your library card or, if you don't have one, a picture ID so you can register for one.

3) Visit the children's area or the area marked "Read-to-Me Club."

4) Get copies of the Program Guidelines, Activity Guidelines, Read-to-Me Log, Read-to-Me Agreement, and any lists of activities scheduled.

5) Read the Guidelines, sign the Read-to-Me Agreement, sign your Read-to-Me name on the log, and leave the log with the library staff. We'll file it for you!

6) Come visit us often, and we'll talk with you and your child about the books you've read.

Hint: Since only _____ books may be registered on the form and used for the contest, you may want your child to pick out his or her two favorites to register at each visit.

Sample

Carter Central Public

I, Billy Sloan, agree to have 20 books read to me at home and day care from June to August! I would like my mother, my Sister Eunice and Ms. Calm, and Franklin to read with me!

Betty Smith (Carter)

Billy Sloan

Bibliography

The materials listed in the bibliography are annotated and arranged alphabetically by chapter. Two additional sections include: recommended resources such as books and toys; and other materials used for researching and writing this handbook.

Throughout the bibliography asterisks (*) have been placed by those materials most recommended for use in preparation of programs. Many of these materials are available from the Texas State Library's Library Science Collection (800-252-9386) or through Interlibrary Loan.

I. What is a Read-to-Me Program?

Although this is a chapter that primarily describes personal experiences with programming for young children, there is some background information on similar programs available in the literature. These materials are more appropriate for and are listed with the Chapter IV "Programming for Read-to-Me's with Parents, Family Members and (or) Caregivers: Focus on the Child."

II. Why a Read-to-Me Program in a Reading Environment?

The following articles and monographs give good outlines, backgrounds and samples of programs, but also discuss these types of programs in a reading environment or in environments that have typically not included this types of program. Although these materials were useful for the entire handbook, they are particularly good for placing these programs in the context of the library with good explanations and rationales for the provision of the service.

Campagna, Jane. "Toddler/Parent Story Times." Illinois Libraries 67 (January 1985): 64-68.

This is a helpful description of story times for parents and toddlers that includes several sample programs with rhymes and books; a good bibliography of professional readings with bibliographies for materials for the very young; and lists of recommended stories. Good suggestions for designing programs are offered.

Cianciolo, Patricia J. "Developing the Beginning Reading Process with Picture Books." Journal of Youth Services in Libraries 1 (Fall 1987): 47-56.

Cianciolo's book is an indepth look at the elements of pictures books and early reading and a bibliography of recommended materials is mentioned. This book makes for interesting reading and learning about the elements of picture books and how to match those elements with children.

Lindsay, Jeanne Warren. Teens Parenting: The Challenge of Toddlers: Parenting Your Child From One to Three. Buena Park, California: Morning Glory Press, 1991.

If library staff are working with special groups or groups that include a larger number of younger or teen parents, this is an interesting publication. Divided into sections by age of the child and then written in a conversational narrative, this publication gives library staff insight into special needs of both younger parents of toddlers as well as the toddlers themselves.

Munger, Evelyn Moats and Susan Jane Bowdon. Beyond Peek-a-Boo and Pat-a-Cake: Activities for Baby's First Eighteen Months. Clinton, New Jersey, 1986.

This highly recommended, fascinating book is a one-of-a-kind in that it groups information not by several months, but month by month of an infant's life. There are eighteen different sections that are named by the characteristic of the child (ex. "Four Months: The Game Player") and include, how to work with the child, how they relate to the world around them (even including their bed and blanket!), what needs to be in their environment, toys you work with them, toys they need for themselves, tips to help them develop (ex. attention span), how long to work with them on individual activities, taking trips, attention and sensory needs, body movements to begin to do for the baby, noise/music, games to play, lighting, rocking and how to establish routines that are needed for standard areas as well as specific to the age and interest level (ex. how to introduce the child to bathing and water.) Additional information includes colors, feeding, health, dressing and how to let the child relate to other people. While many of these elements are for the parent of the newborn, library staff can learn a great deal for sharing with parents by modeling behavior, preparing handouts, or simply planning their own activity times by noting the sections such as colors, sensory needs, music, noises, environment and relating to others.

Rogers, Pat, and Barbara Harris. "Parent-Child Learning Centers: An Alternate Approach to Library Programming for Preschoolers." Top of the News (Summer 1986): 343-355.

Rogers and Harris offer an explanation of alternative programming to the traditional storytime programming for children. The article has interesting comparisons of the "old" to the "new" and should provide insight to those wanting to analyze their current programs.

Smardo, Frances A. "Public Library Services for Young Children in Day Care and Their Caregivers." Public Library Quarterly 7 (1/2) (Spring/Summer 1986): 45-56.

Not only is this article an in-depth look at what some public libraries do for their patrons, it models what libraries can and should do for their patrons. Smardo's article includes excellent background information and a professional bibliography.

III. Program Goals with Sample Objectives and Activities

Dodge, Diane Trister and Laura J. Colker. The Creative Curriculum for Early Childhood. Washington, D.C.: Teaching Strategies, Inc. 1991.

While this title is obviously written for teachers, library staff can definitely use it to develop additional program goals and objectives, establish a young child's environment, work with special children, learn communication and behavior tips, design programs on specific interest areas (sand, water, cooking, outdoors) and learn how to select and use toys. This third edition covers special needs' children in an indepth manner and also provides a developmental and learning checklist.

New York Library Association. Standards New York: New York Library Association, 1894.

Sample goals and objectives are included in these standards as well as overall goals for library services, programs, staff, materials and management. New York's standards are an excellent set of standards that can be used for any library in any state.

IV. Programming for Read-to-Me's with Parents, Family Members and (or) Caregivers: Focus on the Child

The materials in this section include: detailed information on young children under the age of five; ideas for programs for this age group; description of sample successful programs; outlines of possible programs with detailed directions; and ideas for alternative programs.

Ames, Louise Bates and Frances Ilg. Your Four-Year-Old: Wild and Wonderful. New York: Delacorte Press, 1976.

Ames and Ilg provide an indepth look at the characteristics of the four-year-old child as well as techniques for working with them. A sound bibliography of toys, picture books and books for parents is included. This book is excellent reading and should be chosen, by library staff, parents and caregivers, to gain knowledge of the child.

Buckleitner, Warren. High/Scope Buyer's Guide to Children's Software/1993. Ypsilanti, MI: High/Scope Press, 1993.

Although most of the software discussed in the extensive guide (and most of the software commercially available) is for older children (four years on up), the book provides valuable information on what to look for in software, how to "grade" software, vendors who produce software for children and some titles available and recommended for children as young as 1 and 1/2 years of age through the age of three.

Catron, Carol Elaine, Ph.D. and Barbara Catron Parks, M.S. Cooking up a Story: Creative Ideas Using Original Stories and Props with Cooking Activities for Young Children. Minneapolis, Minnesota: T.S. Denison & Company, Inc. 1986.

A myriad of excellent (and inexpensive!) recipes await the reader of this book, however the strength of the information is found in its "program or activity" approach to describing the setting for the recipe, the ingredients, how to prepare the information and most importantly recommended books. Also available in the book are as tips on sharing storylines. Some recommendations on ages of participants are included in the bibliography.

Irving, Jan and Robin Currie. Full Speed Ahead: Stories and Activities for Children on Transportation. Englewood, Colorado: Teacher Ideas Press, 1988.

Another early interest for young children (the older toddler) is the world of transportation. This book includes a wealth of story ideas for activity times, cutouts, books for sharing, music and poetry. Material included does relate to many environments and a breadth of types of transportation available in the country today. Materials suggested in this source can be easily adapted for activities that include the world of the physically challenged child. Attention to grade, age and interest levels is also included in bibliographies.

Irving, Jan and Robin Currie. Glad Rags: Stories and Activities Featuring Clothes for Children. Littleton, Colorado: Libraries Unlimited, Inc., 1987.

A lengthy publication, this book provides those planning activities with a wide variety of ways to use clothes in programs to enhance stories with music and poetry. Attention to grade, age and interest levels is included. This book is especially valuable because clothing and dressing is one of the first areas of toddler interest in "self" and naming the world around them.

Lindsay, Jeanne Warren. The Challenge of Toddlers. Buena Park, California: Morning Glory Press, 1991.

Although it seems very little new information is ever written about toddlers, this book does cover new territory in the areas of activities with small numbers, quality one-on-one time as well as learning levels. This is recommended for library staff learning about this group as well as for parents learning about their toddlers.

Miller, Karen. More Things to Do With Toddlers and Twos. Chelsea, Mass.: TelShare Publishing, Inc., 1984.

This interesting book divides the world of the toddler into: environment, thinking, language development, music, senses, art, dramatic play, gross and fine motor development, positive self-image, social development, curriculum activities, routines, guiding behavior and working with parents. The primary audience is anyone who works with toddlers and library staff can benefit greatly from the entire text, but the sections especially helpful are: thinking, language

development, self-image and working with parents. The curriculum section also provides general guidance in developing and introducing themes for this age level. At the end of each chapter is a brief annotated bibliography.

Moore, Cory. A Reader's Guide: For Parents of Children with Mental, Physical, or Emotional Disabilities. Rockville, Maryland: Woodbine House, 1990.

An extensive source, this book includes lists of hundreds of materials that either focus on, or include some material on, children with disabilities. This book summarizes content, critiques value and provides grade, age and interest level title by title. The key to using this title is to use books recommended with all children, with the goal being to educate about diversity and teach tolerance and understanding.

Oppenheim, Joanne, Barbara Brenner and Betty D. Boegehold. Choosing Books for Kids: Choosing the Right Book for the Right Child at the Right Time. New York: Ballentine Books, 1986.

The most highly recommended book in this newer edition of the Read-to-Me Manual, the material presented here is an invaluable source for library staff. Over half of the 300+ text is devoted to discussing how to choose books for babies, toddlers, threes and fours and fours and fives. These sections include narrative on what children at these ages like and what they will respond to, as well as annotated bibliographies of recommended titles. At the end of each section a summary of "most important points in book selection" are provided as well as a "bookshelf" section on the ten or so titles that children this age absolutely must see!

Ponish, Karen. "Babywise and Toys Develop Literacy Skills." American Libraries 18 (September 1987): 709-710.

In "Babywise..." both a toy collection and a service to the community is described in light of its role in the development of literacy for library patrons and potential patrons. This article is an excellent description of a successful and well-intended service.

Raines, Shirley C. and Robert Canady. More Story S-T-R-E-T-C-H-E-R-S: More Activities to Expand Children's Favorite Books. Mt. Rainier, Maryland: Gryphon House, 1991.

A nice follow-up work to Story S-T-R-E-T-C-H-E-R-S this book has seventeen sections of ideas or concepts (such as "friends" or "families") that each include five or so books. These books are pictured with an annotation and then six to seven subsections describe six or seven different ways this book can be used with children. For each different way, the reader is told what the child will learn, materials needed, what to do in numbered and ordered steps and tips on what might work and not work. An excellent index also allows the reader to locate books or activities to do by the type of activity, i.e. art activities, such as what is available on crayon projects or flower arranging. Library staff could plan a year's worth of activities for a variety of age levels and while the book does not include specific mention of grade level, the introduction clearly

states that the material is for those who work with "young children." Other texts that state grade levels can be used to match activities described as well as other books located in bibliographies following each section.

Roemer, Joan. Two to Four from 9 to 5. New York: Harper, 1990.

Roemer's book provides a unique look at a daycare providers experiences. This information is valuable as a "case study," but it also provides interesting reading for successful activities, discipline and work with parents of young children.

Rubin, Richard R. Your Toddler: Ages One and Two. New York: Macmillan, 1980.

An excellent, pictorial look at one and two year old children, this book has larger print and an easy-to-read text covering growth, development and play. Although seemingly simple in its message, this information is valuable for those unfamiliar and familiar with this age level.

Segal, Marilyn. Your Child at Play: Birth to One Year. New York: Newmarket Press, 1985.

Interesting in-depth reading on the very youngest patron, this monograph has larger print and black-and-white pictures that describe and illustrate growth and learning games for this age child. Two good bibliographies are included, with recommended books for parents, as well as books to be used with babies and young children.

Segal, Marilyn, and Don Adcock. Your Child at Play: Three to Five Years. New York, Newmarket Press, 1986.

Segal and Adcock provide the reader with an in-depth look at the play of this age child. Recommended readings included are those on "creative play," "playing with friends," and "conversational play."

Wilmes, Liz and Dick Wilmes. Everyday Circle Times. Illinois: Building Blocks, 1983.

The Wilmes' provide almost 50 different games to be used in activities and programming for children. Detailed outlines of games are accompanied by rhymes, titles of picture books and music. This is an excellent source of ideas for young children.

V. Programming: Focus on the Family

The books and articles in this section include materials used on literacy and the family, as well as those focussed on families from different ethnic, cultural, or minority backgrounds.

Chall, Jeanne S.; Elizabeth Heron and Ann Hilferty. "Adult Literacy: New and Enduring Problems." Phi Delta Kappan 69 (November 1987): 190-196.

"Adult Literacy" provides extensive background information on America's literacy problem. It remains an excellent source for planning for the content of library literacy programs, as well as scheduling of low-level literacy family programs.

Davidson, Judith. "Adolescent Illiteracy: What Libraries Can Do to Solve the Problem - A Report on the Research of the Project on Adolescent Literacy." Journal of Youth Services 1 (Winter 1988): 215-218.

Davidson provides basic information on literacy among adolescents or teenagers along with project and programming suggestions. This article provides interesting reading on how to work with the teen as older brother and older sister.

Draves, William A. How To Teach Adults. Kansas: The Learning Resource Network, 1984.

This book is a solid step-by-step description of methods for working with and teaching adults. Draves is an excellent guide for anyone working with adults individually, as well as anyone needing guidance for teaching adults. Although not specifically covered, the book does give basic information on how to work with adults when they are with their children.

Fingeret, Arlene. Adult Literacy Education: Current and Future Directions. Ohio: ERIC, 1984.

Although an older text for considering "futures," Fingeret's work is valuable in that it takes an in-depth look at the variety of types of adult literacy education programs going on in the country. Various programs are categorized and explained and an excellent bibliography is included containing articles and books that concern individual projects as well as both basic and indepth information on adult education and literacy in general.

Fischer, Denise R. "Libraries and Literacy: A Partnership Whose Time is Now." Texas Libraries 49 (Spring 1988): 6-11.

Fischer provides an interesting discussion on the problem of literacy, a description of one library's program, a list of consultants for literacy issues, brief descriptions of other programs and problems, and a bibliography of materials. This article is good background information on literacy in general and the issue of illiteracy and possible solutions for Texas.

Gordon, Ira J. Baby Learning Through Baby Play: a Parent's Guide for the First Two Years. New York: St. Martin's Press, 1970.

A basic work on the young child, Gordon's book is large print, contains predominantly minority family illustrations, has simply written text and is to be used with families with babies and young children. An outstanding beginning book, it should be used with and checked out to families who may have low reading levels.

Heiser, Jane-Carol. Literacy Resources: An Annotated Check List for Tutors and Librarians. Baltimore, Maryland: Enoch Pratt Free Library, 1983.

Although ten years old, Heiser's work provides an in-depth list of materials that public libraries should know about in the areas of literacy services and programs. An excellent source, this should be used to provide a strong foundation for learning about what worked in the past, what was available, and why it worked.

Illinois Libraries. 69 (June 1987): entire issue.

This issue is devoted to libraries and literacy and includes articles such as "Library Literacy Planning Guide." Included are excellent checklists, publicity techniques, reading lists and collection development lists. This issues provides a good background.

Irving, Jan. "From Sheep to Shirt: Intergenerational Approaches to Library Programs." Illinois Libraries 67 (January 1986): 82-85.

Irving's article is an unusual look at literacy or family literacy programming with the focus being the strength and need of the intergenerational approach. An interesting piece, it suggests a return to "non-age level" programming, with the emphasis on increasing knowledge and skills of the family.

Larrick, Nancy. "Illiteracy Starts Too Soon." Phi Delta Kappan 69 (November 1987): 184-189.

Although an older article, Larrick's work provides a valuable look at America's illiterate families (especially children) with critique on information available for children.

Library Trends 35 (Fall 1986): entire issue.

This entire issue (350+ pages) is devoted to all aspects of literacy and adult education in libraries. Readers should note "Literacy Projects in Libraries," and "The Library Learner Dynamic in a Changing World."

Locke, Jill L. "Pittsburgh's Beginning with Books Project." School Library Journal 34 (February 1988): 22-24.

Locke describes Pittsburgh, Pennsylvania's commitment to low-income families and reading. Family and library staff interactions are described and illustrated with evaluation statements by family members who participated in literacy programs. This detailed account can be used to design and replicate a similar service in a similarly committed environment.

Malus, Susan. "The Logical Place to Attain Literacy." Library Journal 112 (July 1987): 38-40.

Another project description, Malus outlines Brooklyn's literacy problem and the public library's commitment and involvement through the establishment of literacy collections, programs and services.

Saracho, Olivia N. and Bernard Spodek, eds. Understanding the Multicultural Experience in Early Childhood Education. Washington, D.C.: NAEYC, 1983.

Saracho and Spodek provide an interesting look at the diverse cultures in the library today. This article, however, is highly recommended for anyone who works with any children, in either a reading or non-reading environment.

Sparling, Joseph and Isabelle Lewis. Learning Games for Threes and Fours. New York: Walker and Company, 1984.

Although an appropriate book for Chapter IV, Sparling is mentioned here, as the book is designed to use directly with parents or caregivers. It contains over 200 games to use with three and four year olds, arranged by the age of the child in months. An excellent resource, it is simply written and has easy directions with some black and white pictures illustrations.

Stapleton, Carolyn, and Sharon N. Eaton. "New Language Center in Town." Library Journal 112 (July 1987): 35-37.

Specifically dealing with the English-as-a-Second-Language audience, this short article discusses the library's learning center service and the purchase of ESL materials.

Towey, Cathleen A. "Babywise: Booking a Head Start for Parents." School Library Journal 36 (September 1990): 148-152.

"Babywise" provides a description of a public library system outreach program that introduces library services to parents of preschool children enrolled in a Head Start center. Towey discusses the importance of reading to children; sensitivity to bilingual needs; and adult literacy needs. Sample picture books are listed, as well as nonprint materials that should be made available at the library.

Weibel, Marguerite Crowley. The Library Literacy Connection: Using Library Resources with Adult Basic Education Students. Columbus, Ohio: Ohio Department of Education, 1984.

With a focus on the new reader or Adult Basic Education patron, this article provides a basic approach to looking at and using resources with this growing population of patrons. Weibel includes a good bibliography of materials that one should read as well as have in the collection.

VI. Planning

The following materials were used because they either covered planning for an important aspect of the service or because they are good examples or outlines of plans for juvenile services.

Association for Library Service to Children. American Library Association. Programming for Very Young Children. Chicago: American Library Association, latest edition.

Although programming ideas for the very young are included, the latest edition of this source should be consulted as a planning check list for all aspects of this service. The basic elements of this service are provided in a summary form that includes an excellent bibliography of resources for this age level, along with programming ideas and professional reading for library staff and parents and/or caregivers.

Benne, Mae. Principles of Children's Services in Public Libraries. Chicago, Illinois: American Library Association, 1991.

Principles provides basic information on the mission and goals of children's services. This source could be used to assist in the preparation of age-level goals and objectives as well as provide direction for the design of programs and services.

Children's Services Round Table. Missouri Library Association. You Two!: Two Year Olds and the Library. Columbia, Missouri: Missouri Library Association, n.d.

A beginning guide to working with this age child, this small book includes a check list of "to do's," a sample programming schedule, an outline of a sample program and a list of materials recommended for use with this age child.

Connor, Jane Gardner. Children's Services Handbook. Columbia, South Carolina: South Carolina State Library, 1989.

Connor's Handbook is an extensive handbook for all ages of children's services with a preschool audience. Although this book gives you valuable ideas for planning and organizing programming and services, it can also be used as a sample guide to the development of a library staff manual in a children's department.

Fasick, Adele M. Managing Children's Services in the Public Library. Englewood, Colorado: Libraries Unlimited, 1991.

Fasick's book covers broad aspects of children's services, yet the planning information can be adapted to all age levels of services.

McHenry, Cheryl A. "Library Volunteers: Recruiting, Motivating, Keeping Them." School Library Journal 35 (May 1988): 44-47.

Although many good articles are written on the importance of library volunteers, McHenry's article focusses on library volunteers in a children's services department. Excellent information is included on using and supervising volunteers as well as good sections on motivating and evaluating them. Those aspiring to be children's entertainers should also read McHenry.

VII. Finding and Keeping Your Audience

Recommended for "finding your audience" are the ALA publications on the planning process and the output measures guides for both general public library services and children's services.

Walter, Virginia A. Output Measures for Public Library Service to Children. Chicago, Illinois: American Library Association, 1992.

An additional recommended article that discusses both marketing strategies and successful marketing plans is Christine Lynch and Persis Rockwood's "Marketing Strategies for Children's Services" in Public Library Quarterly 7 (Fall/Winter 1986), pages 27-39.

Also recommended for "keeping your audience" is Susanne Szasz's The Unspoken Language of Children. New York: Norton, 1980. Through a multitude of pictures, this sources allows the program leader to evaluate reaction and success of both children and adults attending programs or using services.

Ideas on "keeping your audience" through appropriate and consistent publicity area available in the examples throughout this book and are also located in Marketing the Texas Reading Club available from the Texas State Library.

VIII. Scheduling Your Program

Successful scheduling of events is, as Chapter VIII discusses, the proper combination of timing and planning based on analysis of the patron group. Sources to help with this include those in the IV, V, and VI chapters, specifically those sources that describe sample successful projects such as Locke and Towey.

Materials for the Young Child and Those that Work with the Young Child

While researching programs and services for this age level patron, many resources located included programs, services and materials. Although this publication was not designed to focus on materials specifically, many sources should be mentioned for their lists.

Books

Apseloff, Marilyn. "Books for Babies: Learning Toys or Pre-Literature?" CHLA Quarterly 12 (Summer 1987): 63-66.

Although Apseloff includes titles for this patron, she focusses on information on the importance of, and ways to choose, materials for babies.

Aston, Athina. Toys That Teach Your Child from Birth to Two. Charlotte, North Carolina: East Woods Press, 1984.

Aston's Toys is a highly descriptive guide that categorizes toys by their concept, by how a child uses them, and by the age of the child.

Dondiego, Barbara L. Year-Round Crafts for Kids. Blue Ridge Summit, Pennsylvania: TAB Books, Inc. 1987.

This book provides simple lists of crafts and activities to use with the very young. Lengthy and detailed lists of supplies needed as well as items for recommended recipes make this a good guide to use in the library or recommend to parents and caregivers.

Greene, Ellin. Books, Babies and Libraries: Serving Infants, Toddlers, Their Parents and Caregivers. Chicago, Illinois: American Library Association, 1990.

Greene provides detailed lists of annotated sources. The recommended materials are well labeled as to grade, reading and interest level.

Mahoney, Ellen and Leah Wilcox. Ready, Set, Read: Best Books to Prepare Preschoolers. Metuchen, N.J.: The Scarecrow Press, Inc., 1985.

A comprehensive buying guide, this book should be used by any library purchasing and using books with children. Some information is given on what kinds of books should be read with what age level of children.

Magazines

Compute! magazine regularly reviews software for children with extensive analysis of programs. While the age levels appear broad (Barney Bear is said to be good for ages 2 - 5), the information given should be enough to allow appropriate purchase decisions.

Magazines for adults that consistently have good information about children of this age are Parents and American Baby. These publications have regular columns to review materials as well as features that explore using materials with children. Other features, although designed for

parents and caregivers cover discipline and behavior, for example, and would be excellent for library staff working with these age children in groups.

Puppets

Puppets are a highly recommended resource for young children. Just as illustrations shared with this age need to be "real world" and not seek to frighten, so puppets should represent the realistic world. One source that provides safe realistic puppets is Puppet Critters C-J Enterprise, P.O. Box 348 Guy, Texas 77444.

Sound Recordings

Sound recordings, usually thought of as entertainment or verbal readings or print literature have expanded greatly. Many classic titles on records and cassettes, are now also available in CD format as well. Content for this age level has expanded for those who live and work with this age level as well. For example, an interesting title is "STAR Parenting: A Positive and Practical Approach to Effective Parenting." A multivolume set, this recording covers toddlers from one through three, then preschoolers from three through five.

Toys

Sinker, Mary. Toys for Growing: A Guide to Toys that Develop Skills. Chicago: Year Book Medical Publishers, 1986.

This is an excellent toy-by-toy annotated, illustrated guide to purchasing, using and recommending toys for children. Even though the title is an older text, the illustrations make it most worthwhile, as the toys covered are the classics, rather than only brand or trendy toys that may no longer be available. Commercial toy catalogs include:

- PlayFair Toys, PlayFair Inc. 1690 28th Street, Boulder, CO 80301;
- Toys to Grow On, P.O. Box 17, Long Beach, California 90801;
- Troll Learn and Play, 100 Corporate Drive, Mahwah, N.J. 07430; and,
- Childcraft, 20 Kilmer Road, Edison, N.J. 08818.

Consumer Reports. The Childwise Catalog: A Consumer Guide to Buying the Safest and Best Products. Consumer Reports, 1992.

Although this catalog contains information on many more items than toys, it is a valuable source for discussion and tips on children's goods in the areas of usefulness, safety hazards, clothing, toys, and services. The materials mentioned are recommended for infancy through five years old.

Videos

The nonbook or audiovisual material commercial market for young children is growing rapidly. Videotapes for young children and about young children are diverse in quality and content. There are "music videos" such as "Baby Songs" and "More Baby Songs" (Weintraub and McEwan) that are video depictions of the young child's life set to music, as well as activity videos that model behavior such as "Roughhousing: A Guide to Safe and Fun Physical Play for Children" (Calvert) and "Managing Difficult Behavior in Children" (Modern Learning) Tapes on reading with children available include "Reading to Your Children" (McMahon) and "Reading Aloud to Children" (Northwestern). Reading is also approached from the family literacy level with "Close to home: Library-Based Family Literacy" (Woodruff) and, although this video does not concentrate on the young child solely, the concept of intergenerational interactions is valuable. (Parents, library staff and caregivers interested in choosing videos for children should locate the book Kidvid: Fundamentals of Video Education. Arizona: Zepher Press, 1989. This monograph is an excellent reference guide and includes content analysis and grade level information.)

Library staff who want to know more about working this age child, or who need to recommend publications to patrons, should become familiar with Brazelton What Every Baby Knows. New York: Ballentine, 1988, and Monica Devine, who's book Baby Talk: The Art of Communicating with Infants and Toddlers. New York: Plenum, 1991, covers new ground.

Appendices

Goals and Objectives

Goal I. Departmental Philosophy and Service

To provide and maintain library services appropriate to the needs of children (birth to 14 years of age), families with children and caregivers of children.

Obj 1 To investigate the appropriateness of a (pilot) (three month) service from June to August of 19--, for the pre-reading children service population.

Obj 2 To increase use of children services by 20% by Summer of 19-- by designing an overall service for the pre-reading population appropriate to the library, the children, their families, caregivers and the community by March 30th, 19--.

Goal II. People

To recruit, hire, train and retain library staff (and appropriate community members) to work with the diverse children's population, families with children and community caregivers.

Obj 1 To assess and retrain, if necessary, current staff in the areas of working with children (birth to 5 years of age), their families, and community caregivers by May 30, 19--.

Obj 2 To recruit and train appropriate community members to assist in the service to pre-readers during the Summer 19-- by May 30, 19--.

Obj 3 To increase community involvement in the library's children's summer programming by 10% over Summer 19--.

Goal III. Resources

To select, organize and maintain materials' collections appropriate in format, level and content to the children's service population.

Obj 1 To review by March 30th materials in the children's and adult collections for their appropriateness to this service population.

Obj 2 To reorganize, if necessary, by May 30th, materials for this service population.

Obj 3 To determine gaps and compile lists of additional materials needed for ordering prior to April 5th.

Obj 4 To increase overall use of the children's collection by 20% by September 1, 19--.

Goal IV. Programming

To design programming appropriate to the children's service population using staff strengths and library resources.

Obj 1 Using information gathered on this patron group and on staff available, plan programs appropriate to ages and staff by April 15th.

Obj 2 Using materials gathered in-house and those ordered and expected prior to May 30th, design displays and bibliographies for this service population by May 1st.

Obj 3 Increase number of programs offered and those attending programs by 9% over last year by September of the coming year.

Goal V. Management and Administration

To organize, maintain, supervise and budget for operations and resources and staff of those library services designed and made available to the children's service population.

Obj 1 Given an approved service plan for this population, outline overall design of a program by April 15th.

Obj 2 Design, produce and complete all forms,brochures and guides necessary for this service by April 30th.

Obj 3 Outline all budget needs by March 15th for all areas of the Read-to-Me Service.

Obj 4 Design and produce evaluation tools based on approved plan of service by May 1st.

Obj 5 Design a staffing plan or responsibilities list of all library staff and community volunteer staff involved in the program by May 30th.

Goal VI. Access

To maximize access to children's library services through marketing and public relations (and automation).

Obj 1 By the end of February 19--, locate the communities pre-reader service population.

Obj 2 Based on characteristics of the pre-reading service population, develop a plan for publicizing and distributing information on the service in general and on the summer program by March 15th.

Obj 3 Increase overall publicity of children's services by 20% over 19-- by Fall 19--.

Goal VII. Facilities

To design, maintain and adapt (as necessary) a children's service area for the variety of resource, programming and population needs.

Obj 1 Using service population characteristics, evaluate the overall library and children's area for appropriate design by May1st.

Obj 2 Outline necessary changes in the environment (budgetary and non-budgetary) in both the children's and adult area by March 15th.

Obj 3 Rearrange the children's area and adult area (if needed) and arrange for any library space needed for this service population by May 1st.

Worksheet

My Goals For My Reading Program

I am planning a reading program for my library and the children in my community. Therefore, my goals and objectives will reflect the realities of my particular situation (staff, time, funds, materials, audience, etc.). I recognize that I cannot do all things or satisfy every need, but will plan carefully to offer the best reading program I can.

Goal 1:

Objective:

Objective:

Goal 2:

Objective:

Objective:

Goal 3:

Objective:

Objective:

Remember: Goals are broad statements of what you want to gain; objectives are specific, measurable, and describe what you will do to move toward your goal.

Young Children - Four Groups

In discussing infants to the age of five, they are typically grouped into four categories: babies, toddlers, three to four year olds, and four to five year olds.

Babies (Infancy to 10 - 12 months)

For all babies, communication is crucial. While they are developing (and babies learn from birth) it is of the utmost importance to communicate both words and emotions. While children this young obviously don't "understand" everything said or done, research indicates that they now begin to "remember" a great deal. Their first learning and remembering through their senses, begins with listening and enjoying the elements of language and noise that include rhythm, inflection and emotion. In addition to communication through language, sensory contact, or communication through touch, also is paramount to a baby's development.

Babies fixate on faces and unconsciously and consciously imitate facial changes and sounds. Parents and caregivers should use their faces expressively, make a variety of sounds that reflect emotions and the message they are trying to get across and pattern baby's limb movements to rhythmic sounds and words. Singing and humming is a good way to communicate or keep in contact with the child, even when the baby isn't being touched or the parent or caregiver is merely in the vicinity.

As soon as babies begin to sit up, using objects with others - and books are recommended - becomes a sensory experience. Cloth, board, plastic and the heavy-duty musical books, are touched, turned in every direction, chewed on and waved around. While babies are in the earliest listening stages, classic nursery rhymes and lullabies and finger and hand games (hide and seek) offer the language and tactile interactions that are recommended.

Recommended books for babies are:

Hart, Jane. Singing Bee! A Collection of Favorite Children's Songs. New York: Lothrop, Lee and Shepard, 1982.

Hoban, Tana. What is it?. New York: Greenwillow, 1983.

Slier, Debby. What do Babies Do? New York: Random House, 1985.

Wik, Lars. Baby's First Words. New York: Random House, 1985.

(Those purchasing materials for babies (and any age level) should take care when using "everything" in a series as many series titles are written on a variety of age levels.

Toddlers (One Year to 2 1/2; 2 1/2 to 3)

The young toddler (one year to 2 1/2) attention span is ten to fifteen minutes and parents and caregivers should realize that the earliest reading or book contacts are really just the first establishment of relationship or contact between adult and child. For this beginning reader, books can either be child-size for self-manipulation or larger for lap or partnership reading. Whatever the size, pictures need to be "real world" pictures with large, realistic, true to color, simple pictures. Adults should avoid choosing pastels and cluttered or busy pictures for this age. (If children choose pastel or busy books and seem to enjoy them, great!) As with infants, board, cloth and plastic books are recommended as well as the newer "musical" book (also usually a board book.) Magazines are helpful, especially those with large and colorful pictures that make toddlers want to turn pages due to visual interest. While sharing magazines, book or reading "etiquette" can be practiced, such as page turning, holding, opening and closing.

At one year to 2 1/2, materials chosen for sharing should have words that name the realistic pictures of their world: animals, cars, trucks, boats, furniture, houses, apartments, etc. As children near 18 to twenty months, picture books and activities should include elements of their life or events in their life that they have already experienced and that are now moderately familiar to them. These events can include home-based activities such as dressing, eating and sleeping; home and outside activities such as playing, swinging, climbing and making noise by banging or hitting other objects and "gardening" or digging, picking flowers and watering.

At the latter stages of this age (twenty four to twenty six months) children increase their "matching up" skills, such as connecting noises to the noisemakers. In addition, they begin to understand care of others, such as people (older and younger), pets and plants. Finally, they connect the tactile/sensory experience with names of things...round with shapes or balls or tires; smooth with materials and surfaces or faces; hard and soft; and big and small. Besides the connection of these items in "their world" they also begin to connect or identify these symbols in books and pictures.

Recommended books for toddlers:

Boynton, Sandra. Moo, Baa, La-la-la. New York: Simon & Schuster, 1984.

Kunhardt, Dorothy. Pat the Bunny. New York: Golden, 1962.

Scary, Richard. Early Words. New York: Random House, 1976.

Slier, Debby. What do Toddlers Do?. New York: Random House, 1985.

For the older toddler (2 1/2 to 3), interest increases in their environment. Also at this age, stories, activities and play can now revolve around simple plot lines. These "plots" and stories are most successful when characters or dialogue have repetitive phrasing. Most commonly enjoyed is the plot that has one character looking for another, such as the little red hen. These

expanded plots (called "little mysteries") can involve others trying to resolve something, but toddlers most enjoy a young person or animal trying to solve the "mystery." As attention spans increase, children become familiar with the parts of a story such as the beginning, the middle and the end. This is crucial for the activity leader as attention spans may wax and wane, but the child realizes there is "more to the event" than what has transpired so far - they are waiting for the ending.

At this age, the child becomes more familiar with routines in general rather than those that they have only experienced themselves. These routines can be used for activities such as "getting ready for events," "how to handle new situations," "bed and nap time," as well as routines of adults and caregivers in their environment, such as a parent getting ready for work, or preparing a meal, or getting other children in the area ready for something.

Recommended titles for older toddlers:

Carle, Eric. The Very Hungry Caterpillar. New York: Philomel, 1969.

Hill, Eric. Where's Spot? New York: Putnam, 1980.

Martin, Bill. Brown Bear, Brown Bear, What do you see? New York: Holt, 1983.

Tarsky, Sue. I Can. New York: Random House, 1985.

Three to Four Years Old

These young children have moved from sounds and simple words and sentences to piecing together information to express needs and respond to situations. Their gross motor skills are better defined and movements and attitudes, while more under control, become more independent.

Simple storybooks (folktales and fairytales especially), plotlines, characters and settings should now include fantasy, nonsense and even more silliness through silly language and sounds than is found in toddler books. Characters can be "naughty" and the young child loves to read of those their own age in independent situations. For example, many simple stories enjoyed by this age have the young child experiencing a journey (more involved than the "little mysteries") where they are in control. "Secret" places both in familiar and unfamiliar settings are loved and characters in stories and the children themselves love to win at games and competitive situations. Also at this age, others their own age become important and, while there is much debate over whether or not this age child can form friendships with others, they like to read about children their age in friendship situations.

Recommended titles for three to four years old:

Berenstain, Stan and Jan. Berenstain Bears.

Bridwell, Norman. Clifford, the Big Red Dog. New York: Four Winds, 1963.

Burton, Virginia Lee. Mike Mulligan and His Steam Shovel. New York: Houghton Mifflin, 1939.

Rey, H.A. Curious George. New York: Houghton Mifflin, 1941.

Four to Five Year Olds

While many of these children are now readers or graduate read-to-me's, many, if not all, need reading-readiness activities. These young children, full of energy, like silly scariness, but should have activities and books shared that have "positive-ending" scariness. Stories for this age level should have increasingly more complex plots, and negative issues such as bad attitudes, illness and sickness, death, and arguments and disagreements can and should be shared.

Relationships and play with others (families and friends) become acceptable, understood and sought after. Abstract ideas can and should be introduced and poetry should be included, as well as longer rhymes and stories to repeat and/or memorize. Nursery rhymes can now be more enjoyed and the more classic interpretations can be used, along with more detailed or busy illustrations, lighter or pastel colors, as well as shadows to differentiate shape. Plots can be more complicated and multiple plots, storylines and activities can be shared at one time.

Recommended titles for four to five year olds:

Freeman, Don. Corduroy. New York: Viking, 1968.

Leaf, Munro. Ferdinand the Bull. New York: Viking, 1977.

Lionni, Leo. Swimmy. New York: Pantheon, 1967.

Piper, Watty. The Little Engine that Could. New York: Bucaneer Books, 1981.

While the professional literature typically groups children into the four categories used above, much child development literature focusses more narrowly on the developmental stages month by month. Although this amount of detail doesn't provide better information than the four typical groupings, the greater the amount of information, especially concerning the very youngest child, the more detailed information can be used to aid in collection development and in the production of activity guides or bibliographies for parents.

Young Children - Grouped by Months

The following information is divided up by months in the earliest stages until the age of three, and then by years up to the age of five.

First Three Months

The child:

-differentiates between shapes, objects and colors although has little focus; prefers primary colors; likes variety; likes patterns of light and dark; likes lamps and glowing areas; likes to explore while on her stomach; likes soothing voices; enjoys rhythmic music; likes soft cooing and gurgling; likes hugs, pats and smiles

Library staff can:

-teach parents what babies can do and what they like; give parents materials with primary colors; teach parents lullabies, noises to make, facial expressions; show parents how to work with children by having parents bring their babies and working with a baby as an example; perform lullabies during activities such as an evening program with a mood-setting glowing light, soft music and hugging and quiet storytelling; share primary colored illustrations in books and on flannel boards during role-modeling activity times; arrange special displays for parents and interested adults as homecare caregivers

Three to Six Months

The child:

-smiles; explores with hands; begins to grasp and release; waves objects over head; puts things in mouth; equates some actions with noises like clapping; crawls; begins working with two hands; becomes aware of hands and feet as extensions; pulls himself around; pulls things around; begins to recognize you; sees unfamiliar faces; plays peek-a-boo; likes bath time; notices her toes; likes to kick; can discover self in mirror and you in mirror; likes different toys; makes and copies noises

Library staff can:

-work with parents on what the baby can do at this age; model in a group setting the grasping actions and noises and the grasping and ungrasping of objects; emphasize the importance of the beginning of play and spending time practicing even simple things like grasping, pulling, and peek-a-boo; provide mirrors in activity times to mimic and work on recognition and smiling; begin to hand out activity sheets for home activities; play background music in activity times

Six to Nine Months

The child:

-is skillful with hands; creeps without support; begins to control body movements; likes to drop items and watch reactions and hear noise; is curious about the world around him; eyes and ears function well; transfers objects from one hand to another; likes to bounce balls, likes to stack; likes balls in general; begins to vocalize sounds not only to you, but to toys

Library staff can:

-begin to share with adults how these activities are pre-reading activities; model more with babies in the area of grasping, dropping and reacting to noise; begin to illustrate the toys that are familiar by showing toys and then pictures of toys from books, chalkboard, and feltboard

Nine Months to One Year

The child:

-is more coordinated; may walk as early as nine months; puts all things in mouth; returns to play in special areas; learns by touching; likes silly songs; likes and recognizes as familiar, bright colors in books; begins to talk; likes rhymes; turns pages of books; loves to play games; loves household objects; likes building and stacking games

Library staff can:

-bring more things to touch and share to activity times; introduces textures into things that are touched; sings and repeats silly songs; uses more brightly colored pictures; encourages lots of verbal participation by parents to encourage beginning speech; brings in many more household objects for sharing

Twelve to Fifteen Months

The child:

-communicates likes and dislikes, needs and wishes; likes to do things alone; likes moving to music; begins walking; offers toys and wants them back; needs activities for exercise; likes push toys; likes things that rock; likes containers as containers; likes to work on hand and eye activities such as hammering; loves nursery rhymes and jingles; understands simple instructions; has five or six words to say; loves to sit in your lap and have a book read; associates pictures with objects; knows shapes by sight and might be able to pick out some when shapes are all together; can pick out simple numbers of things, like "pick up one ball"

Library staff can:

-begin to give out more instructions to the group at activity time; pass items back and forth among adults and children; introduce sharing concepts; begin to use more verbal rhymes, songs and nursery rhymes; learn and emphasize words they all know; show parents ways to share books with children in lap reading; use more flannelboard and chalkboard activities; hand out sets of paper shapes

Fifteen to Eighteen Months

The child:

-wants to do things alone; likes things now; shows frustration and anger; grows in manipulative skills; likes rhymes and repetitions; likes pictures of recognizable items like farm animals, family members; would like a pop-up book

Library staff can:

-concentrate on a quickly paced but longer activity time; introduce fingerplays; demonstrate creating a family picture album; can introduce the element of surprise

Eighteen to Twenty-three Months

The child:

-turns knobs and handles; pats and hugs other people and pets; has many expressions; may be frightened to leave or lose mother, father or caregiver; recognizes and points to items and people that they know; can make more noises, especially animal noises and can follow the lead of others making noises; hums and sings; knows parts of the body; can fasten easy fasteners; can follow easy directions; expands from 5-6 words to 20 words or more; can make simple combinations of words

Library staff can:

-design more detailed activity times with oral telling of simple story lines of familiar objects, people or things; begin theme programming along the lines of self, body, and clothing; include in activity times a "show and tell" of words and phrases learned for practice

Twenty-four to Twenty-nine Months

The child:

-puts on simple clothing such as scarves, hats and shoes; can manipulate a book; is proud and wants attention for accomplishments; can become a group member for short periods of

time; likes to look at other people; looks at details; matches familiar objects; wants to know the name of everything; puts more words together in phrases; can dress and undress self toward the end of 29 months

Library staff can:

-encourage more group interaction in activity times; use more detailed pictures and pictures in lighter colors as well as line drawing and black and white pictures; design activity times to focus on elements of clothing and concepts such as fastening; give assignments to children for next activity time

Thirty to Thirty-six Months

The child:

-marches to music; claps to rhythmic music; puts on more difficult clothes; understands and creates simple plots and ideas; turns phrases into simple sentences; is beginning to understand abstract concepts; recognizes familiar music, stories and games; may be more negative

Library staff can:

-include marching in activity times; design programs with dancing exercises; use stories with more in-depth plots; use pictures that may illustrate more abstract concepts; expect more special behavior from patrons; discipline poor group behavior

Three to Four Years of Age

The child:

-has overcome negativism; is interested in play with others; understands simple sequences; shows imagination when playing; recognizes fear; knows the difference between boys and girls

Library staff can:

-expand play activities among children in a group; give more in-depth directions; create and use longer stories; encourage more discussion and verbal show and tell

Four to Five Years of Age

The child:

-is much more social; is physically active; talks a great deal with others; interjects statements and comments and suggestions when not asked; is very aware of self and clothing; asks why?

Library staff can:

-begin to turn the activity time for this grade level into traditional storytimes; tell longer stories; require disciplined learning; begin to move parents to the outskirts of groups.

Clearly not all of the above characteristics of the child or of what the library can do, are the complete list of development elements or programming possibilities. Rather, this list is a beginning look at what a library staff member can do for Read-to-Me's.

The reality of library programming is that, try as we might, even the best advertising and preparation does not bring in the perfect audience of "all two year olds" or "all one and two year olds." Programs designed for, and advertised to, the young child tend to bring in a mix of the very young with both the young toddler and the older toddler. Keeping these "combination" audiences in mind, library staff might be able to consider one or more of the following:

- be as specific as possible on publicity as to age and interest level;
- consider alternate or backup programming in order to be able to divide up the audience as necessary;
- keep the group together and pick the activities that speak to the middle age range, then use the older children with the younger children by taking a three year old and asking them to "point out a color or a shape to a baby";
- plan for the age range, and include two levels of activities such as a finger play or movement activity that includes clapping or waving - something that the youngest can do alone or with parents help - then introduce this activity and sustain it for the younger, while the older children increase their movements or sound;
- plan for the activity by having a "lap time" program for the baby, while the older toddler is asked for more movement from the activity leader "down in front";
- plan for the greater age ranges by limiting programs to fewer people so that it is easier to deal with the diversity.

Blank Forms

Event Outline

Location: _____

Name of Event: _____

In Charge: _____
Date: _____
Time: _____

Leader(s):
- _____
- _____

Age(s):
- _____
- _____

Event Description: _____

Materials displayed? _____
Material lists done? _____
dsplayed? _____

Equipment Needed: _____

Sequence:	Time:	Initials

Activity Pix:

Learning?

Theme?

Publicity

General:	Dates	What worked with Adults:

Specific:

Other:

Attendance:

Daily/Monthly Record Keeping

Day: _____
Month/Date: _____
Area: _____

P = phone in
||| = reference questions
+ = in-depth question

	Children					Adults				Totals
Hours	**Baby-1**	**1-2**	**2-3**	**3-4**	**4-5**	**Parents**	**Siblings**	**Grand-Parents**	**Care-givers**	
8										
9										
10										
11										
12										
1										
2										
3										
4										
5										
6										
7										
Totals										

To:
From:
Date:

Welcome to the Read-to-Me Club!

Program Guidelines

Theme:_____

Read-to-Me Registration

Put me on the refrigerator!

Age Level:_____

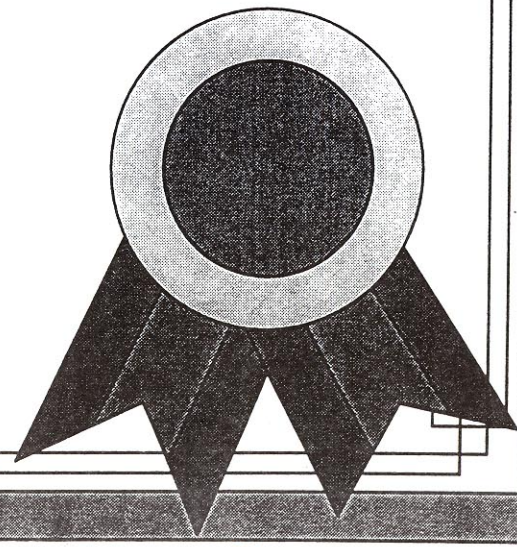
Music:

Books:

Before Next Time:

Activities:

Read-to-Me



Event/Service/Program:

Overall Dates:

Staff Responsible For Project:

TIMING	PLANNING			IN-PROGRESS			SPECIAL CONCERNS AND COMMENTS
Year/Month/Week	To Do	Who	Needs	To Do	Who	Needs	
_____							
_____							
_____							
_____							
_____							
_____							
_____							

Month _____

Days _____

what?	who?	needs?

8 12	8 12	8 12	8 12	8 12	8 12	8 12
5	5	5	5	5	5	5

Area Arrangement

Special Space Needs: