

BEST PRACTICES: OUTREACH TO SPANISH-SPEAKING COMMUNITIES

STEP 1: RESEARCH LOCAL DEMOGRAPHICS.

- The Latino community in the U.S. is young, large, and diverse. First-generation immigrants may come from any of 21 Spanish-speaking countries, not only Mexico or the Northern Triangle (Guatemala, Honduras, and El Salvador).
- Start with local schools, city and regional governments, organizations that serve Spanish-speaking communities, and afterschool programs. Look at U.S. Census data and any available local demographic information.

STEP 2: ESTABLISH A PRESENCE OUTSIDE THE LIBRARY.

- Outreach is critical to building awareness of library programs.
- Consider local nonprofits, community centers, ESL classes at local churches, parks, businesses, grocery stores, restaurants owned by Spanish-speakers, daycares, health care providers, free lunch sites, etc.
- Connect with organizations already working with these communities, such as schools and health organizations. Relationship-building is key.
- Engage with city-sponsored events and parties.
- Invite partners to host events at your library for parents (and provide food).

STEP 3: IDENTIFY SERVICE GAPS.

- Identify community leaders and schedule conversation with them.
- Ask what services are currently offered and identify gaps your library could fill.
- Consider setting up a Latino advisory committee that meets a few times per year.

STEP 4: ADVERTISE PROGRAMS.

- Translate fliers into Spanish.
- Identify local Spanish-language media or radio stations.
- Send a Spanish-language email newsletter that features library events, or translate a portion of your newsletter into Spanish.
- Invite patrons to share their cultures!

STEP 5: KEEP IT GOING.

- Outreach is circular, not linear. Be consistent to develop that critical element of trust.
- Word of mouth is important!
- Be patient. Relationship-building is marketing, but it is a long-term process.

Adapted from “Before Bilingual Storytime: Engaging Latino and Spanish-Speaking Families” (2016) Webinar presented by Katie Scherrer and Lauren Simon. OCLC WebJunction.

DISPELLING MYTHS ABOUT RAISING BILINGUAL CHILDREN

(CAREGIVER HANDOUT)

Myth: Speaking more than one language at home will cause my children's English to suffer.

Pre-language milestones are the same in all languages, and bilingual children hit these developmental milestones in both languages at the same time as monolingual children.

Myth: Code-switching (switching between two languages in the same sentence) means my child is confused or at risk of developing a speech disorder.

Mixing languages is an effective communication strategy while children are developing their vocabularies. Usually by age four, children are able to switch between languages with no problems. If a bilingual child develops a speech or language disorder, their bilingualism is almost never the cause.

Myth: My child will fall behind in school.

Children who speak a second language at home typically do better in school than monolingual speakers. Children who speak two languages fluently often have better vocabularies, stronger empathy, and increased creativity and cognitive flexibility. Young children do great in English immersion classrooms. Older children, such as high schoolers, often do better learning in their native language while still learning English.

Myth. I should speak to my child in English at home so they are ready for school.

You should speak to your children in the language in which you are most fluent. Otherwise, you are modeling a lack of fluency and limited vocabulary, which can hinder language and academic development. Children who grow up in the U.S. typically have no problem learning English because they have ample opportunities to practice outside the home.

Myth: My English is not good enough to raise a bilingual child.

Children become bilingual from repeated practice in a given language. Their language ability is not based on the fluency of their caregivers.

Myth: Being bilingual means having the exact same proficiencies in both languages.

Language proficiency changes based on how a language is used and how often. Shifting fluencies are okay. Children who speak a second language at home and attend school in English typically develop stronger writing skills in English. Even after starting school, encourage your child to practice reading and writing in the language you speak at home. Children typically learn to speak fluently before they develop academic proficiency.

DISIPANDO MITÓS SOBRE LA CRIANZA DE NIÑOS BILINGÜES (INFORMACIÓN PARA LOS CUIDADORES)

Mito: Hablar más de un idioma en casa hará que el inglés de mis niños se vea afectado.

Los logros del pre-lenguaje son los mismos en todos los idiomas, y los niños bilingües llegan a estos logros del desarrollo en ambos idiomas al mismo tiempo como niños monolingües.

Mito: Cambiar de código (cambiar entre dos idiomas en la misma oración) significa que mi niño está confundido o en riesgo de desarrollar un trastorno del habla.

Mezclar idiomas es una estrategia de comunicación eficaz mientras los niños están desarrollando sus vocabularios. En general, a los cuatro años de edad, los niños pueden cambiar entre idiomas sin ningún problema. Si un niño bilingüe desarrolla un trastorno del habla o idioma, su bilingüismo casi nunca es la causa.

Mito: Mi niño se atrasará en la escuela.

A los niños que hablan un segundo idioma en casa típicamente les va mejor en la escuela que a los monolingües. Los niños que hablan dos idiomas con fluidez a menudo tienen mejores vocabularios, empatía afectiva más intensa y una mayor creatividad y flexibilidad cognitiva. A los niños pequeños les va bien en las aulas de inmersión en inglés. A los niños más grandes, como los estudiantes de secundaria, les va mejor aprendiendo su idioma nativo mientras todavía están aprendiendo inglés.

Mito: Yo debería hablar en inglés con mi niño en casa para que esté listo para la escuela.

Usted debería hablar con su niño en el idioma en que usted sea más fluido. De otra manera, usted estaría modelando una falta de fluidez y vocabulario limitado, lo que podría obstaculizar el desarrollo del lenguaje y académico. Los niños que crecen en los EE. UU. suelen no tener problemas para aprender el inglés porque ellos tienen muchas oportunidades para practicar fuera del hogar.

Mito: Mi inglés no es lo suficientemente bueno para criar a un niño bilingüe.

Los niños se vuelven bilingües por la práctica repetida en un idioma determinado. Su capacidad lingüística no está basada en la fluidez de sus cuidadores.

Mito: Ser bilingüe significa tener exactamente las mismas competencias en ambos idiomas.

El dominio del idioma cambia basado en cómo un idioma se usa y qué tan a menudo. Los cambios de fluidez están bien. Los niños que hablan su segundo idioma en casa y asisten a la escuela en inglés típicamente desarrollan habilidades de escritura más fuertes en inglés. Incluso después de iniciar la escuela, anime a su niño a practicar la lectura y escritura en el idioma que usted habla en casa. Los niños típicamente aprenden a hablar de manera fluida más rápido de lo que desarrollan competencias académicas.

INCLUSION CHECKLIST FOR LIBRARY PROGRAMS AND SERVICES

- Ideally, all staff should have equity, diversity, and inclusion training. Check out Project READY and Project ENABLE (see Resources) for free online training geared to librarians and library administrators.
- Always seek insight and feedback from members of the community/staff with lived experiences.

RACE/ETHNICITY

- Feature books, resources, and displays that include diverse representations of race/ethnicity. Characters should not necessarily focus on specific historical events or moments of struggle.
- Avoid materials with characters portraying the “white savior” trope or materials where BIPOC are treated as “sidekicks” or represented in offensive, clichéd ways. Avoid materials that focus on specific historical events or moments of trauma.
- Marketing materials should feature youth from diverse backgrounds/ethnicities without reinforcing cultural stereotypes.
- Art supplies/toys should include multiple skin tone options and representations.
- Include characteristics representing different cultures and lived experiences from BIPOC at events.
- Pay special attention to the pronunciation of names. Do not make up nicknames or shorten names to make them “easier” to remember.
- Be cognizant of the various implicit and/or unconscious biases, including affinity bias, when it comes to racial and ethnic diversity.
- Bring in presenters of all abilities that are culturally diverse.
- Think about your own racial and ethnic identity and engage in self-work before brainstorming and reviewing content for library programs.
- Create a team of colleagues to proofread ideas for content and programs through an inclusive lens. Avoid singling out any colleagues in an attempt to create an inclusive team.



Image source: Shutterstock

GENDER/SEXUALITY

- Include books and resources that present a wide range of gender norms.
- Avoid programming that caters to specific gender stereotyping.
- Avoid separating groups by gender.
- Use gender-neutral language when presenting ideas and information.
- Ask all program presenters/participants for their pronouns.
- Consider using gender neutral terms like “they” or “them” when referring to animal characters.
- When children present stereotypes in their own stories or in response to a question, consider discussing them with the group.

TIP:

Many people with disabilities find language such as “differently abled” offensive, as it can be seen as minimizing the lived experience of navigating concrete societal barriers that enable some bodies/minds over others. To learn more about this topic, it may be helpful to learn about the medical vs. social models of disability.

ACCESSIBILITY

- Language is always evolving. Be aware of current disability language when developing content for programs/services. (See style guide from NCDJ in Resources.)
- Always ask participants/speakers/staff with disabilities if they prefer

person-first (i.e., person with autism) or identity-first (autistic person) language when describing themselves, and never correct their preference.

- Always presume competence of people of all abilities.
- Site should be accessible, including accessible parking, paths, restrooms, and clearly identifiable wayfinding.
- Provide programming materials in a variety of formats, in addition to print, including audio, large print, e-format (which has many accessibility options!), and high-contrast/tactile literacy.
- Include books and resources representing people with disabilities and also written by people with a lived disability experience.
- Consider providing a social narrative (or Social Story) to help people of all ages and abilities prepare for a visit or specific program that is new to them (especially helpful for the neurodivergent community, people with PTSD, and dementia).
- Provide a visual schedule during programs and allow time for processing before transitioning to the next activity.
- Avoid visual clutter in backgrounds and printed materials, and use colors with high contrast (e.g., yellow and black).
- Avoid audio clutter, such as background music and loud alert tones on computers, which may be over-stimulating.
- Dim bright lights or cover fluorescent lighting with filters and provide noise-canceling headphones in case of sensory overwhelm.
- Use a microphone when possible.
- Whatever virtual resource you use, confirm that it has closed captions, the specific closed caption format, and that you know how to turn it on if a patron asks for technical assistance.
- Provide adaptive alternatives (movement or art supplies) so that participants can choose what works for them without having to make special requests.
- If possible, identify a quiet space or room with some sensory calming devices for patrons experiencing sensory overwhelm. Devices can include items for sensory seekers (e.g., fidgets, weighted lap pads) and sensory avoiders (e.g., pop-up tents, headphones).
- Avoid flashing lights, loud content, or sudden movements, or provide warning in advance.
- Provide different seating options that allow space for wheelchairs, walkers, and/or strollers.
- If providing food items, avoid items with common allergens (e.g., nuts, gluten, dairy), and list food items in advance. Provide alternatives. You can also ask families to identify any food allergies when they register for a program.
- Provide concise instructions in multiple formats (i.e., visuals, demonstration, video, and written). Consider combining written with visual instructions.
- Provide verbal description of visuals, illustrations, and speakers.
- Consider providing tactile manipulatives and other sensory tools to engage the senses.
- When using a sign language interpreter, address the person you are conversing with and not the interpreter.

TIP:

Less is usually best when presenting a PowerPoint. However, if you have hearing-impaired patrons (or visual learners), word-for-word descriptions of what you are saying can act as real-time subtitles.

- All marketing should include an accommodations statement, such as whether an event is wheelchair accessible, held in a low-stimulation space, or that an ASL interpreter will be present. Also consider providing accommodations in advance so people do not need to make special requests.

RESOURCES

Project READY: <https://ready.web.unc.edu/>

Project ENABLE: <https://projectenable.syr.edu/>

Style guide from National Center on Disability and Journalism: <https://ncdj.org/style-guide/>

“Literacy for Youth with Low Vision” from Adaptive Umbrella: <https://bit.ly/3tVtuUq>

Social narrative resources from Libraries and Autism: We’re Connected: <http://librariesandautism.org/news-resources.htm>

“What Is a Social Story?” from Carol Gray Social Stories: <https://bit.ly/3yeCF5b>

“Social Story” from Deerfield Public Library: <https://deerfieldlibrary.org/socialstory/>

“What Is a Visual Schedule?” from Adaptive Umbrella: <https://bit.ly/3QFXZaF>

“Equity, Diversity, and Inclusion” from ALA: <https://www.ala.org/advocacy/diversity>

“Virtual Storytime Services Guide” from ALSC: <https://bit.ly/3yaPygj>

ADVENTURE PACKS

AGES

Children 5–8

PROGRAM DESCRIPTION

Adventurers need their gear to go exploring! Children make an adventure journal, a compass, and a pouch in which to hold their treasures. Make all three crafts during the same program, or separate them into three short sessions. Works well to pair with map-related crafts and books. Suggested runtime: 30 minutes per craft.



Image source: Greta Funk of Nortonville Public Library, Nortonville, KS

MATERIALS AND PREPARATION

DIY Compass

Materials:

- Plastic bottle caps or slices of cork/foam (1 per participant)
- Sewing needles (1 per participant)
- Strong bar magnets (length smaller than diameter of condiment cup) (1 per participant)
- Condiment cups (diameter wider than the needle) with lids (1 per participant)
- Water
- Pliers

Assembly:

- Step 1: Magnetize the needle. Rub the magnet over the needle several times in one direction (towards the tip).
- Step 2: If using cork slices or foam, push the needle through the cork.
- Step 3: Place cork in a condiment cup full of water. (Or place bottle cap face down in water and lay the needle across the top)
- Step 4: The needle will point north if you're in the northern hemisphere; south if you're in the southern hemisphere.
- Step 5: Empty the cup of water. Children can use it to store the components of their compass for emergencies.

Adventure Journals

Materials:

- Construction paper
- Hole punch
- Blank paper
- Yarn or ribbon
- Plastic tapestry needles
- Luggage tags (optional)
- Art supplies: Crayons, markers, stickers, etc.

ADAPTATION:

For younger children, premake pouches for them to decorate.

TIP:

To avoid injury, enlist a teen or adult volunteer push the needle through the cork or foam.

TIP:

Alternatively, purchase plastic pencil pouches of the kind that can slip into binders (ideally with the zipper on the front instead of the side). The holes are already installed and ready to be threaded into a pouch, backpack, or fanny pack.

ARTS & CRAFTS

Assembly:

- Fold construction paper or scrapbook paper in half.
- Fold a few sheets of printer paper in half, then line them up inside the cover.
- Punch holes along the folded spine.
- Precut lengths of yarn and use plastic darning needles to thread them.

During the program:

- Talk about the types of things you can write in an adventure journal.
- Demonstrate how to thread the yarn through the holes and tie a knot (volunteers may be helpful here).
- After they have sewn up their journals, they decorate with whatever art supplies you have on hand.

Collection Pouch

Materials:

- Construction paper, scrapbook paper, cardstock, or felt, approximately 8.5x11 inches
- Four pieces of yarn or ribbon, each approximately 11 inches long (longer for the two handle straps if desired)
- Hole punch
- Markers, stickers, stamps, etc. for decorating (optional)
- Large needle if using felt

Instructions:

- Fold paper or felt in half to create the base of the collection pouch.

If using paper:

- Cut the paper to the desired shape/size, then punch holes along the outside edge.
- Thread yarn or ribbon through the holes to close up the sides of your collection pouch, knotting at each end.
- Add holes at the top for the strap.
- Children can decorate their pouches with markers and stickers to their liking.

If using felt:

- Use a large needle and yarn or ribbon to sew the sides of the pouch closed.
- Sew handles on the top of the bag for carrying or wearing.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Volunteers would be helpful for knot-tying, pushing needles through foam, and/or threading the pouches.

RESOURCES

Web

“How to Make a Compass” from *Steam Powered Family* blog: <https://bit.ly/3JA2OAo>

“How to Make a Compass” from *kidsactivities.com*: <https://bit.ly/3r5HTz4>

“How to Make Simple Handmade Books” from *Babble Dabble Do*: <https://bit.ly/3Xuqo7q>

ARTS & CRAFTS

Books

Picture Books

The Map of Good Memories / El mapa de los buenos momentos (2017) by Frano Nuño and illustrated by Zuzanna Celej. Separate Spanish and English editions.

My Heart Is a Compass (2018) by Deborah Marcero

The Boy Who Loved Maps (2022) Kari Allen

Mapping Sam (2018) by Joyce Hesselberth

A Map into the World (2019) by Kao Kalia Yang and illustrated by Seo Kim

Run, Little Chaski! / ¡Corre, pequeño Chaski! (2021) by Mariana Llanos and illustrated by Mariana Ruiz Johnson. Separate Spanish and English editions.

A Song of Frutas / Un pregón de frutas (2021) by Margarita Engle and illustrated by Sara Palacios. Separate Spanish and English editions.

The Boy of Maize / El niño de maíz (2022) by Mario Bencastro. Bilingual.

Early Readers

Blast Off to Space City / Despegan a la ciudad del espacio (Baker & Taylor #4) (2022) by Candy Rodó. Separate Spanish and English editions.

Treasure Map: An Acorn Book (The Adventure Friends #3) (2023) by Brandon Todd and illustrated by Gloria Félix

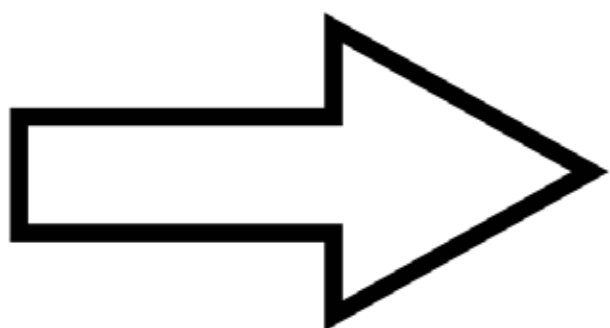
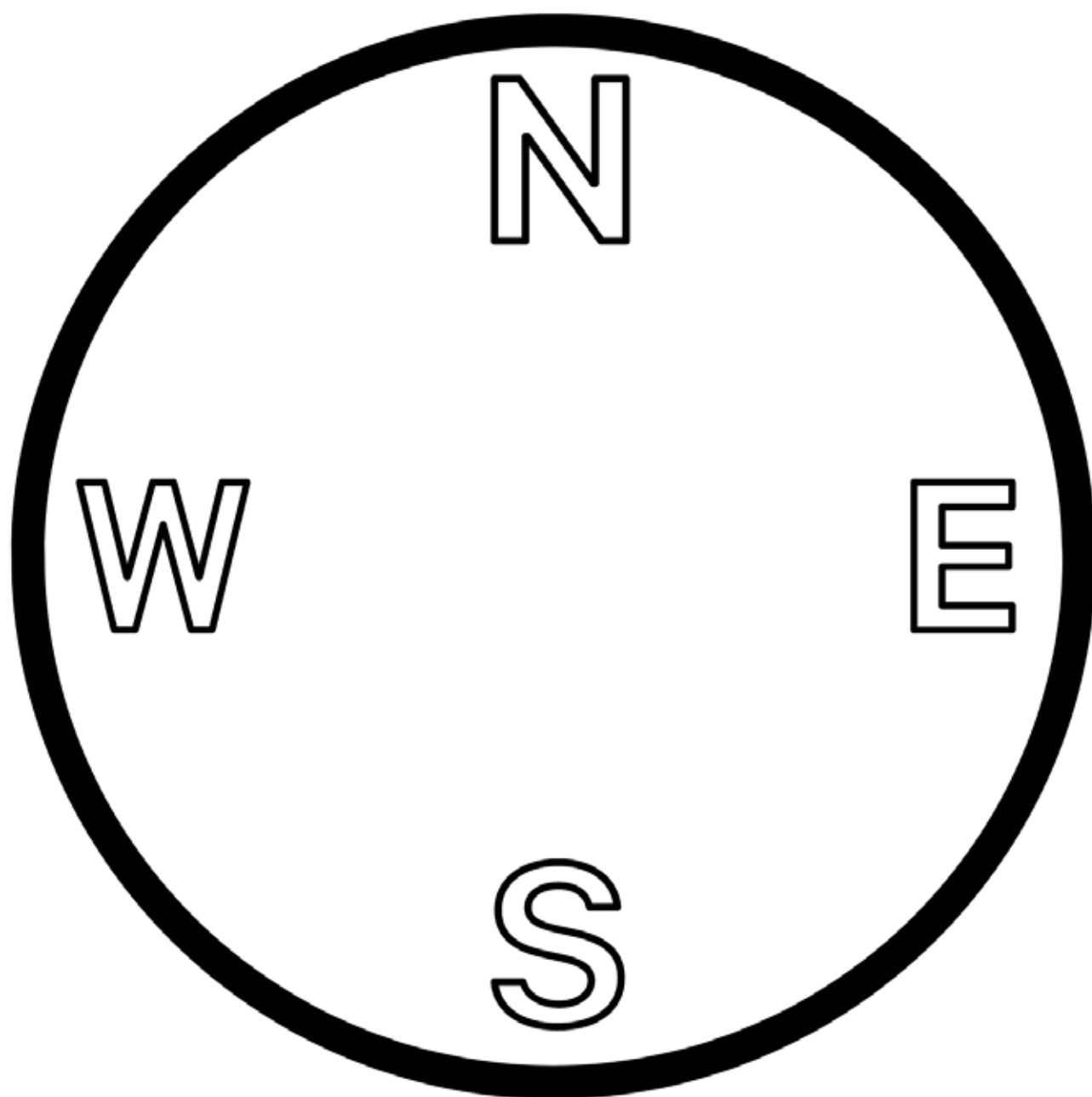
Making Your Own Maps (2022) by Susan Ahmadi Hansen

Printables

Adventure Journal Cover (in Spanish and English)

Compass Template

Adventure Calls (in Spanish and English)



ADVENTURE CALLS

What type of adventure could you have in each place?













LLAMADAS DE AVENTURA

¿Qué tipo de aventura tendrías en cada lugar?













THE WONDERS OF YOUR SUMMER

AGES

Tweens 9–12

PROGRAM DESCRIPTION

Who's taking a trip this summer? In this program, tweens build a wonder from their summer, whether it's something they saw (or will see) locally or on a far-flung vacation. Creations are displayed in the library so other patrons can vote. The seven creations with the most votes become your library's unique Seven Wonders of the Summer. Hold an event to announce the seven winners and give prizes. Suggested runtime: For 90 minutes in-person building.

MATERIALS AND PREPARATION

Preparation:

- Decide on a travel theme or a local theme.
- Decide whether you want to limit submissions to built wonders or natural wonders.
- Decide if you will hold an in-person program or let participants use materials from home.

For an in-person program:

- Decide on the materials to make available. The wonders could be made out of Legos, posterboard, boxes, paper, recycled milk cartons, cans, pool noodles, etc.
- Decide on a time frame. Will this be a 30-minute building challenge or a two-hour one?
- Decide if participants will work individually or in groups.
- Provide building materials in accessible containers. If materials are scarce, limit how many of each item a participant or group can take.

For take-home programs:

- Decide on parameters to even the playing field and/or provide take-and-make kits to everyone.
- Create and print contest rules with a clear deadline.
- Whether in person or not, provide bases for the wonders so participants have a way to transport them.
- After patrons vote on the best seven wonders, hold a party to announce the winners and give prizes.

TIP:

You could also focus on new or ancient world wonders. Hold a quiz to build excitement. Who can name the Seven Ancient Wonders of the World? Who can name the Seven Modern Wonders of the World?

TIP:

This is a great way to use up recyclables or extra craft supplies.



RESOURCES

Web

30 Greatest Man-Made Wonders of World–Travel video. YouTube: <https://youtu.be/YEok4Ykw204>
7 Natural Wonders of the World from WorldAtlas: <https://bit.ly/3NW2Zsl>

Books

Nonfiction

Amazing Landmarks (2022) by Rekha S. Rajan and illustrated by Alex Asfour

Early Readers

How the New Seven Wonders of the World Were Built (2023) by Jiri Bartunek et al. (middle grade)

How the Seven Wonders of the Ancient World Were Built (2021) by Ludmila Henkova and illustrated by Tomas Svoboda (middle grade)

Printables

Modern Wonders Worksheet (in English and Spanish)

WHERE ARE THE MODERN WONDERS?

Write the name of the country for each of the seven modern wonders



1 _____



5 _____



2 _____



6 _____



3 _____



4 _____



7 _____

¿DÓNDE ESTÁN LAS MARAVILLAS MODERNAS?

Escribe el nombre del país para cada una de las siete maravillas.



1 _____



5 _____



2 _____



6 _____



3 _____



4 _____



7 _____

ULTIMATE ROAD TRIP PLANNERS

AGES

Tweens 9–12

Teens 13–18

Multigenerational

PROGRAM DESCRIPTION

Nothing screams summer adventure more than a road trip! In this program, tweens or teens plan their ultimate summer road trip using online resources, working individually or in groups. After their planning session, they can make (or just eat) road trip snacks while waiting for others to finish. Depending on your participants, you could also create first-aid or activity kits (better for tweens). After everyone is done, set up a projector and give them the option to share their dream road trip destinations! Suggested runtime: 90 minutes.

MATERIALS AND PREPARATION

Questions to ask:

- Where is their final destination?
- Where would they stay en route?
- Who would they travel with?
- What roadside attractions would they stop and see?
- Where would they eat along the way?
- Would they pass by any interesting national parks?
- What would they visit at their destination?

Preparation:

- Decide on parameters. Should their destination be within your state, the U.S., or anywhere on the world?
- Decide which website(s) you want to encourage them to use (see Resources).
- Set up the projector and laptop (or a mini projector) so they can share highlights of their dream road trips (optional).
- To help spark ideas, decorate the program space with photos of unique roadside attractions, unusual AirBnBs, and popular routes.
- Set out road map books and travel guides to flip through.
- Have computers (or iPads) available for those without

TIP:

Set up Mario Kart for participants to play if they have extra time (good for tweens and above).

ADAPTATION:

For children and tweens, make road trip puzzle kits. Print travel-friendly puzzles, DIY games, and coloring sheets from the Standalone Printables chapter, and let them choose their favorites to make personalized kits.

ADAPTATION:

Activity kits could include simple embroidery projects, jewelry-making projects, or magnetic games. First-aid kits that include travel-size bottles of hand sanitizer, sunscreen, bug repellent, band-aids, etc. are also a good option.



Image source: Shutterstock

GAME/ACTIVITY | LOW COST

phones.

Snack ideas:

- Trail mix (popcorn, pretzels, nuts, M&Ms, chocolate covered raisins, etc.)
- Fruit leather
- No-bake energy bites (oats, peanut butter, honey, chocolate chips, Craisins, salt, etc.)

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly

RESOURCES

Web

Road Trip Planning

OMG! Category on Airbnb: <https://www.airbnb.com/stays/omg>

The Historical Marker Database: <https://www.hmdb.org/>

"Roadside Attractions" in Atlas Obscura: <https://bit.ly/3Xy4PD3>

"Take a Virtual Visit to a National Park" from National Park Foundation: <https://bit.ly/3r9pwcB>

Road Trip Game Ideas

Magnetic license plate game from Comic Con Family: <https://bit.ly/3NAhYH0>

"Popsicle Stick Playing Cards" from Instructables: <https://bit.ly/3NvECjZ>

"Finger Twister" from Later Gator Crafts: <https://bit.ly/3XvZe04>

"The Great Alphabet Race" from Handmade Charlotte: <https://bit.ly/3CTGOgo>

Books

Road Trip Fiction

The Vanderbeekers on the Road (The Vanderbeekers #6) (2023) by Karina Yan Glaser (middle grade)

Road Tripped (2019) by Pete Hautman (YA)

Here We Are Now (2017) by Jasmine Warga (YA)

When You Get the Chance (2021) by Tom Ryan (YA)

Boys of the Beast (2022) by Monica Zepeda (YA)

Love and Other Train Wrecks (2018) by Leah Konen (YA)

Printables

Road Trip Bingo (in Spanish and English)

TIP:

Keep potential food allergens separate and/or have participants note any food allergies when they sign up.

TIP:

Be sure to display your collection of map books and tour guides! Think Lonely Planet, Fodor's, National Geographic, and DK Eyewitness series.

TIP:

Going Places: Victor Hugo Green and His Glorious Book (2023)—about Black motorists during Jim Crow—makes a good middle grade read-aloud.

ROAD TRIP BINGO

Find these signs on your next road trip!



BINGO DE VIAJE POR CARRETERA

¡Encuentra estas señales en tu próximo viaje por carretera!



GAME/ACTIVITY

TAIWAN ADVENTURE: STRAWBERRY BOBA TEA

AGES

Teens 13–18

Multigenerational

PROGRAM DESCRIPTION

Teens experience a taste of Taiwan by making boba tea! In Taiwan, boba is a staple of the night markets, which encompass hundreds of food stalls where people congregate after work for groceries and snacks. Boba tea gained a huge following in the U.S. in the 1990s following widespread immigration from Taiwan, and it is still highly popular today. Create take-and-make kits for teens to make the tea at home, or premake the ingredients so they can assemble it during an in-person program. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Decide whether you will record a video of you making this recipe, or whether you will hold a live virtual program during which teens can make it their own kitchens. If recording, be sure to provide the link in the take-and-make kits.

Prepare take-and-make kits with:

- Printed instructions (see Printables)
- Link to video or details about the virtual program
- ¼ cup tapioca pearls
- 1 green tea bag
- ½ cup sugar
- 2 boba straws

Teens will need to source milk, water, ice, and strawberries.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

“Boba Milk Tea” from Tasty.co: <https://bit.ly/3NT28Zu>

TIP:

Adjust the boba cooking instructions according to the tapioca pearls you are providing (cooking times vary).

ADAPTATION:

To run this in person, premake all components and let teens assemble their own boba tea concoctions. Be sure to have milk alternatives on hand.

TIP:

Consider *Boba Cookbook: Delicious, Easy Recipes for Amazing Bubble Tea* (2020) by Wendy Leung



Image source: Noraliz Orengo of the Southeast Branch of Orange County Library System in Orlando, FL

GAME/ACTIVITY

“A Brief History of Boba” from Food & Wine: <https://bit.ly/3PH9SiR>

Books

YA Fiction

Lost in Taiwan (2023) by Mark Crilley

A Taste for Love (2021) by Jennifer Yen

A Pho Love Story (2021) by Loan Le

The Silence that Binds Us (2022) by Joanna Ho

A Magic Steeped in Poison (2022) by Judy I. Lin

Boys I Know (2022) by Anna Gracia

Printables

Strawberry Boba Tea Recipe (in English and Spanish)

STRAWBERRY BOBA TEA

Makes 2 servings

YOU WILL NEED

- A stovetop or hot plate, and a small saucepan
- OR a microwave and a microwave-safe bowl with lid
- A blender
- 2 serving glasses
- Measuring spoons & cups
- Stirring spoon

INGREDIENTS

- Your take-and-make kit:
- ¼ c tapioca pearls
- ½ cup white sugar
- 1 green tea bag
- 2 boba straws
- ¼ cup milk or half & half (any kind of milk alternative works!)
- ¼ cups strawberries (or other kind of berry)
- ¼ cup ice
- Water

MAKE THE SIMPLE SYRUP

Combine ½ cup sugar and ½ cup water in a saucepan; simmer until dissolved
Divide between two heat-resistant bowls or mason jars (half for the simple syrup; half to sweeten the tea)

COOK THE TAPIOCA PEARLS

Stovetop:

- Add ¼ cup of tapioca pearls to 2 cups of boiling water, and stir.
- When the pearls float, cover the pot and cook for 2–3 minutes.
- Then turn off the heat and simmer for 2–3 more minutes
- Scoop out pearls & rinse them under cold water, then place in simple syrup.

Microwave:

- Put tapioca pearls in a microwave-safe bowl.
- Add water 1" higher than the pearls.
- Cover the bowl.
- Cook on high for 3 minutes.
- Scoop out pearls & rinse them under cold water, then place in simple syrup.

MAKE THE TEA

Steep green or black tea bag in 1 cup boiling water. Let steep for 5 minutes, then remove tea bag and let it cool.

MAKE THE STRAWBERRY PUREE

Combine in blender:

- ½ cup of strawberries
- 1 tbsp of the simple syrup

ASSEMBLE THE STRAWBERRY BOBA TEA!

In a mason jar or cup, combine:

- ⅓ cup of boba
- ⅓ cup of milk
- ½ cup of green tea
- ¼ cup of strawberry puree
- Simple syrup to taste

Stir, add ice, and enjoy!

TÉ BOBA DE FRESA

hace 2 porciones

NECESITARÁS

- Una estufa o plato caliente y una cacerola pequeña
- un microondas y un recipiente apto para microondas con tapa
- Una licuadora
- 2 vasos para servir
- Cucharas y tazas medidoras
- Cuchara para revolver

INGREDIENTES

- Tu kit para llevar y preparar:
- ¼ taza de perlas de tapioca
- ½ taza de azúcar blanca
- 1 bolsita de té verde
- 2 sorbetes boba

Para agregar en casa:

- ¼ taza de leche o mitad y mitad (¡cualquier tipo de alternativa a la leche funciona!)
- ½ tazas de fresas (u otro tipo de bayas)
- ¼ taza de hielo
- Agua

HACER EL JARABE SIMPLE

Combina ½ taza de azúcar y ½ taza de agua en una cacerola; cocine a fuego lento hasta que se disuelva. Divida entre dos tazones resistentes al calor o tarros de albañil (la mitad para el jarabe simple, la otra mitad para endulzar el té)

COCINA LAS PERLAS DE TAPIOCA

Estufa:

- Agrega ¼ de taza de perlas de tapioca a 2 tazas de agua hirviendo y revuelve.
- Cuando las perlas floten, tapa la olla y cocina por 2–3 minutos.
- Luego apaga el fuego y cocina a fuego lento durante 2–3 minutos más.
- Saca las perlas y enjuágalas con agua fría, luego colócalas en almíbar simple.

Microonda:

- Pon las perlas de tapioca en un recipiente apto para microondas.
- Agrega agua 1" más arriba que las perlas.
- Cubre el tazón.
- Cocina a fuego alto durante 3 minutos.
- Saca las perlas y enjuágalas con agua fría, luego colócalas en almíbar simple.

HACER EL TÉ

Remoja una bolsita de té verde o negro en 1 taza de agua hirviendo.

Deja reposar durante 5 minutos, luego retira la bolsita de té y deja que se enfríe.

HACER EL PURÉ DE FRESAS

Combinar en la licuadora:

- ½ taza de fresas
- 1 cucharada del jarabe simple

¡PREPARA EL TÉ DE BOBA DE FRESA!

- En un tarro o taza de albañil, combina:
- ⅓ taza de boba
- ⅓ taza de leche
- ½ taza de té verde
- ¼ taza de puré de fresa
- Jarabe simple al gusto

Remueve, añade hielo y ¡disfruta!

PASSIVE | DECORATION/DISPLAY | LOW COST

WHERE HAVE YOU BEEN? WALL MAP

AGES

Multigenerational

PROGRAM DESCRIPTION

Affix a large map to a wall of the library, then highlight and label travel destinations. If a patron has been to a place, they take a round sticker to tape one end of a piece of thread to that location, then carry the other end of the string to the area outside the map, where they tape a photo of themselves in that location. Using stickers instead of pins allows multiple patrons to add overlapping stickers. If a place has been visited by many people, it would end up with threads leading to many pictures of your patrons. This program can be tweaked to fit any travel theme or geographic area. Consider making a handout about how to find travel resources in your library. Suggested runtime: Passive.



Image source: Shutterstock

MATERIALS AND PREPARATION

Materials:

- Laptop and projector
- Large sheets of paper or posterboard
- Markers
- 1-inch dot stickers
- Removable sticky dots for photos
- Thin string, such as thread or embroidery floss

Preparation:

- Decide on your scale: Do you want to have a map of your county, state, region, the United States, or the world?
- Decide on a theme, such as National Parks, incredible architecture, road trip destinations, countries, etc.
- Label destinations that fit your map and theme.

Make the map:

- Tape a large sheet of kraft paper to the wall and project your desired map onto it.
- Using a pencil, trace the outline of your map at the desired scale.
- Go over the pencil outline with a marker.
- Add destinations to the map.
- Post instructions so patrons know how to add to the map.

ADAPTATION:

Skip the wall map, and have patrons fill out one-page worksheets about a place they visited. Display them in the library.

TIP:

Ask patrons to give their photos to the librarian, who can update the bulletin board. This helps to ensure photo appropriateness and keeps the display looking neat.

TIP:

Instead of tracing a map, you can purchase one or print multiple pages to tape together (laminates the pages if you'll want to reuse them).

PASSIVE | DECORATION/DISPLAY | LOW COST

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly. Wall space is needed, but the map can be sized to fit your space.

RESOURCES

Web

Popular American tourist destinations from *Explore*:

<https://bit.ly/434hoqL>

State-by-state attractions from *Attractions of America*:

<https://bit.ly/44nBv4n>

U.S. News Travel (for destinations, guides, and rankings):

<https://travel.usnews.com>

Printables

Tell Us About Your Trip (in English and Spanish)

TIP:

Be sure to display your collection of map books and guidebooks. Think Lonely Planet, Fodor's, National Geographic, Rand McNally atlases, and DK Eyewitness series.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a template for writing or drawing. The margins are consistent on all sides.

PASSIVE | DECORATION/DISPLAY | LOW COST

LET'S EXPLORE THE SPANISH SPEAKING WORLD!

AGES

Multigenerational

PROGRAM DESCRIPTION

Want to promote Spanish language-learning and travel to Spanish-speaking countries? Make an interactive bulletin board! Ask patrons if they've been to any of the places you list, and invite them to submit their own photos. Alternatively, let patrons vote on where they most want to go from your list of adventurous locations. Display fiction and nonfiction related to each place. This is also a great opportunity to display travel books and/or your language-learning and ESL resources. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Bulletin board or wall space

RESOURCES

Printables

Let's Explore the Spanish-Speaking World! (in English and Spanish)

TIP:

If patrons submit older photos, make a copy (or ask them to bring in a copy) so there's no risk of damage to the original.

TIP:

If a travel destination generates a lot of interest, hold an end-of-summer event or presentation about that place.

TIP:

Pair these locations with Jaramillo's Tiny Travelers series.

TIP:

If you have Spanish-speaking immigrants in your community, ask them about the wonders of where they're from and include those locations in your display.

LET'S EXPLORE THE SPANISH-SPEAKING WORLD!

- Have you ever seen a parrot in El Yunque National Forest (Puerto Rico)?
- Have you ever taken a trip to Peru's Sacred Valley (including Machu Picchu, Ollantaytambo, Sacsaywamán, Moray, and Cuzco Sacsaywamán, Moray, and Cuzco)?
- Have you ever seen a painting by Goya or Velázquez at the Prado Museum in Madrid?
- Have you ever been to Gaudi's La Sagrada Familia in Barcelona?
- Have you ever seen a blue-footed booby on the Galapagos Islands? (Other animals that live there: tortoises, finches, lizards, iguanas, sea lions, Galapagos penguins, sea turtles.)
- Have you ever seen a sloth in the Amazon rainforest? (Other animals that live there: green anacondas, capybaras, macaws, toucans, poison dart frogs, black caiman crocodiles, Amazonian tapirs, red howler monkeys, jaguars, Amazon river dolphins.)
- Have you ever gazed at Iguazu Falls (at the border between Argentina and Brazil)?
- Have you ever seen colorful Guna clothing in Panama's San Blas Islands?
- Have you seen the glow at the firefly sanctuary in Tlaxcala, Mexico?
- Have you tasted the fruits from the market at Old Town Harrisburg in Houston, Texas?
- Have you ever swum with the manatees along the Mayan reef (aka the Mesoamerican barrier reef system)?

¡EXPLOREMOS EL MUNDO DE HABLA HISPANA!

- ¿Alguna vez has visto un loro en el Bosque Nacional El Yunque (Puerto Rico)?
- ¿Has realizado alguna vez un viaje al Valle Sagrado de Perú (incluidos Machu Picchu, Ollantaytambo, Sacsaywamán, Moray y Cuzco Sacsaywamán, Moray y Cuzco)?
- ¿Has visto alguna vez un cuadro de Goya o Velázquez en el Museo del Prado de Madrid?
- ¿Has estado alguna vez en La Sacrada Familia de Gaudí en Barcelona?
- ¿Alguna vez has visto un piquero de patas azules en las Islas Galápagos? (Otros animales que allí habitan: tortugas, pinzones, lagartijas, iguanas, lobos marinos, piqueros de patas azules, pingüinos de galápagos, tortugas marinas).
- ¿Alguna vez has visto un perezoso en la selva amazónica? (Otros animales que viven allí: anacondas verdes, capibaras, guacamayos, tucanes, ranas venenosas, cocodrilos caimanes negros, tapires amazónicos, monos aulladores rojos, jaguares, delfines del río Amazonas).
- ¿Alguna vez has mirado las Cataratas del Iguazú (en la frontera entre Argentina y Brasil)?
- ¿Alguna vez has visto ropa colorida Guna en las Islas San Blas de Panamá?
- ¿Has visto el resplandor en el santuario de las luciérnagas en Tlaxcala, México?
- ¿Has probado las frutas del mercado en Old Town Harrisburg en Houston, Texas?
- ¿Alguna vez has nadado con los manatíes a lo largo del arrecife maya (también conocido como el sistema de arrecifes de barrera mesoamericano)?

BIRD WATCH QUEST

AGES

Children 5–8

PROGRAM DESCRIPTION

This program is an in-library bird scavenger hunt for budding twitchers! Hang photos of individual birds throughout the library, each with a QR code that links to the sound that bird makes. Children receive small birding journals in which they identify the birds they find. This program can be passive or require engagement throughout the summer (i.e., you can “release” a new bird every week). Children will love learning about the birds they see in their own neighborhood. Suggested runtime: Passive.



Image source: CSLP

MATERIALS AND PREPARATION

Materials:

- Printed birding journals (1 per participant)
- Printed photos of birds (to hang)
- Generated QR codes for bird sounds, added to each bird
- Clipboards (optional)
- Crayons or colored pencils (optional)
- Prizes

Preparation, if making your own booklet:

- Research birds and choose a few that are local to your area.
- Create and print birding journals with a checkbox for each bird.
- Decide whether to “release” one bird per week or all at once.
- Create a QR code that links to the sound of each bird.
- Print photographs of the birds you want to use for your quest (with QR codes).
- Hang them up on your chosen schedule.
- When ready, invite patrons to join your library’s Bird Watch Quest. Give fun hints.
- Give rewards to those who finish the quest by identifying all the birds.

RESOURCES

Web

“50 Birds, 50 States” videos from *National Geographic Kids*:
<https://bit.ly/44s3Bvx>

TIP:

Provide rewards for those who complete the quest! Think bird whistles, bird stickers, binoculars, etc.

ADAPTATION:

For tweens, omit the bird IDs from the birding journals, and set out bird books for them to ID the birds on their own.

TIP:

Create a display of bird field guides and bird-themed books that participants can use for further exploration.

GAME/ACTIVITY | PASSIVE | LOW COST

“Birds” from National Geographic Kids: <https://bit.ly/43kwpoR>

Birdwatching cams from All About Birds (The Cornell Lab): <https://bit.ly/3psrK6g>

“Audubon for Kids” from Audubon: <https://bit.ly/3NSPjyx>

Books

Picture Books

Bird Watch: What Will You Find? (Backyard Explorer) (2020) by Storey Publishing and illustrated by Oana Befort

Emperor Penguin (Young Zoologist) (2022) by Dr. Michelle LaRue and illustrated by Pham Quang Phuc

A Peek at Beaks: Tools Birds Use (2021) by Sara Levine and illustrated by Kate Slater

Feathers Together (2022) by Caron Levis and illustrated by Charles Santoso

A Garden to Save the Birds (2021) by Wendy McClure and illustrated by Beatriz Mayumi

Harriet’s Ruffled Feathers: The Woman Who Saved Millions of Birds (2022) by Joy McCullough and illustrated by Romina Galotta

A Warbler’s Journey (2022) by Scott Weidensaul and illustrated by Nancy Lane

Early Readers and Middle Grade

The Extraordinary World of Birds (2022) by David Lindo and illustrated by Clair McElfatrick (early reader)

The Atlas of Amazing Birds (2019) by Matt Sewell (early reader)

How to Feed Backyard Birds (2022) by Chris Earley (middle grade)

The Puffin Keeper (2022) by Michael Morpurgo and illustrated by Benji Davies (middle grade)

Printables

Birding Journal (in English and Spanish)



BIRDING JOURNAL



☐ Listen!

2.



American Goldfinch

11.



☐ Listen!

10.



American Robin

3.



☐ Listen!

4.



Blue Jay

9.



☐ Listen!

8.



Northern Mockingbird

5.



☐ Listen!

6.



Mourning Dove

7.



DIARIO DE OBSERVACIÓN DE AVES



☐ ¡escucha!

2.



Jilguero americano

11.



☐ ¡escucha!

10.



Petirrojo americano

3.



☐ ¡escucha!

4.



Arrendajo azul

9.



☐ ¡escucha!

8.



Sinsonte norteno

5.



☐ ¡escucha!

6.



Paloma de luto

7.

GEODE GEOLOGIST

AGES

Children 7+

Tweens 9–12

PROGRAM DESCRIPTION

Round hounds unite! What's inside a geode? How do they form? Most importantly, how do you split them open? This program teaches basic geode geology, then lets children explore various types of rocks. Geodes are great for take-and-make kits. The rock identification portion of the program can also be passive: Simply set out a rock ID kit in the children's area of the library. See Resources for some basic science experience in rock identification. Suggested runtime: 45 minutes for a story and geode-smashing.



Image source: Shutterstock

MATERIALS AND PREPARATION

Materials:

- Bulk geodes
- Hammers
- Paper bags
- Goggles
- Rock ID kits

Questions to Answer

How do geodes form?

Geodes form when rocks contain pockets of air, which occur after volcanic eruptions when lava cools around air bubbles. Water seeps into these pockets, and when it evaporates it leaves minerals behind. Over thousands of years, crystals eventually fill the cavity. The largest geodes can take a million years to grow! The larger the crystals, the older the geode.

Why are geodes different colors?

Different minerals are different colors! Iron makes red or purple crystals, titanium makes blue crystals, nickel or chromium make green crystals, and manganese makes pink crystals.

What kind of rock is inside my geode?

Most geodes contain quartz or amethyst crystals, but some have agate, chalcedony, or jasper. Still others have calcite, dolomite, or celestite.

ADAPTATION:

Younger children can sort rocks by color, texture, and size, but make sure all rocks are large enough to not be a choking hazard.

TIP:

Amazon offers a variety of inexpensive rock ID kits that encourage kids to explore and sort rocks and minerals. Consider kits from National Geographic.

TIP:

Take the geodes outside. Place each geode in a paper bag and lay it on cement before smashing it with a hammer (this prevents chunks of rock from flying everywhere). Provide safety goggles for extra protection.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Depending on age and number of participants, supervision may be needed at each station.

RESOURCES

Web

“Geology Rocks!” from StarNet Libraries: <https://bit.ly/46pQpJb>

Printable rock and mineral ID charts from Mini Me Geology:

<https://bit.ly/44iUmgQ>

“Identifying Rocks and Minerals” from Education.com: <https://bit.ly/44aMVsm>

“How to Easily Identify Rocks and Minerals” from Instructables:

<https://bit.ly/3Jze544>

“Rock Tests 101” from Instructables: <https://bit.ly/3Xyzsbm>

“The Rock Key” from Nevada Bureau of Mines and Geology:

<https://bit.ly/3XslO8N>

Books

Picture Books

I’m Trying to Love Rocks (2020) by Bethany Barton

What Can You Do with a Rock? (2021) by Pat Zietlow Miller and illustrated by Katie Kath

Old Rock (Is Not Boring) (2020) by Deb Pilutti

A Rock Can Be... (2015) by Laura Purdie Salas and illustrated by Violeta Dabija

A Rock Is Lively (2015) by Dianna Hutts Aston and illustrated by Sylvia Long

The Street Beneath My Feet (2017) by Charlotte Guillain and illustrated by Yuval Zommer

Printables

Rock Data Chart (in English and Spanish)

TIP:

Create a display of rock and geology books from your children’s nonfiction collection.



ROCK DATA

Name _____

Color	
Hardness	
Streak	
Luster	
Density	
Notes:	

Name _____

Color	
Hardness	
Streak	
Luster	
Density	
Notes:	



DATOS DE ROCA

Nobre _____

Color	
Dureza	
Racha	
Lustre	
Densidad	
Notas:	

Nobre _____

Color	
Dureza	
Racha	
Lustre	
Densidad	
Notas:	

THE FUNGUS AMONG US: OYSTER MUSHROOMS IN CUP

AGES

Teens 13–18

Adults

PROGRAM DESCRIPTION

Did you know you can grow delicious oyster mushrooms in just about any household container (including plastic bags)?

In this program, patrons create mini mushrooms farms using straw pellet or toilet paper substrate. The bags need to sit for 2–3 weeks before you see fruiting mycelium, so let patrons take their cups home, take notes on growing conditions, and report back. Consider holding a follow-up session (or creating a bulletin board) for patrons to report on how their mushrooms are doing, share photos, and troubleshoot. This also makes a great take-and-make kit. Suggested runtime: 45 minutes to assemble the cups.

MATERIALS AND PREPARATION

Materials: See Printables

Preparation:

- Make a test batch so you know how to help troubleshoot.
- Gather supplies and make kits.
- Print handouts to include with each kit (see Printables)
- Create a bulletin board for patrons to submit photos of their mushrooms (optional).

Oyster mushrooms come in many varieties, so which do you choose? In terms of fruiting speed, the grey dove oysters fruit the fastest, followed by Italian oyster mushrooms, followed by golden oyster mushrooms.

RESOURCES

Web

“How to Grow Mushrooms in a Bag” from Grocycle: <https://bit.ly/437Mz4F>

About oyster mushroom strains from Field & Forest: <https://bit.ly/435xX5T>

Toilet paper substrate instructions from Field & Forest: <https://bit.ly/3NxTw9n>

Printables

How to Grow Oyster Mushrooms



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA

TIP:

For more STEM activities, ask participants to track growth rate, temperature, and exposure to light.

TIP:

Try this experiment before the program to ensure that you can get them to grow and so you can provide tips for growing in your climate (e.g., adding more or less moisture).

HOW TO GROW OYSTER MUSHROOMS

MATERIALS

- Oyster mushroom grain spawn (online or from local growers)
- Substrate (straw pellets, unbleached toilet paper rolls, or coffee grounds)
- If using toilet paper, a pot of boiling water, tongs, and a drying rack
- Mushroom grow bags with filters
- Rubber bands or twist ties
- Labels
- Water
- A dark place to store bags at room temperature for a few weeks
- Water in a spray bottle



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA

INSTRUCTIONS

1. Mix mushroom spawn with the substrate:
 - a. For straw pellets, mix 1:5 ratio of mushroom spawn to pellets. Use 2x or more water than the weight of the substrate.
 - b. For toilet paper, first sterilize it by dipping the roll into boiling water until saturated, then let it drain. Once the roll is cool, remove the center cardboard core and put the roll in a mushroom grow bag. Fill the center of the roll with mushroom grain spawn.
2. Close the top of the grow bag above the filter using a rubber band or twist-tie.
3. Label the bag with the date and the oyster variety.
4. Place the bag in a dark, undisturbed area (like a closet), where the temperature is between 65–75°F.
5. Within 3 weeks, you should see white, fluffy mushroom mycelium on the substrate. Let it continue to grow for another 1–3 weeks.
6. When you are ready for the mushrooms to start fruiting, place the bag in your refrigerator for 48 hours (this simulates winter).
7. After 48 hours, remove the bag from the refrigerator and place it in a well-lit room. Open the top of the bag to let the air in, or cut x's on the sides of the bag.
8. Mist with water daily, being careful not to use so much water that it pools inside the bag.
9. In a few days, you will see tiny pins of mushrooms starting to develop. A week or two after that, you will have mushrooms ready to harvest!



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA

CÓMO CULTIVAR GÍRGOLA

MATERIALES

- Semillas de gírgola en grano (en línea o a través de cultivadores locales)
- Sustrato (bolitas de paja, rollos de papel higiénico sin blanquear o posos de café)
- Si se utiliza papel higiénico, olla con agua hirviendo, pinzas y una rejilla de
- secado
- Bolsas de cultivo para setas con filtros
- Gomas elásticas o bridas
- Etiquetas
- Agua
- Un lugar oscuro para guardar las bolsas a temperatura ambiente durante unas semanas
- Agua en un pulverizador

INSTRUCTIONS

1. Mezclar los hongos con el sustrato:
 - a. Para los gránulos de paja, mezcle una proporción de 1:5 de semillas de seta con gránulos. Utilice 2 veces o más agua que el peso del sustrato.
 - b. Para el papel higiénico, primero esterilícelo sumergiendo el rollo en agua hirviendo hasta que se sature y déjelo escurrir. Una vez que el rollo se enfríe, retire el núcleo central de cartón y coloque el rollo en una bolsa de cultivo de setas. Rellene el centro del rollo con semillas de setas.
2. Cierra la parte superior de la bolsa de cultivo por encima del filtro con una goma elástica o una brida
3. Etiquete la bolsa con la fecha y la variedad de ostra.
4. Coloque la bolsa en un lugar oscuro y tranquilo (como un armario), donde la temperatura esté entre 65–75°F.
5. Al cabo de 3 semanas, deberías ver micelio de seta blanco y esponjoso en el sustrato. Deja que siga creciendo durante 1–3 semanas más.
6. Cuando esté listo para que las setas empiecen a fructificar, coloque la bolsa en el frigorífico durante 48 horas (esto simula el invierno).
7. Transcurridas 48 horas, saca la bolsa del frigorífico y colócala en una habitación bien iluminada. Abra la parte superior de la bolsa para que entre el aire, o corte x en los laterales de la bolsa.
8. Rocíe con agua todos los días, teniendo cuidado de no utilizar tanta agua que se encharque dentro de la bolsa.
9. En unos días, verás cómo empiezan a desarrollarse pequeños brotes de setas. Una o dos semanas después, ¡tendrás setas listas para cosechar!



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA



Image source: Rebecca Ballard of Athens Regional Library System, Athens, GA

IN A WORLD...BUCKET LISTS AND FANTASIES

AGES

Teens 13–18

Adults

PROGRAM DESCRIPTION

Participants assemble a bucket list journal to record where they want to go and what they want to do. Journals can be simple, or you could combine this with a paper-making and/or bookbinding program. Alternatively, provide discarded books to turn into altered book journals. See Resources for journal prompts to kickstart the imagination, which can also be used on social media as online conversation starters.

This program can also be modified to focus on fantasy and world-building. Provide blank journals in which patrons answer more open-ended questions. What does their ideal world look like? If not limited by reality, what fantastical adventure would they take?

For a passive program, set out blank journals next to a display of travel and bucket list-inspired books. Or hold a passive adventure contest: Two different adventures (or fantasy books) compete for “most interesting” every week. At the end of the summer, crown one as the ultimate adventure and create a photo booth for patrons to photograph themselves doing that thing.

Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

For the bucket list journals:

- Printed copies (see Resources)
- Stapler
- Construction paper or scrapbook paper for a cover (optional)

For the cover collage:

- Inexpensive journals or composition books:
- Old maps and magazines
- Misc. art supplies: Ribbons, stickers, stamps and ink pads, etc.
- Scissors
- Glue or Mod Podge
- Clear contact paper (to protect the finished collage)
- Access to a color printer, for printing photos from phones (optional)

ADAPTATION:

For multigenerational programs, pair patrons up according to place (one who wants to go and one who has been) for a conversation starter. Or let families work together to come up with a summer bucket list, and create a display of books about local family adventures.

TIP:

Also makes a great take-and-make kit. Include a QR code with instructions.



Image source: Brandi Burton of East Baton Rouge Parish Library System in Baton Rouge, LA

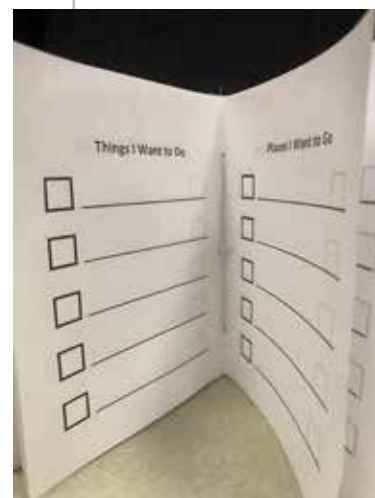


Image source: Brandi Burton of East Baton Rouge Parish Library System in Baton Rouge, LA

ARTS & CRAFTS | LOW COST | PASSIVE

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Books

Journaling Books

Making Memories (2022) by Amy Tangerine and illustrated by Tracey English (early reader NF)

The Universe in You: A Microscopic Journey (2022) by Jason Chin (middle grade NF)

Journal Sparks (2017) by Emily K. Neuburger (middle grade NF)

I Am Not a Label (2020) by Cerrie Burnell and illustrated by Lauren Mark Baldo (middle grade NF)

Burn After Writing Teen (2019) by Rhiannon Shove (YA NF)

Teen Writer's Guide (2020) by Jennifer Jenkins (YA NF)

The Writer's Map: An Atlas of Imaginary Lands (2018), edited by Huw Lewis-Jones (adult F)

Creative Journaling (2020) by Renee Day (Adult NF)

Middle Grade Fantasy—in Spanish and English

The Storm Runner / El hijo del trueno (2019) by J.C. Cervantes.

The Total Eclipse of Nestor Lopez / El eclipse total de Néstor López (2020) by Adrianna Cuevas

Pony / Poni (2021) by R.J. Palacio

YA Fantasy—in Spanish and English

Raybearer / Radiante (2023) by Jordan Ifueko

Rima's Rebellion / La rebelión de Rima Marín (2022) by Margarita Engle

Iron Widow / Viuda de hierro (2021) by Xiran Jay Zhao

All of Us Villains / Todos somos villanos (2022) by Amanda Foody and C.L. Herman

Skin of the Sea / La piel de las sirenas (2021) by Natasha Bowen

Cemetery Boys / Los chicos del cementerio (2021) by Aiden Thomas

Legendborn / Legendborn (2020) by Tracy Deonn

Adult Fantasy—in Spanish and English

The Inheritance of Orquídea Divina / La herencia de Orquídea Divina (2022) by Zoraida Córdova

The Hacienda / La hacienda (2022) by Isabel Cañas

The Priory of the Orange Tree / El priorato del naranjo (2019) by Samantha Shannon

Invasión silenciosa (2021) by Jenaro Martínez. Only in Spanish.

The Locked Tomb series / Saga de la tumba sellada (2019) by Tamsyn Muir

Black Leopard, Red Wolf / Leopardo negro, lobo rojo (2019) Marlon James

Gods of Jade and Shadow / Dioses de jade y sombra (2020) by Sylvia Moreno-Garcia

Project Hail Mary / Proyecto Hail Mary (2021) by Andy Weir

The Thursday Murder Club / El club del crimen de los jueves (2020) by Richard Osman

The Founders Trilogy / Trilogía los fundadores (2018–22) by Robert Jackson Bennett

Printables

Bucket List Journal (in Spanish and English)

Dreamy Adventure Journal Prompts (in Spanish and English)

THINGS I WANT TO DO:

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

PLACES I WANT TO GO:

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

THINGS I WANT TO DO:

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

PLACES I WANT TO GO:

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

LUGARES A LOS QUE
QUIERO IR:

[illegible]

COSAS QUE QUIERO HACER:

[illegible]

LUGARES A LOS QUE
QUIERO IR:

[illegible]

COSAS QUE QUIERO HACER:

[illegible]

DREAMY ADVENTURE JOURNAL PROMPTS

If you could travel anywhere, where would you go and why?

What has been the biggest adventure of your life so far?

If you could build the world from scratch, what would it be like?

What type of person would you want to go on an adventure with and why?

What would be your best skills on a travel adventure?

If you got lost in the woods (or in a city), what would you do?

MENSAJES DE DREAMY ADVENTURE JOURNAL

Si pudieras viajar a cualquier parte, ¿a dónde irías y por qué?

¿Cuál ha sido la mayor aventura de tu vida hasta ahora?

Si pudieras construir el mundo desde cero, ¿cómo sería?

¿Con qué tipo de persona te gustaría ir en una aventura y por qué?

¿Cuáles serían tus mejores habilidades en una aventura de viaje?

Si te perdieras en el bosque (o en una ciudad), ¿qué harías?

ADVENTURES IN SEWING

AGES

Teens 13–18

Multigenerational

PROGRAM DESCRIPTION

Sewing can bring teens back to the library, and it makes parents happy to see them learning what used to be taught in school. Some teens may have even dabbled in mask-making during the early years of the Covid-19 pandemic, and this program can refresh their skills. The first step is outreach. Ask local sewing clubs, quilter's guilds, and fabric stores for fabric donations and machines to borrow. Remember to enlist volunteers as well! Sewing is a specialized skill, and craft enthusiasts are often excited to share their knowledge.

Two simple, step-by-step projects are described below: How to sew a pillowcase, and how to sew a 3-ring binder cover. Alternatively, check your sewing collection for beginner or stash-busting projects that best suit your audience. Suggested runtime: 90–120 minutes.

MATERIALS AND PREPARATION

Materials:

- Sewing machines (donations or on loan)
- Irons and ironing boards
- Donated fabric
- A variety of thread colors
- Extra sewing machine needles
- Cutting mats and rotary cutters
- Sewing shears
- Irons and ironing boards
- A container for “sharps” (needles)

Preparation:

- Solicit donations for fabric, sewing machines, and irons.
- Make a call for volunteers.
- Limit the number of participants to the number of machines you receive (or 2:1).
- Decide on the age group and the project.

UNIQUE SPACE AND PERSONNEL NEEDS

You will need a meeting room with generous table

ADAPTATION:

Make it a mending and embroidery program to extend the life of favorite pieces of clothing. Great for planet-conscious teens.

ADAPTATION:

Invite more advanced sewers to make clothing for a library fashion contest! To minimize fabric costs, center the contest around altering clothing they already have.

ADAPTATION:

This also makes a great multigenerational program. Adult sewers can help younger participants.

TIP:

For an icebreaker, ask patrons to bring their homemade sewing projects for a show-and-tell.



Image source: Angela Mbagwu of Cobb County Library, Switzer Branch, in Marietta, GA

ARTS & CRAFTS | OUTREACH

space, multiple outlets, and good lighting, as well as a chair for each sewing machine. At least one volunteer seamstress or quilter is required.

RESOURCES

Books

Jo Jo Makoons: Fancy Pants (Jo Jo #2) (2022) by Dawn Quigley and illustrated by Tara Audibert (early reader F)

Radical Sewing: Pattern-Free Sustainable Fashions for all Bodies (2021) by Kate Weiss (YA NF)

Visible Mending: A Modern Guide to Darning, Stitching, and Patching the Clothes You Love (2020) by Arounna Khounnoraj (adult NF)

Embroidering the Everyday (2023) by Cas Holmes (adult NF)

Make Thrift Mend (2021) by Katrina Rodabaugh (adult NF)

Face Masks, Scrub Caps, Arm Slings, and More (2020) by Angie Herbertson (adult NF)

Printables

How to Sew a 3-Ring Binder Cover (in English and Spanish)

How to Sew a Pillowcase (in English and Spanish)

TIP:

Sewers are very protective of their extra sharp shears! Remind patrons never to use sewing shears on paper because it dulls the blades.

TIP:

Display your sewing books! Those who finish early can flip through for inspiration.

TIP:

Fanny packs and mini messenger bags are also great projects to consider for slightly more advanced sewers.

HOW TO SEW A 3-RING BINDER COVER

MATERIALS

- 1–2 yards of fabric in two different colors (per cover)
- Sewing machine (at least 1 for every 2 sewers)
- Iron
- Pins
- Thread
- Scissors

INSTRUCTIONS

1. Pick out two contrasting fabrics
2. Cut two pieces 12 inches long and 11 inches wide (these are the insides of the book cover).
3. Cut one larger piece that is 12 inches long and 21 inches wide (this is the outside of the binder cover).
4. On the 12-inch side of a smaller piece, measure $\frac{1}{2}$ inch and fold it over (to the wrong side).
5. Carefully, iron this fold.
6. Once ironed, use pins to temporarily secure the edge.
7. Repeat steps 4–6 with the second smaller
8. piece of fabric.
9. Take the small pieces to the sewing machine. Sew along the edge of each fold that was just ironed and pinned.
10. With the wrong sides facing out, place the first small piece to the left of the long piece; then place the second small piece to the right of the long piece.
11. There will be a gap in the middle (where the binder spine will go).
12. The folded edges should be visible and on the inside edge, on either side of the gap.
13. Pin along the fabric on all sides, except for the folded edges you already sewn.
14. Take your pinned fabric pieces to the sewing machine and sew the pinned sides.
15. Remove the pins, cut any loose strings, and turn your book cover inside out. Your book cover is complete!
16. As a bonus, embroider as desired.

TIP:

The “right side” of your fabric is the one with the print; the “wrong side” is the back. If your fabric doesn’t have a print, then the “right side” is the side you see when the project is complete, and the “wrong side” is the side that’s hidden.



Image source: Angela Mbagwu of Cobb County Library, Switzer Branch, in Marietta, GA

CÓMO COSER UNA CUBIERTA DE CARPETA DE 3 ANILLAS

MATERIALES

- 1–2 yardas de tela en dos colores diferentes (por cubierta)
- Máquina de coser (al menos 1 por cada 2 costureras)
- Plancha
- Pines
- Hilo
- Tijeras

INSTRUCCIONES

1. Elige dos telas contrastantes
2. Corta dos piezas de 12 pulgadas de largo y 11 pulgadas de ancho (estas son las partes internas de la cubierta del libro).
3. Corta una pieza más grande de 12 pulgadas de largo y 21 pulgadas de ancho (esta es la parte exterior de la cubierta de la carpeta).
4. En el lado de 12 pulgadas de una pieza más pequeña, mida 1/2 pulgada y dóblala (hacia el lado equivocado).
5. Con cuidado, usa una plancha para planchar este pliegue.
6. Una vez planchado, usa alfileres para asegurar temporalmente el borde.
7. Repite los pasos 4 a 6 con la segunda pieza
8. Ahora lleva tus piezas pequeñas a la máquina de coser. Cose a lo largo del borde de cada pliegue que acabas de planchar y sujetar con alfileres.
9. Con los reverses hacia afuera, coloca la primera pieza pequeña a la izquierda de la pieza larga; luego coloca la segunda pieza pequeña a la derecha de la pieza larga.
10. Habrá un espacio en el medio (donde irá el lomo de la carpeta) .
11. Los bordes doblados deben estar visibles y en el borde interior, a ambos lados del espacio.
12. Coloca alfileres a lo largo de la tela en todos los lados, excepto en los bordes doblados que ya cosiste.
13. Lleva las piezas de tela con alfileres a la máquina de coser y cose los lados con alfileres.
14. Retira los alfileres, corta los hilos sueltos y dale la vuelta a la cubierta del libro. ¡La portada de tu libro está completa!
15. Como beneficio adicional, borda como desees.

CONSEJO:

El "lado derecho" de tu tela es el que tiene el estampado; el "lado equivocado" es la parte de atrás. Si su tela no tiene un estampado, entonces el "lado derecho" es el lado que ve cuando se completa el proyecto, y el "lado revés" es el lado que está oculto.



Image source: Angela Mbagwu of Cobb County Library, Switzer Branch, in Marietta, GA

HOW TO SEW A PILLOWCASE

MATERIALS

- 1–2 yards of fabric in two different colors (per cover)
- Sewing machine (at least 1 for every 2 sewers)
- Iron
- Pins
- Thread
- Scissors

INSTRUCTIONS

1. Pick out 1 or 2 fabrics that you like.
2. Cut two pieces 30 inches long by 21 inches wide.
3. On the long side of one piece, measure 3.5 inches and fold it over (to the wrong side).
4. Carefully, iron this fold.
5. Once ironed, use pins to temporarily secure the edge.
6. Repeat steps 3–5 with the second piece of fabric.
7. Take one pinned piece of fabric to the sewing machine, and sew along the pinned edge.
8. Now repeat along the pinned edge of your other piece of fabric.
9. Now place both pieces of fabric on top of each other with the right sides together.
10. Pin the two pieces together along three sides, and leave the two folded edges unpinned (this is where your pillow fits inside).
11. Take your pinned pieces to the sewing machine, and sew the three sides together.
12. Remove the pins, cut any loose threads, and turn your pillowcase inside out. Your pillowcase is complete!
13. As a bonus, embroider as desired.

TIP:

The “right side” of your fabric is the one with the print; the “wrong side” is the back. If your fabric doesn’t have a print, then the “right side” is the side you see when the project is complete, and the “wrong side” is the side that’s hidden.

CÓMO COSER UNA FUNDA DE ALMOHADA

MATERIALES

- 1–2 yardas de tela en dos colores diferentes (por cubierta)
- Máquina de coser (al menos 1 por cada 2 costureras)
- Plancha
- Pines
- Hilo
- Tijeras

INSTRUCCIONES

1. Elige 1 o 2 telas que te gusten.
2. Corta dos piezas de 30 pulgadas de largo por 21 pulgadas de ancho.
3. En el lado largo de una pieza, mide 3,5 pulgadas y dóblalo (hacia el lado equivocado).
4. Con cuidado, usa una plancha para planchar este pliegue.
5. Una vez planchado, usa alfileres para asegurar temporalmente el borde.
6. Repite los pasos 3 a 5 con la segunda pieza

de tela.

7. Lleva una pieza de tela con alfileres a la máquina de coser y cose a lo largo del borde con alfileres.
8. Ahora repite a lo largo del borde fijado con alfileres de tu otra pieza de tela.
9. Ahora coloca ambas piezas de tela una encima de la otra con los lados derechos juntos.
10. Junta las dos piezas con alfileres a lo largo de tres lados y deja los dos bordes doblados sin alfileres (aquí es donde encaja la almohada adentro).
11. Lleva las piezas con alfileres a la máquina de coser y cose los tres lados.
12. Retira los alfileres, corta los hilos sueltos y dale la vuelta a la funda de la almohada. ¡Tu funda de almohada está completa!
13. Como beneficio adicional, borda como desees.

CONSEJO:

El “lado derecho” de tu tela es el que tiene el estampado; el “lado equivocado” es la parte de atrás. Si su tela no tiene un estampado, entonces el “lado derecho” es el lado que ve cuando se completa el proyecto, y el “lado revés” es el lado que está oculto.

BOOK CAPSULES: WHAT BOOK AM I?

AGES

Tweens 9–12

PROGRAM DESCRIPTION

In this program, tweens decode book capsules that relate to specific books in your collection. Each capsule include various hints about the main character, culture or setting, plot, genre, etc. You can emphasize library research skills by providing only partial book information (which requires tweens to use the library catalog), or you can make it multiple choice by providing three book options for each time capsule. This program can be modified to suit any theme, and it's great for sparking interest in new books. Be sure to have extra copies of the time capsule book(s) for tweens to check out! Easy to age up or down. Includes a handout for tweens curious about making a time capsule of their own. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Capsule containers
- Written hints and/or objects
- Extra copies of books

Choose your book(s), read them, and take notes on prominent objects, locations, and clues about the main character. Choose a few key clues and hints. Consider multiple book capsules that vary in terms of clue difficulty and reading age.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Books

Time Capsule (2022) by Lauren Redniss (picture book F)

Chester Keene Cracks the Code (2022) by Kekla Magoon (middle grade F)

The Book Scavenger series (2016–19) by Jennifer Chambliss Bertman and illustrated by Sarah Watts (middle grade F)

Shirley and Jamila Save Their Summer (2020) by Gillian Goerz (middle grade F)

Printables

My 2024 Time Capsule (in English and Spanish)



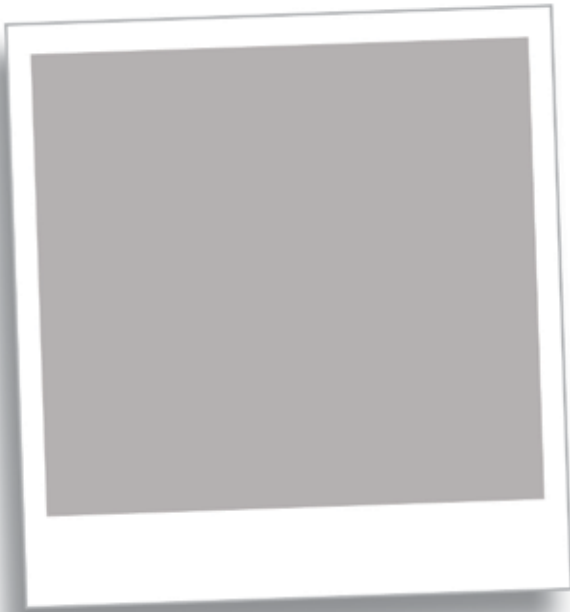
Image source: Shutterstock

ADAPTATION:

Make this into an in-person program where tweens make book capsules of their favorite books for other tweens to decode.

TIP:

See Printables for a worksheet that tweens can use to create a time capsule of their own lives. Encourage them to mail it to themselves (so they have a date stamp) but not to open it for at least 10 years.



MY 2024 TIME CAPSULE

Name _____

Date _____

Age _____ Height _____

Grade in school _____

Address _____

My Friends _____

My Favorite color _____

My favorite school subject _____

My favorite food _____

My favorite song _____

My favorite TV show _____

My favorite movie _____

My favorite game _____

My favorite sport or team _____

My favorite book _____

When I grow up I want to _____

In my free time, I like to _____

The best thing about this year has been _____

My goal for next year is _____



Nombre _____

Fetcha _____

Eda _____ Altura _____

Grado en la escuela _____

Dirección _____

Mis amigos _____

Mi color favorito _____

Mi materia favorita de la escuela _____

Mi comida favorita _____

Mi bebida favorita _____

Mi programa de televisión favorito _____

Mi película favorita _____

Mi juego favorito _____

Mi deporte o equipo favorito _____

Mi libro favorito _____

Quando sea grande, quiero _____

En mi tiempo libre me gusta _____

Lo mejor de este año ha sido _____

Mi meta para el próximo año es _____

ADVENTURE CUPCAKES

AGES

Tweens 9–12

Teens 13–18

Multigenerational

PROGRAM DESCRIPTION

Invite a local cake decorator to demonstrate techniques, then challenge tweens, teens, or families to a cupcake-decorating contest. They decorate premade cupcakes according to the adventure theme. You can judge the cupcakes right away or add an adventure challenge. Which cupcake travels the farthest from the library before it gets eaten? Where in your community are cupcakes getting eaten? To enter an adventure cupcake, participants must photograph their cupcake getting eaten in a new location. Display winning cupcakes and cupcake-makers on social media, in the library newsletter, or in the local paper. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Materials:

- Cupcakes (2 per participant, according to dietary needs)
- Cake decorating equipment
- Sprinkles, food coloring, candy, etc.
- Frosting
- Plastic table coverings, condiment cups, and knives
- Printed cupcake silhouettes and pencils (for practice designs)

Preparation:

- Find a local cake decorator to demonstrate
- Print sign-up sheets
- Purchase supplies
- Purchase or bake cupcakes
- Print judging sheet & cut in half

RESOURCES

Printables

Cupcake Judging Sheet (in English and Spanish)



Image source: Shutterstock

TIP:

Let teens decorate two cupcakes, one to eat now and one to eat later. They can enter their favorite design and eat the other one.

TIP:

Require sign-ups and have participants inform you of any allergies in advance. You can buy or different kinds of cakes or cupcakes according to individuals' needs. Grocery stores will often make unfrosted cupcakes upon request.

ADAPTATION:

For take-and-make kit, provide unfrosted cupcakes, frosting in plastic sauce containers, and decorations (optional). Be sure to include contest rules and deadline.

ADAPTATION:

If you don't want to include the travel component, see Printables for a cupcake-judging scoresheet.

TIP:

Scan your collection for cupcake and baking books!

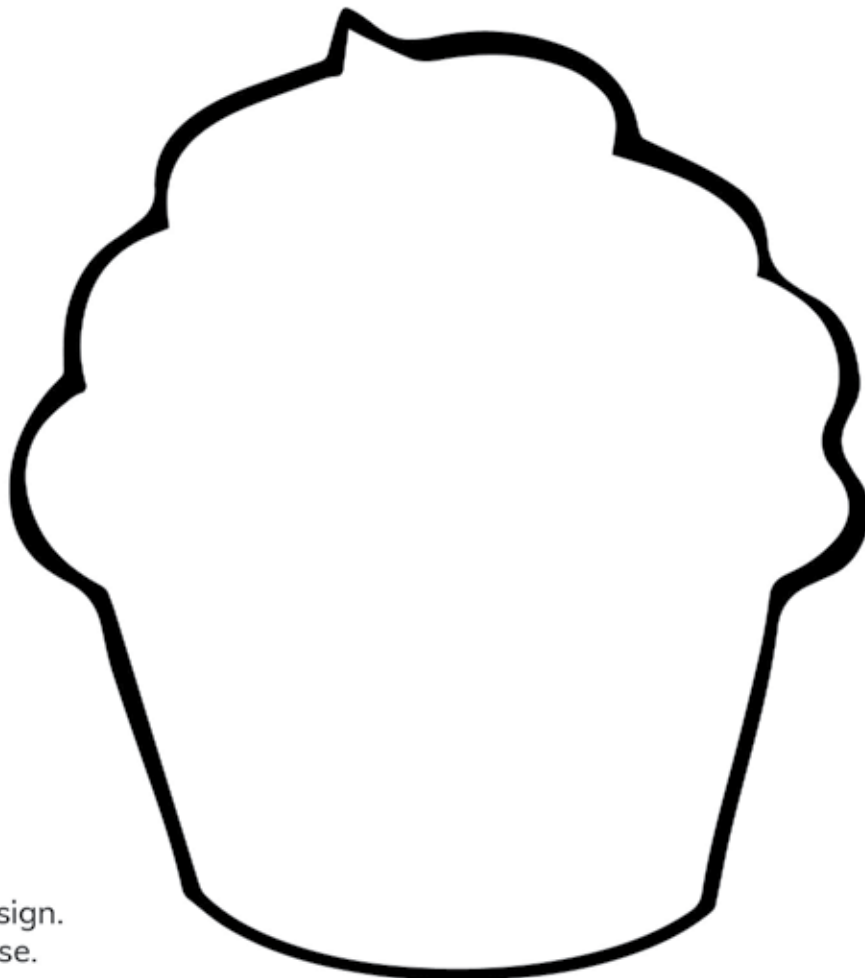
CUPCAKE JUDGING SHEET

Competitor Name _____

Rate each criteria from 1 to 5, with 5 being the highest rating.

Creativity					
Use of materials					
Effort					
Follows the theme					

Total Points _____



Test your cupcake design.
This is only for your use.

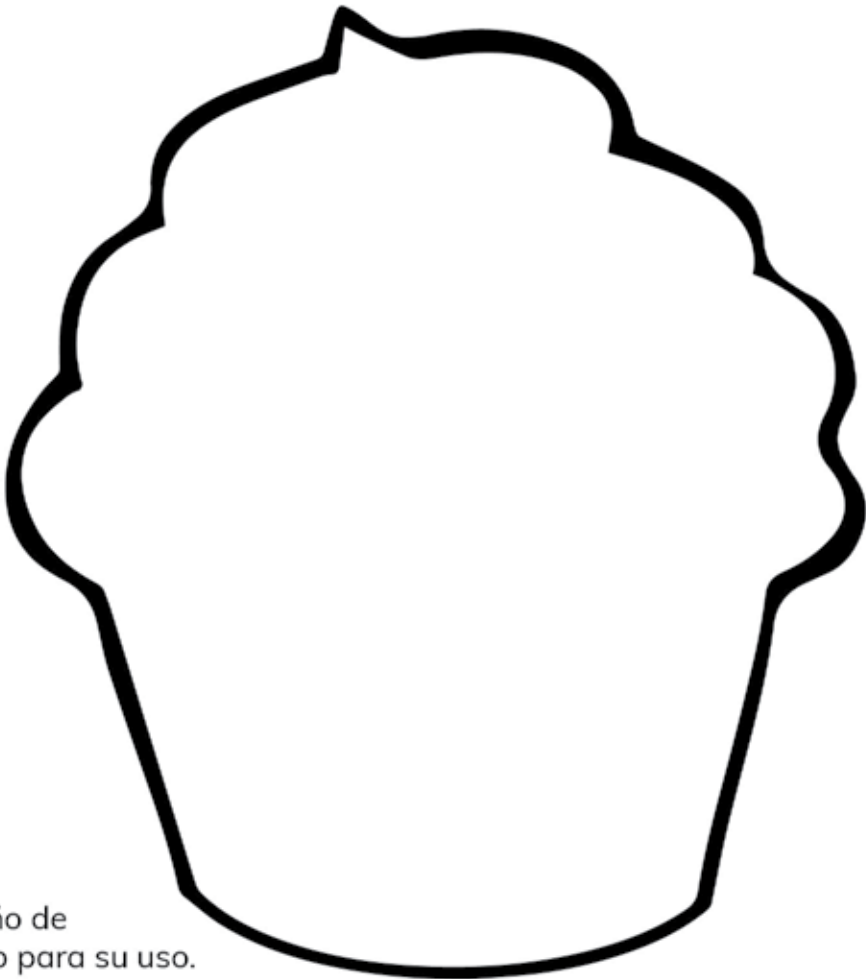
HOJA DE EVALUACIÓN DE CUPCAKES

Nombre del competidor _____

Califica cada criterio del 1 al 5, siendo 5 el más alto.

Creatividad					
Uso de materiales					
Esfuerzo					
Sigue el tema					

Puntos
totales
otorgados _____



Pon a prueba tu diseño de cupcakes. Esto es solo para su uso.

GLOW-IN-THE-DARK ADVENTUREMOBILE CONTEST

AGES

Children 5–8

Tweens 9–12



Image source: Shutterstock

PROGRAM DESCRIPTION

Children design adventuremobiles out of recycled materials, and at least one element of the adventuremobile must glow in the dark. You could focus on rockets, UFOs, ground vehicles, submarines, or leave the theme wide open. Require children to name their adventuremobile and write a description of its function. This program can be run in person over several days, or make it passive by maintaining a recycling building station in the library. Offer to store incomplete adventuremobiles to keep them safe between building sessions. After the entries are in, hold a live voting party so voters can see the glow-in-the-dark elements. Suggested runtime: 45–60 minutes for a voting party.

MATERIALS AND PREPARATION

Materials:

- Recycled materials
- Glow-in-the dark elements (stickers, paint, glow sticks, reflective tape, etc.)
- Miscellaneous craft supplies
- Safety scissors
- Glue, glue sticks, and tape
- Entry numbers and labels
- Printed ballots and pencils
- Blank description cards
- Ballot box
- Display space for completed adventuremobiles
- Storage space for adventuremobiles-in-progress (or to hide before voting)
- Prizes

Preparation:

- Decide on contest requirements (e.g., theme, size limit, voting categories by age)
- Make flyers with contest information, deadline, and date of the voting party
- Organize the space to display contest entries (and store them before voting)
- Print number display card tents (one per entry)
- Print ballots
- Prep ballot box
- Organize space to display contest entries

ARTS & CRAFTS | DECORATION/DISPLAY | PASSIVE | STEM

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need a display space and personnel to keep track of submissions and display the entries. You might also need a table-top building station in the library.

RESOURCES

Web

“US Submarines Poster” from Naval Submarine League: <https://bit.ly/3CSojc1>

“Rockets of the World” from World Economic Forum: <https://bit.ly/433LnPU>

Books

Rocket Science: A Beginner’s Guide to the Fundamentals of Spaceflight (2020) by Andrew Radar and illustrated by Galen Frazer (middle grade NF)

Awesome Construction Activities for Kids (2021) by Akyiaa Morrison (middle grade NF)

Upcycle It: Crafts for Kids (2022) by Jennifer Perkins (middle grade NF)

Planet Omar: Ultimate Rocket Blast (2023) by Zanib Mian and illustrated by Kyan Cheng (middle grade F)

My Life as an Ice Cream Sandwich (2019) by Ibi Zoboi (middle grade F)

Printables

Recycled Adventuremobile Ballots (in English and Spanish)

Recycled Adventuremobile Entry Form (in English and Spanish)

**GLOW-IN-THE DARK RECYCLED
ADVENTUREMOBILE BALLOT**

Write the number of the adventuremobile
you like best here: _____

Please vote only once. Thank you!

The winner will be announced on _____

**GLOW-IN-THE DARK RECYCLED
ADVENTUREMOBILE BALLOT**

Write the number of the adventuremobile
you like best here: _____

Please vote only once. Thank you!

The winner will be announced on _____

**GLOW-IN-THE DARK RECYCLED
ADVENTUREMOBILE BALLOT**

Write the number of the adventuremobile
you like best here: _____

Please vote only once. Thank you!

The winner will be announced on _____

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ADVENTUREMOBILE BALLOT**

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ADVENTUREMOBILE BALLOT**

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you like best here: _____

Please vote only once. Thank you!

The winner will be announced on _____

**GLOW-IN-THE DARK RECYCLED
ADVENTUREMOBILE BALLOT**

Write the number of the adventuremobile
you like best here: _____

Please vote only once. Thank you!

The winner will be announced on _____

**GLOW-IN-THE DARK RECYCLED
ADVENTUREMOBILE BALLOT**

Write the number of the adventuremobile
you like best here: _____

Please vote only once. Thank you!

The winner will be announced on _____

**BOLETA PARA EL CONCURSO DE
VEHÍCULOS DE AVENTURA RECICLADOS
QUE BRILLAN EN LA OSCURIDAD**

Escribe aquí el número del motoaventura
que más te guste: _____

Por favor vota solo una vez. ¡Gracias!

El ganador _____

**BOLETA PARA EL CONCURSO DE
VEHÍCULOS DE AVENTURA RECICLADOS
QUE BRILLAN EN LA OSCURIDAD**

Escribe aquí el número del motoaventura
que más te guste: _____

Por favor vota solo una vez. ¡Gracias!

El ganador _____

**BOLETA PARA EL CONCURSO DE
VEHÍCULOS DE AVENTURA RECICLADOS
QUE BRILLAN EN LA OSCURIDAD**

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Por favor vota solo una vez. ¡Gracias!

El ganador _____

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VEHÍCULOS DE AVENTURA RECICLADOS
QUE BRILLAN EN LA OSCURIDAD**

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VEHÍCULOS DE AVENTURA RECICLADOS
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que más te guste: _____

Por favor vota solo una vez. ¡Gracias!

El ganador _____

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VEHÍCULOS DE AVENTURA RECICLADOS
QUE BRILLAN EN LA OSCURIDAD**

Escribe aquí el número del motoaventura
que más te guste: _____

Por favor vota solo una vez. ¡Gracias!

El ganador _____

**BOLETA PARA EL CONCURSO DE
VEHÍCULOS DE AVENTURA RECICLADOS
QUE BRILLAN EN LA OSCURIDAD**

Escribe aquí el número del motoaventura
que más te guste: _____

Por favor vota solo una vez. ¡Gracias!

El ganador _____

**BOLETA PARA EL CONCURSO DE
VEHÍCULOS DE AVENTURA RECICLADOS
QUE BRILLAN EN LA OSCURIDAD**

Escribe aquí el número del motoaventura
que más te guste: _____

Por favor vota solo una vez. ¡Gracias!

El ganador _____

**GLOW-IN-THE DARK RECYCLED
ADVENTUREMOBILE ENTRY FORM**

Full name: _____

Age: _____

Phone number: _____

Adventuremobile Name: _____

Where does it glow in the dark? _____

**GLOW-IN-THE DARK RECYCLED
ADVENTUREMOBILE ENTRY FORM**

Full name: _____

Age: _____

Phone number: _____

Adventuremobile Name: _____

Where does it glow in the dark? _____

**GLOW-IN-THE DARK RECYCLED
ADVENTUREMOBILE ENTRY FORM**

Full name: _____

Age: _____

Phone number: _____

Adventuremobile Name: _____

Where does it glow in the dark? _____

**GLOW-IN-THE DARK RECYCLED
ADVENTUREMOBILE ENTRY FORM**

Full name: _____

Age: _____

Phone number: _____

Adventuremobile Name: _____

Where does it glow in the dark? _____

**FORMULARIO DE PARTICIPACIÓN EN EL CONCURSO
DE VEHÍCULOS DE AVENTURA RECICLADOS QUE
BRILLAN EN LA OSCURIDAD**

Nombre completo: _____

Edad: _____

Número de teléfono: _____

Nombre del móvil de aventura: _____

¿Dónde brilla en la oscuridad? _____

**FORMULARIO DE PARTICIPACIÓN EN EL CONCURSO
DE VEHÍCULOS DE AVENTURA RECICLADOS QUE
BRILLAN EN LA OSCURIDAD**

Nombre completo: _____

Edad: _____

Número de teléfono: _____

Nombre del móvil de aventura: _____

¿Dónde brilla en la oscuridad? _____

**FORMULARIO DE PARTICIPACIÓN EN EL CONCURSO
DE VEHÍCULOS DE AVENTURA RECICLADOS QUE
BRILLAN EN LA OSCURIDAD**

Nombre completo: _____

Edad: _____

Número de teléfono: _____

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¿Dónde brilla en la oscuridad? _____

**FORMULARIO DE PARTICIPACIÓN EN EL CONCURSO
DE VEHÍCULOS DE AVENTURA RECICLADOS QUE
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Edad: _____

Número de teléfono: _____

Nombre del móvil de aventura: _____

¿Dónde brilla en la oscuridad? _____

CONSTELLATION JARS

AGES

Children 5–8

Tweens 9–12

PROGRAM DESCRIPTION

Put constellations in a jar! This simple craft is great for children and tweens, and can also be made into a take-and-make kit. To age up, add STEM materials about astronomy and/or astrology. Suggested runtime: 45 minutes.

MATERIALS AND PREPARATION

Materials:

- Glass jars, large or small, with lids
- LED light strings (1 per participant)
- Black paper or aluminum foil
- Labels and markers
- Cardboard sheets (to put under paper before poking holes)
- Something to poke holes with, such as ball point pens
- Clear tape or staples

Preparation:

- Figure out the size of constellation paper needed to fit the jars
- Pre-poke holes for younger children.
- For a 16-oz mason jar, the circumference is ~10.2"
- For a 32-oz mason jar, the circumference is ~12.0"
- Be sure to test a piece to make it fit your specific jar, as size may vary between brands.

Assembly:

1. Cut paper or foil into a rectangle, about the height of the jar up to the lid and wide enough to wrap around the inside circumference.
2. Place paper/foil onto a piece of cardboard or a silicon mat to protect the table underneath.
3. Place a constellation template (see below) on top of the paper/foil.
4. Poke holes through the template into the paper/foil rectangle to make "stars."
5. Roll the paper/foil into a loose tube, and use tape or staples to secure the ends.
6. Insert tube into the jar.
7. Place the fairy light string or tealight inside the tube and put the lid on the jar.
8. In the dark, turn on jar lights to enjoy the calming constellations.



Image source: Greta Funk of Nortonville Public Library, Nortonville, KS



Image source: Greta Funk of Nortonville Public Library, Nortonville, KS

ADAPTATION:

For an intergalactic theme, children deconstruct alien eggs or bring a small object from home to see if the "alien" can guess what it is.

ARTS & CRAFTS

RESOURCES

Books

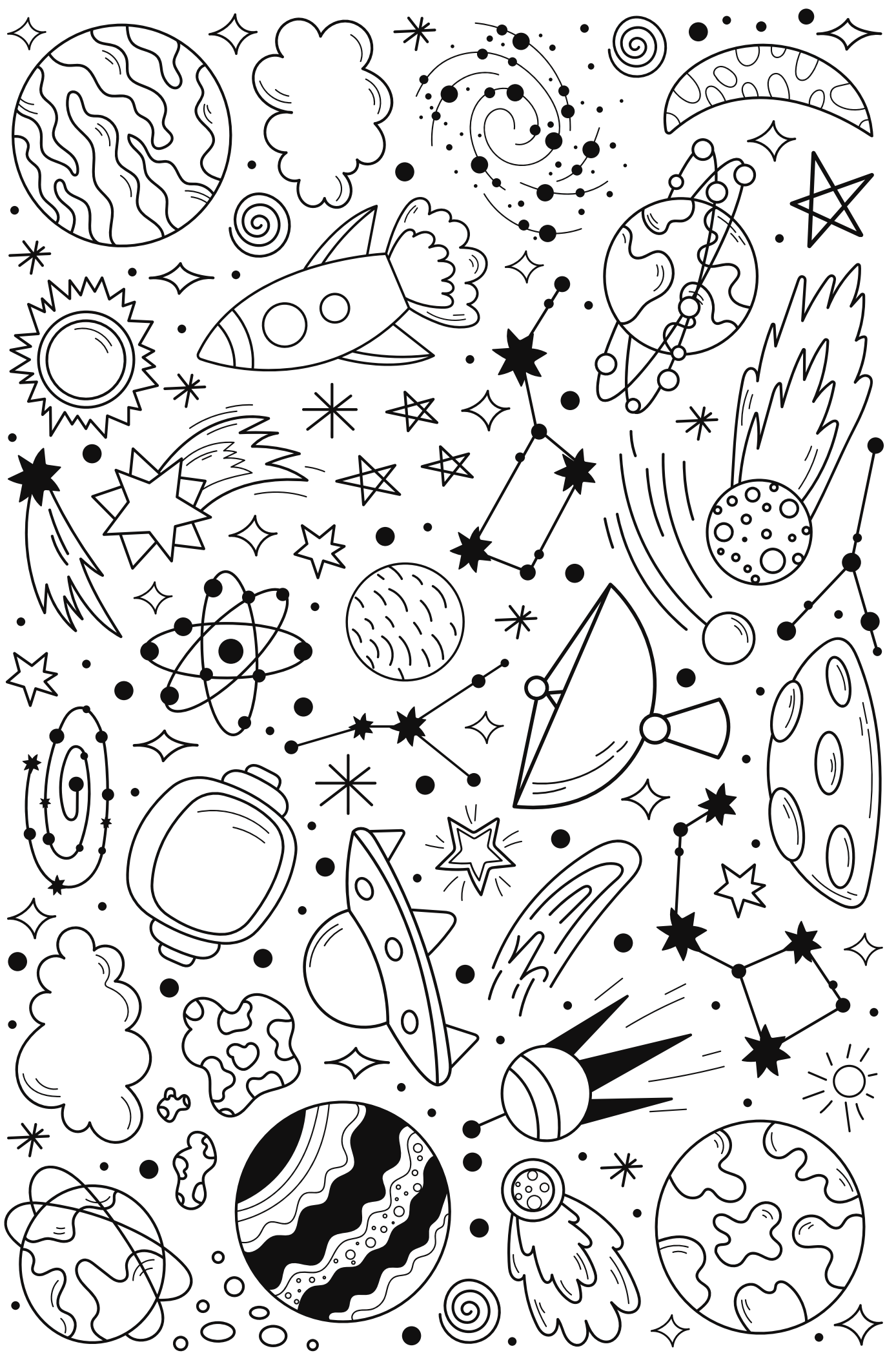
Constellations for Kids (2020) by Kelsey Johnson (early reader NF)

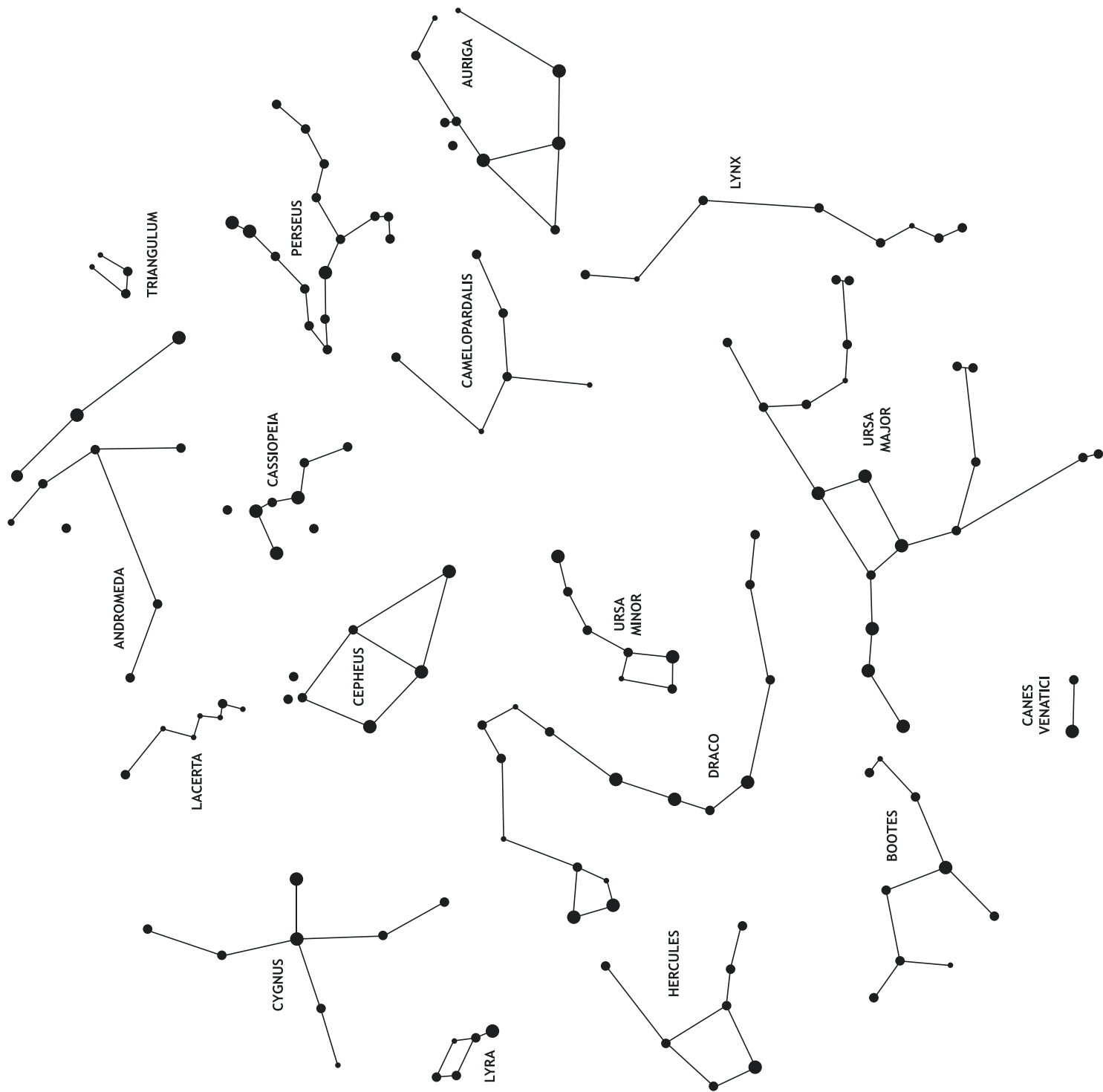
Where Are the Constellations? (2021) by Stephanie Sabol (middle grade NF)

Printables

Space Coloring Sheet

Constellations





¡La aventura comienza en tu biblioteca!

Llamado para voluntarios

durante de programa de biblioteca de verano de 2024

Estimados padres y amigos:

Nosotros estamos buscando voluntarios para ayudarnos a ofrecer más actividades para nuestro programa de verano. "¡La aventura comienza en tu biblioteca!" está diseñado para alentar a los niños que continúen leyendo durante las vacaciones para no perder las habilidades de lectura. Además, esperamos ofrecer una variedad de actividades para niños, adolescentes, y adultos. Si estás interesado en ayudarnos, complete el siguiente formulario y envíelo a la biblioteca o escuela hasta el _____.

Sí, quiero ayudar en la biblioteca este verano. Estoy dispuesto a:

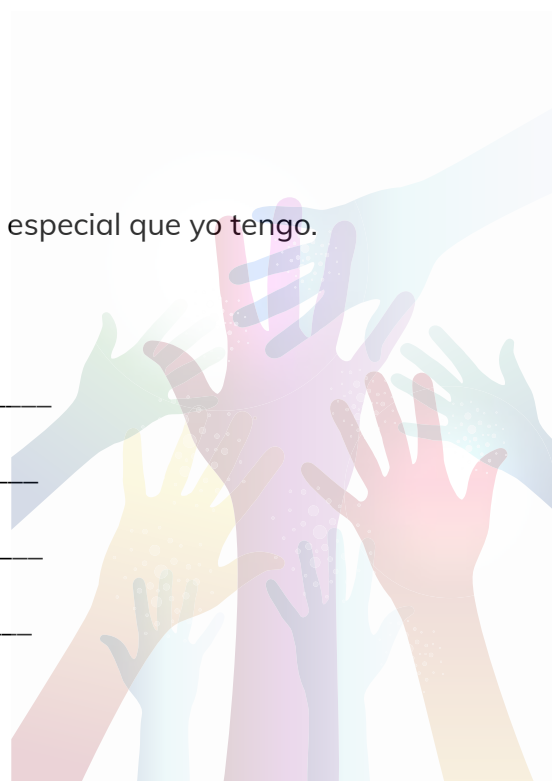
- ___ Ayudar con la inscripción y registro de los libros leídos por los niños.
- ___ Solicitar donaciones para premios de incentivo de negocios locales.
- ___ Ayudar a la bibliotecaria con las historias u otros programas.
- ___ Ofrecer o ayudar con el programa de arte.
- ___ Crear una cartelera o ayudar a decorar una sala.
- ___ Supervisar una fiesta de lectura o excursión.
- ___ Servir refrescos en un evento especial.
- ___ Ofrecer la realización de un taller usando una habilidad especial que yo tengo.
- ___ Traducir durante programas bilingües.

Nombre: _____

Dirección: _____

Teléfono: _____

Email: _____



Inscripción

para el programa de biblioteca de verano 2024

¡La aventura comienza en tu biblioteca!

Nombre: _____ Edad: _____

Dirección: _____

Teléfono o email de los padres: _____

Escuela: _____ Año en septiembre: _____

Encierre uno en un círculo: lector independiente lector en familia

Completó el programa: ☐ Sí ☐ No

Contrato de lectura

para el programa de biblioteca de verano 2024

¡La aventura comienza en tu biblioteca!



Acepto leer _____ número de libros, minutos, o páginas (encierre uno en un círculo) este verano como parte del programa de lectura de verano 2024.

Firma del lector: _____ Hecha: _____

Firma de bibliotecario: _____

¡La aventura comienza en tu biblioteca!

Registro de conteo de paginas leídas

Nombre:_____

[illegible]

Este libro está recomendado por

¡La aventura comienza en tu biblioteca!



Este libro está recomendado por

¡La aventura comienza en tu biblioteca!



Este libro está recomendado por

¡La aventura comienza en tu biblioteca!



¡La aventura comienza en tu biblioteca!

BINGO DE VERANO DE AVENTURAS

VIAJAR A OTRO MUNDO (EN UN LIBRO)	IR A DAR UNA CAMINATA EN EL BOSQUE	ESCRIBE UNA HISTORIA CORTA DE AVENTURAS.	ASISTIR A UN EVENTO COMUNITARIO	JUGAR UN JUEGO DE MESA
RECOGE CINCO CONCHAS O ROCAS.	VISITAR A UN AMIGO	VISITA OTRA CIUDAD O PUEBLO	APRENDE SOBRE LAS AVES DE TU VECINDARIO	VER UNA PELÍCULA SOBRE UNA AVENTURA
LEER UN LIBRO SOBRE UNA AVENTURA	DAYDREAM / USA TU IMAGINACIÓN	FOTOGRAFIAR UN HERMOSO PUNTO DE REFERENCIA	JUEGA UN JUEGO AFUERA	LEER UN LIBRO QUE TENGA UN BARCO
VER UN PROGRAMA DE TELEVISIÓN AMBIENTADO EN OTRO PAÍS	IR A UN PARQUE	ESCUCHA MÚSICA QUE NUNCA HAS ESCUCHADO ANTES	COMIENCE UNA NUEVA COLECCIÓN (¡DE CUALQUIER COSA!)	DIBUJA ALGO QUE NUNCA HAYAS DIBUJADO ANTES
LEER UN LIBRO SOBRE MUDARSE A UNA NUEVA CASA	PLANTA ALGO	VIAJAR A OTRO MUNDO (EN UNA PELÍCULA)	ASISTIR A UN EVENTO EN LA BIBLIOTECA	IR A UN PARQUE DE DIVERSIONES

Bingo de lectura de verano

¡La aventura comienza en tu biblioteca!

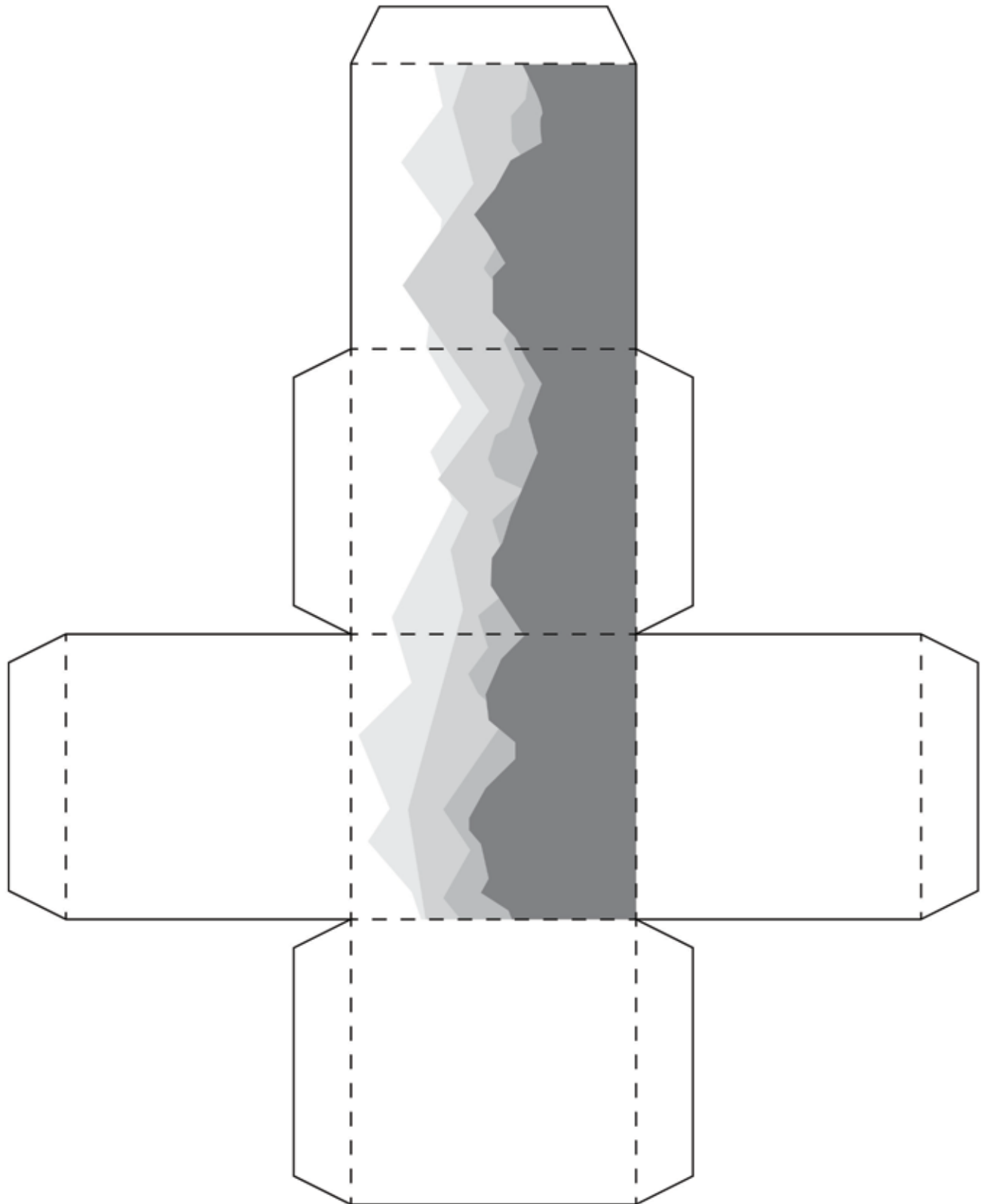
Completa todos los nueve cuadrados.

Nombre: _____

Lee una hora.	Asiste a un programa de la biblioteca.	Participa como voluntario en la biblioteca por una hora.
Recomendar un libro a alguien.	Hacer un nuevo amigo.	Lee una hora.
Lee una hora.	Hágale una pregunta al bibliotecario.	Lee una hora.

¡HAZ UN PAISAJE MONTAÑOSO EN 3D!

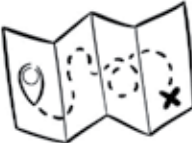
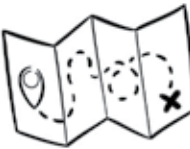
Agregue una aventura a este paisaje montañoso, luego recórtelo en una sola pieza (a lo largo de las líneas continuas). Dobla a lo largo de las líneas punteadas, luego pegue con cinta adhesiva para asegurarlo en su lugar.



SUDOKU DE AVENTURAS AL AIRE LIBRE

Rellene la cuadrícula con seis elementos al aire libre. Cada fila, columna y cuadrado debe contener uno de cada uno.

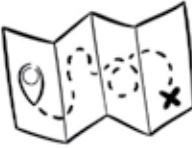
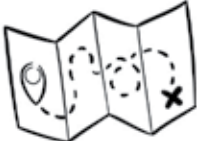
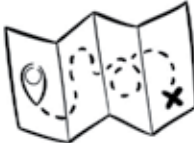
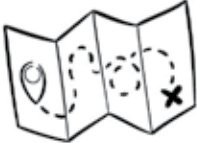
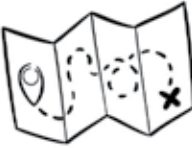
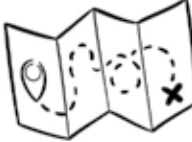


OUTDOOR ADVENTURE SUDOKU - ANSWERS

Fill in the grid with six outdoor items. Each row, column, and square must contain one of each.

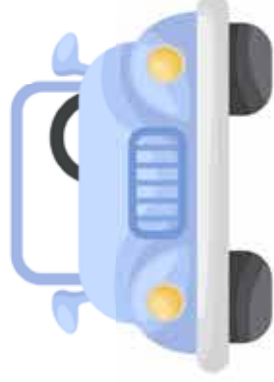
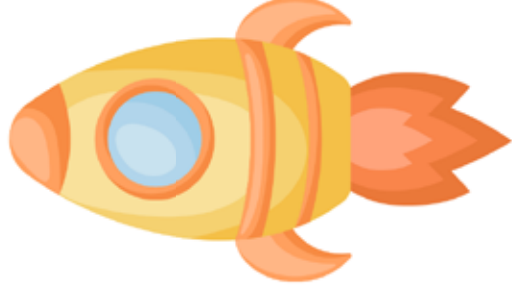


Rompecabezas de búsqueda de palabras

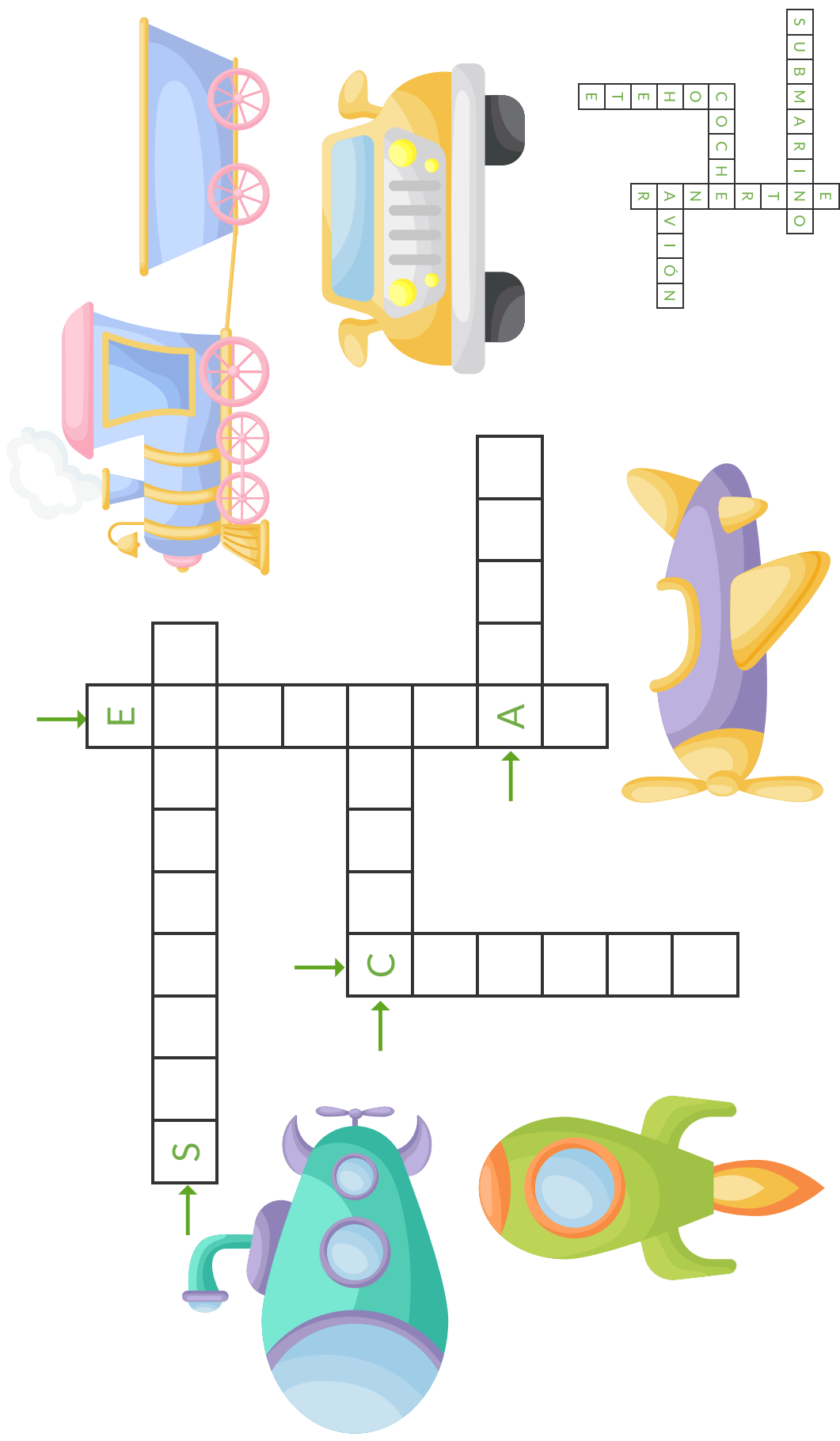


U	C	O	C	H	E	D	X	K	T
E	J	P	S	S	A	N	Ó	W	Q
K	O	E	U	U	E	C	Z	D	L
C	S	S	G	B	N	M	C	B	D
O	H	A	J	M	T	G	R	M	É
H	Ü	I	V	A	R	T	O	Z	Ñ
E	Ü	P	Ó	R	E	D	K	T	Z
T	U	F	G	I	N	D	E	F	G
E	N	D	B	N	A	V	I	Ó	N
R	R	R	F	O	R	Y	M	P	H



U	C	C	H	E	D	X	K	T
E	J	P	S	E	A	N	O	W
K	O	E	S	E	U	E	C	Z
C	S	S	G	R	N	M	G	B
O	M	A	J	M	T	G	R	M
H	U	I	V	A	R	T	O	Z
E	O	P	O	R	E	D	K	T
T	U	F	G	I	N	D	E	F
E	N	D	B	N	A	V	I	O
R	R	F	O	R	Y	M	P	H

Crucigrama para niños





REVOLTITO DE CAMPAMENTO

¡Ayuda! Las cosas del campamento se mezclaron.
¿Cuántos de cada artículo hay en este revoltito?

Mochilas _____ Navaja suiza _____ Linternas _____



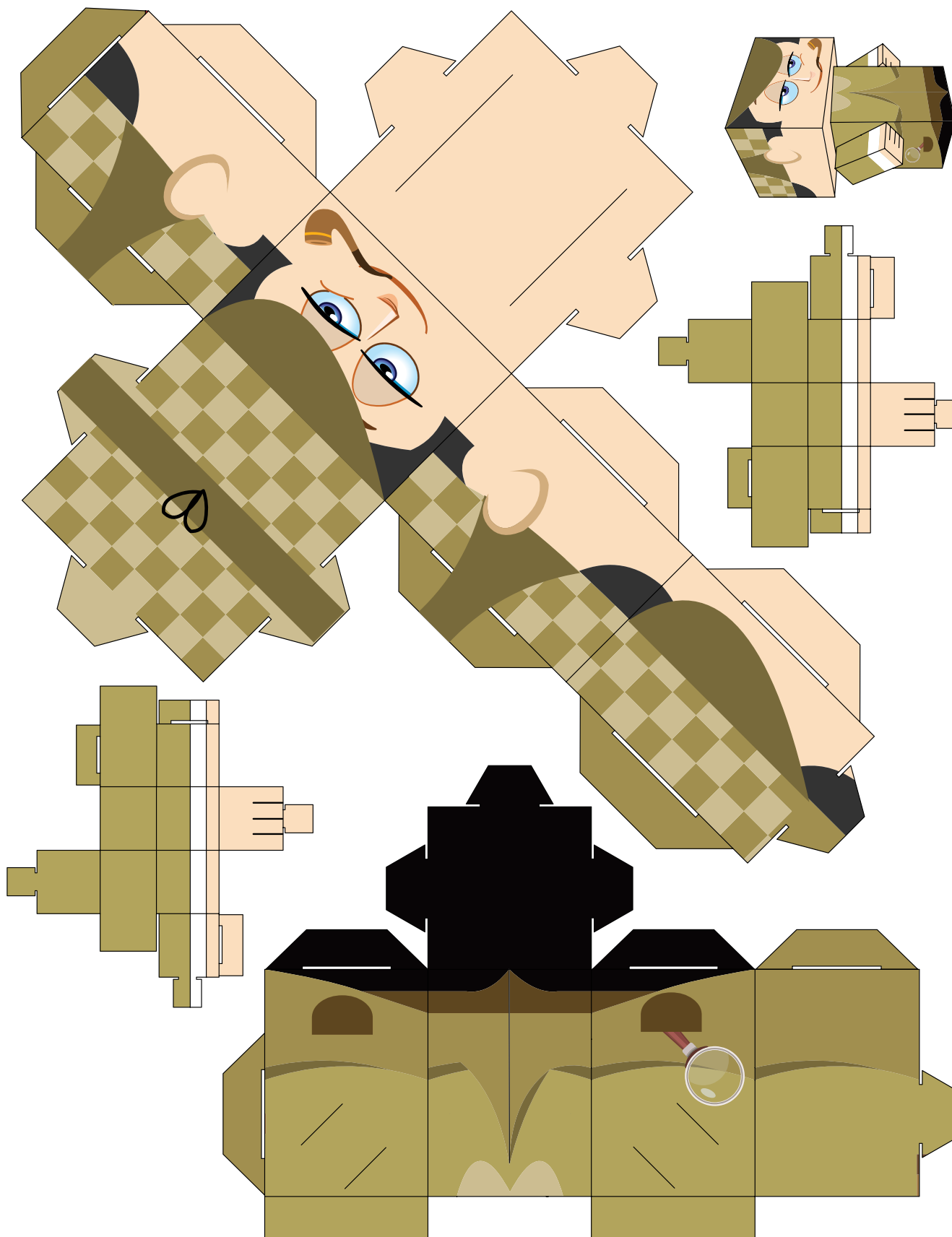
CAMPING JUMBLE- ANSWERS

Help! The camping stuff got all mixed up.
How many of each item are in this jumble?

Backpacks 7 Swiss Army Knife 4 Lanterns 9











LISTA DE VERIFICACIÓN PARA ACAMPAR



- | | |
|--|---|
| ☐ Carpa | |
| ☐ Bolsa de dormir | |
| ☐ Sillas | |
| ☐ Libros | |
| ☐ Repelente de insectos | ☐ Linterna |
| ☐ Protector solar | ☐ Kit de primeros auxilios |
| ☐ Agua | ☐ _____ |
| ☐ Alimento | ☐ _____ |
| ☐ Partidos | ☐ _____ |



LISTA DE VERIFICACIÓN DE LA FIESTA DE PIJAMA

- | | |
|---|--|
| ☐ Bolsa de dormir | ☐ Computadora portátil |
| ☐ Almohada | ☐ Juegos |
| ☐ Cepillo de dientes | ☐ Suministros para manualidades |
| ☐ Pasta dental | ☐ _____ |
| ☐ Pijama | ☐ _____ |
| ☐ Cambio de ropa | ☐ _____ |
| ☐ Aperitivos | |



Inscripción de lector adolescente

para el programa de verano 2024

¡La aventura comienza en tu biblioteca!

Nombre: _____ Edad: _____

Dirección: _____

Teléfono o email: _____

Escuela: _____ Año en septiembre: _____

Mis géneros de libros favoritos:

(marque todo lo que corresponda)

_____ misterio

_____ fantasía

_____ clásico

_____ no-ficción

_____ distopia

_____ horror

_____ detective

_____ romance

_____ ciencia ficción

_____ suspenso

_____ novela gráfica

_____ los libros en saga

_____ biografía

_____ other _____

Completó el programa: ☐ Sí ☐ No



Contrato de lector adolescente

para el programa de biblioteca de verano 2024

¡La aventura comienza en tu biblioteca!

Yo, _____, por la presente prometo leer _____ minutos

o libres (encierre uno en un círculo) entre _____ y _____ de 2024. Además, declaro que las

páginas mencionados provendrán de títulos que son apropiados para mi edad y mis capacidades.

Firmado este día _____ de _____, 2024.

Firma del lector

Firma del bibliotecario

¡La aventura comienza en tu biblioteca!

Registro de conteo de minutos

Nombre: _____

Fecha	Título del libro, revista, or periódico	Número de minutos
	Número total de minutos leídos	

LIBROS O AUDIOLIBROS



¡La aventura
comienza en tu
biblioteca!



DIARIO DE LECTURAS

NOMBRE: _____

Este libro está recomendado por

¡La aventura comienza en tu biblioteca!



Este libro está recomendado por

¡La aventura comienza en tu biblioteca!



Este libro está recomendado por

¡La aventura comienza en tu biblioteca!



Bingo de libros

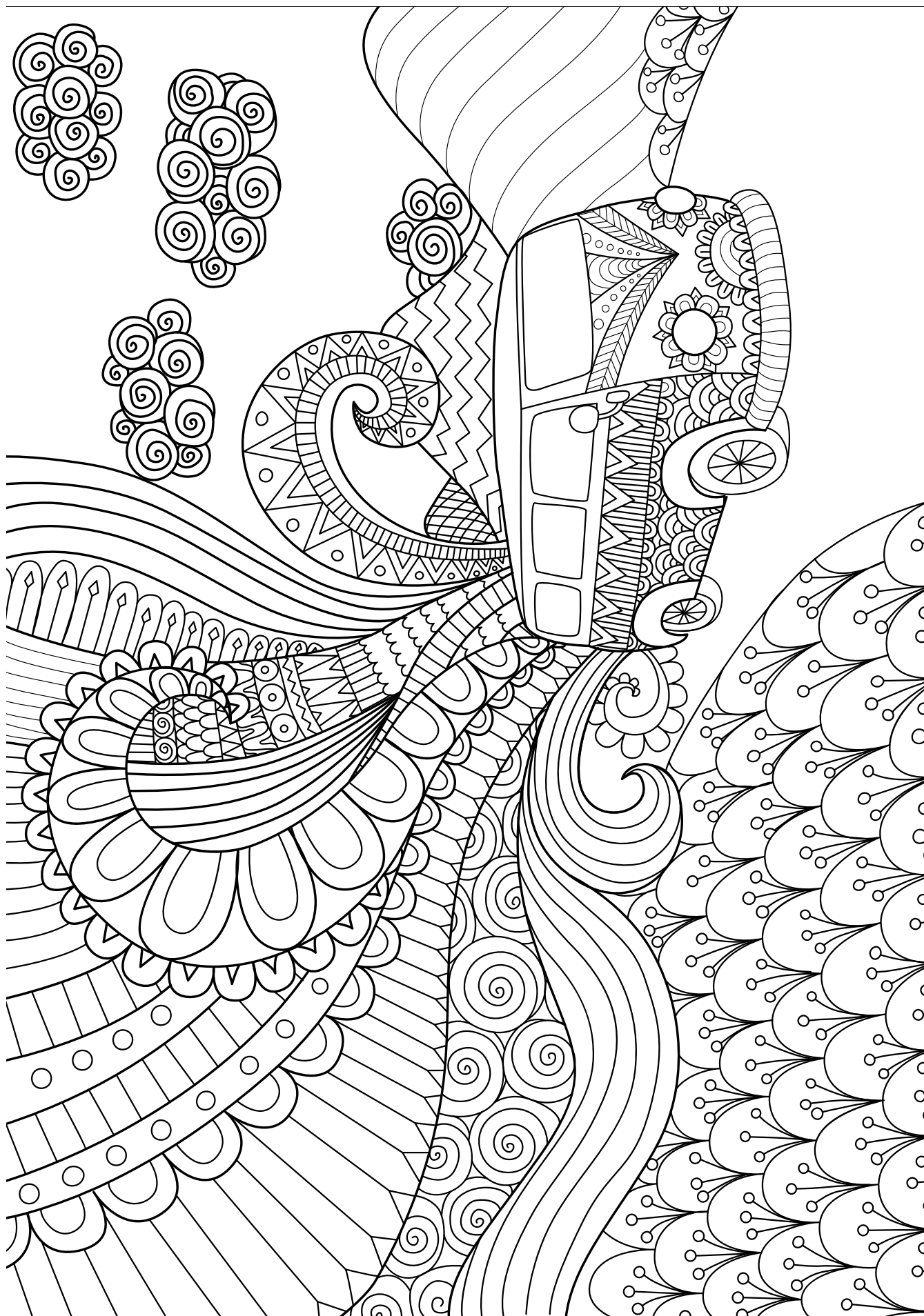
¡La aventura comienza en tu biblioteca!

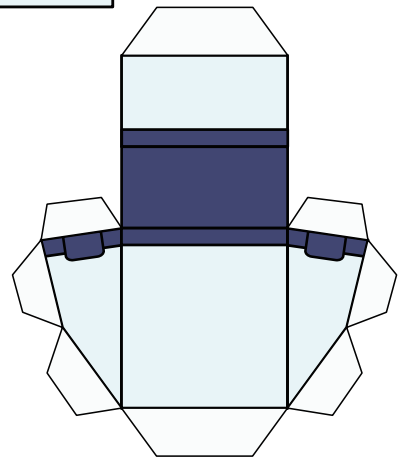
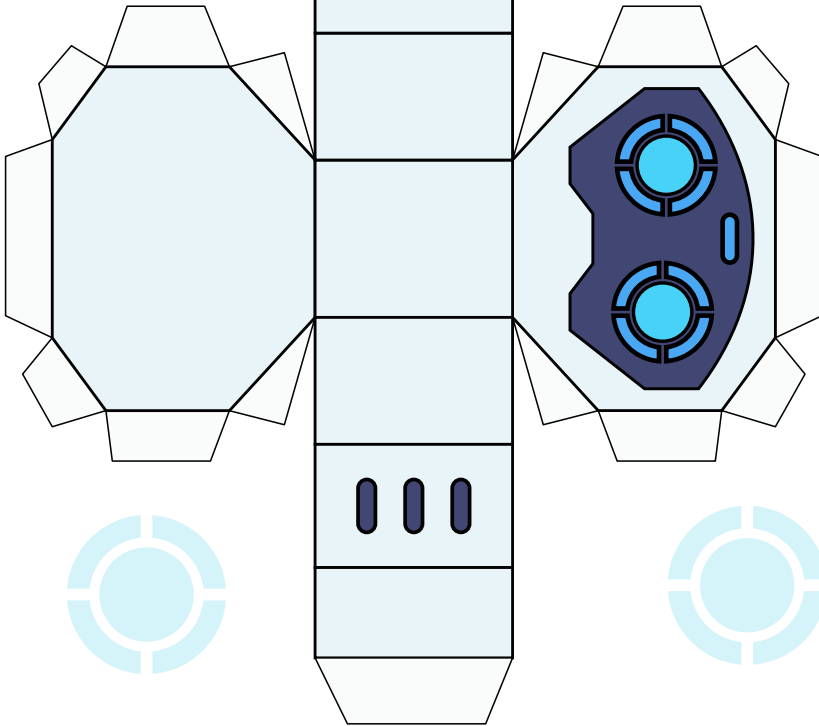
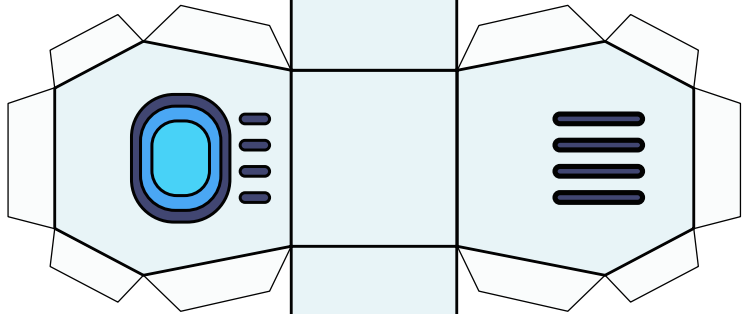
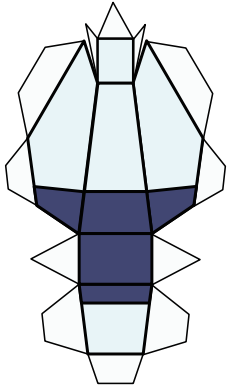
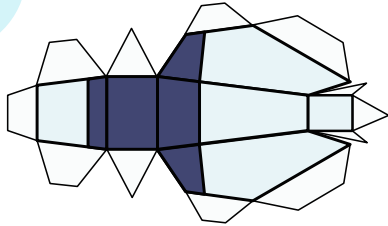
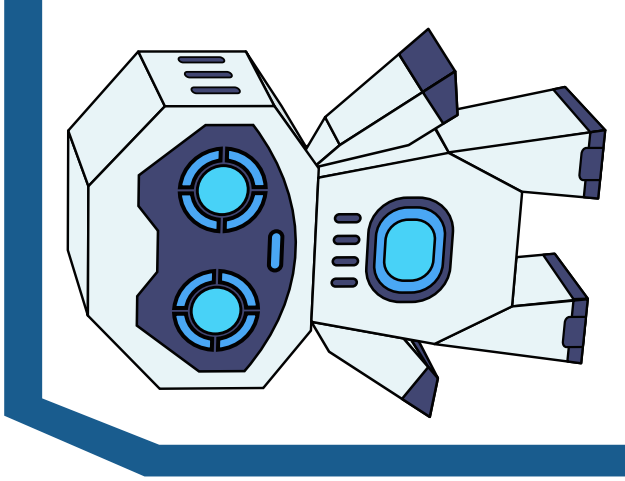
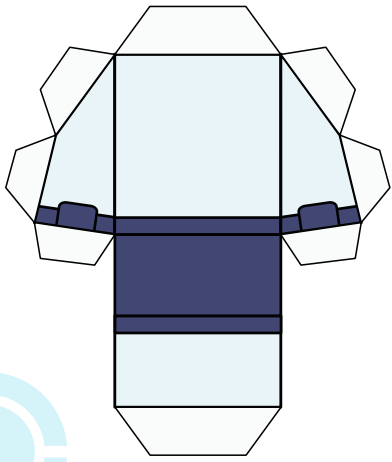


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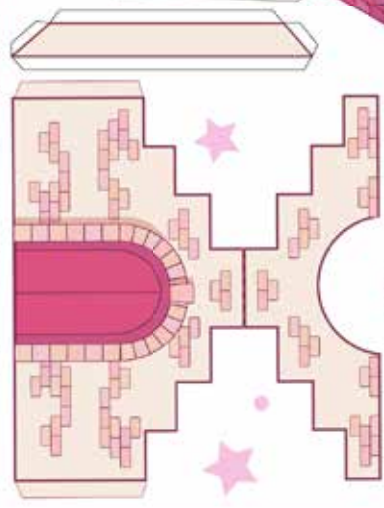
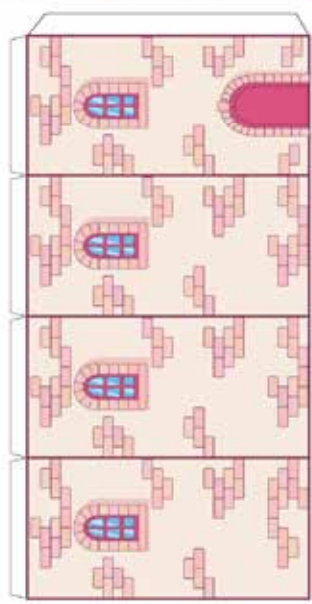
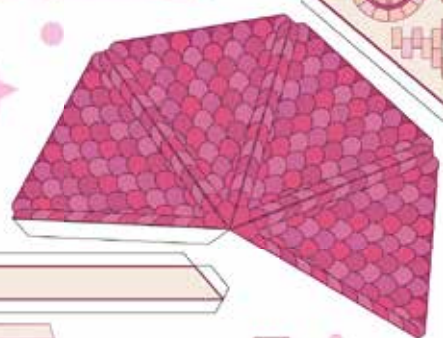
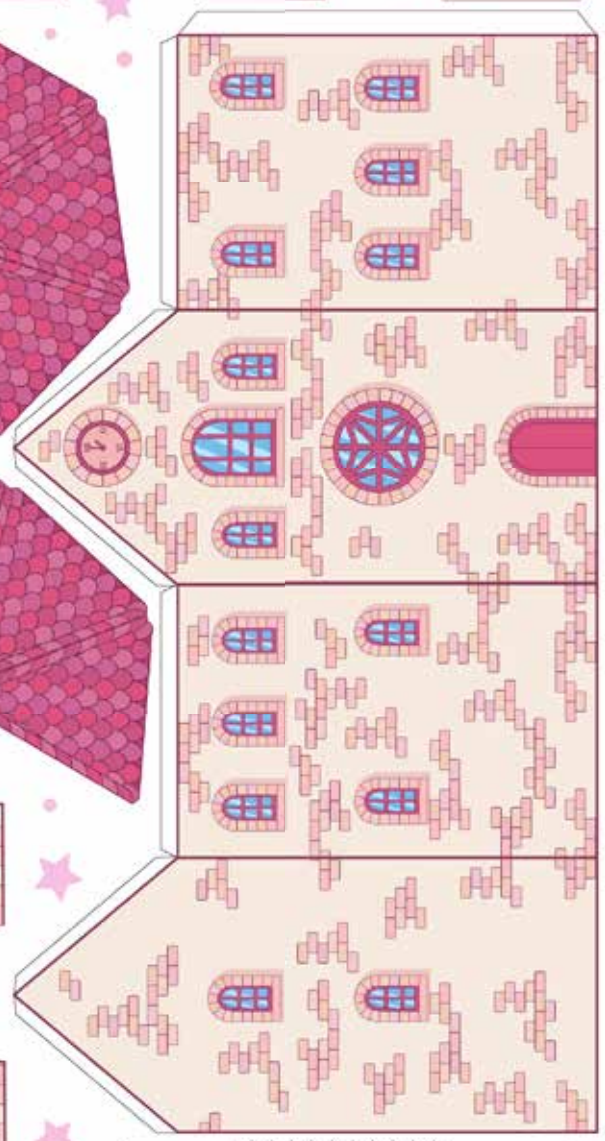
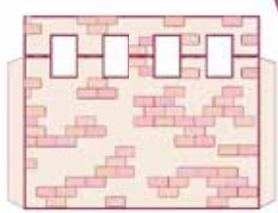
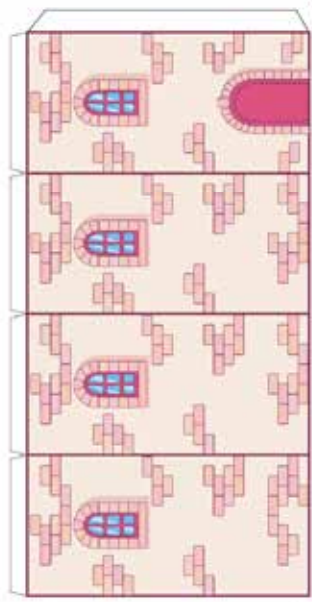
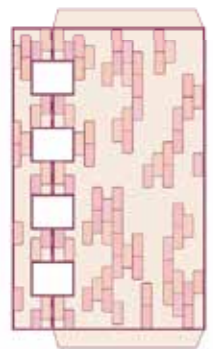
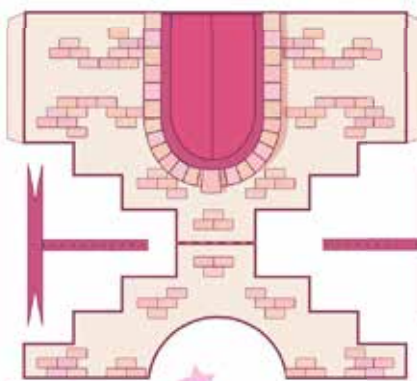
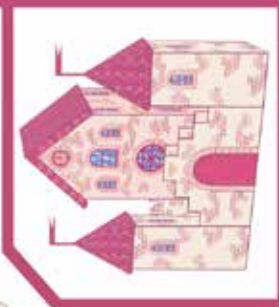
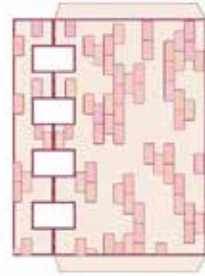
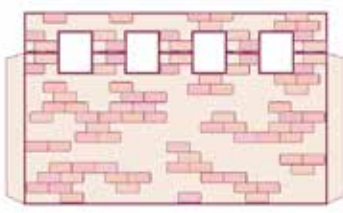
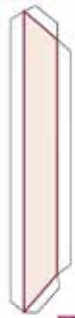
Lea cualquiera de los cinco en fila (a través, abajo, o diagonalmente).

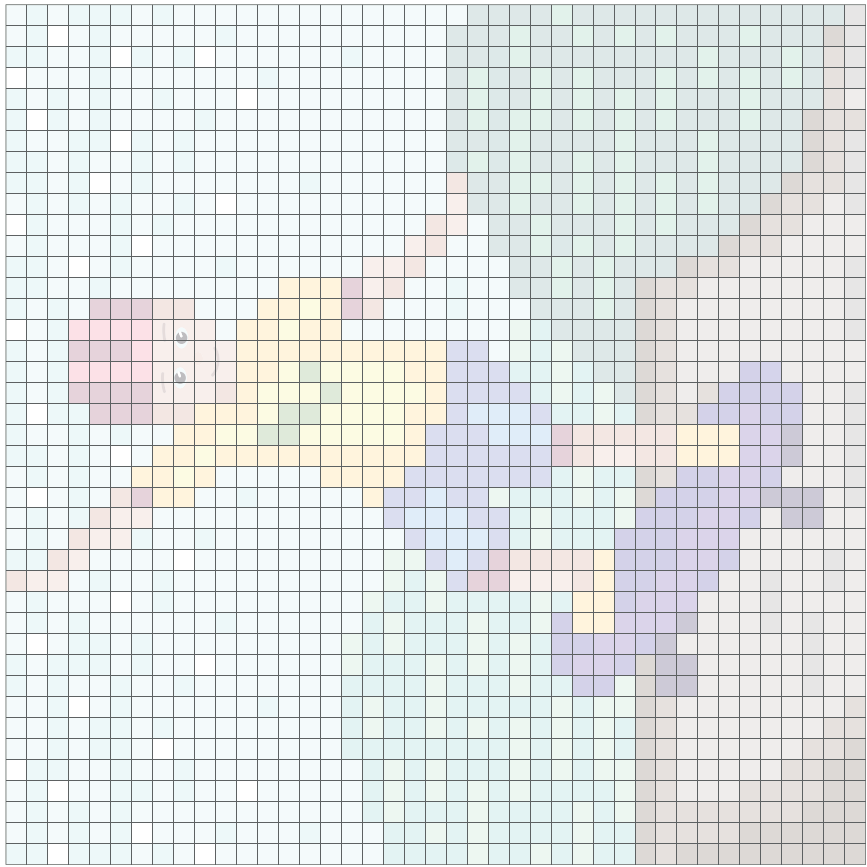
biografía	traducido de un idioma extranjero	novela poética	thriller	ficción histórica
clásico	crimen verdadero	novela estilo Victoriana	un libro en saga	realismo mágico
ciencia ficción	horror	TU ELECCIÓN	distopia	ficción deportiva
novela gráfica	fantasía	autobiografía	suspenso	no-ficción
misterio	romance	detective	aventura	convertido en película



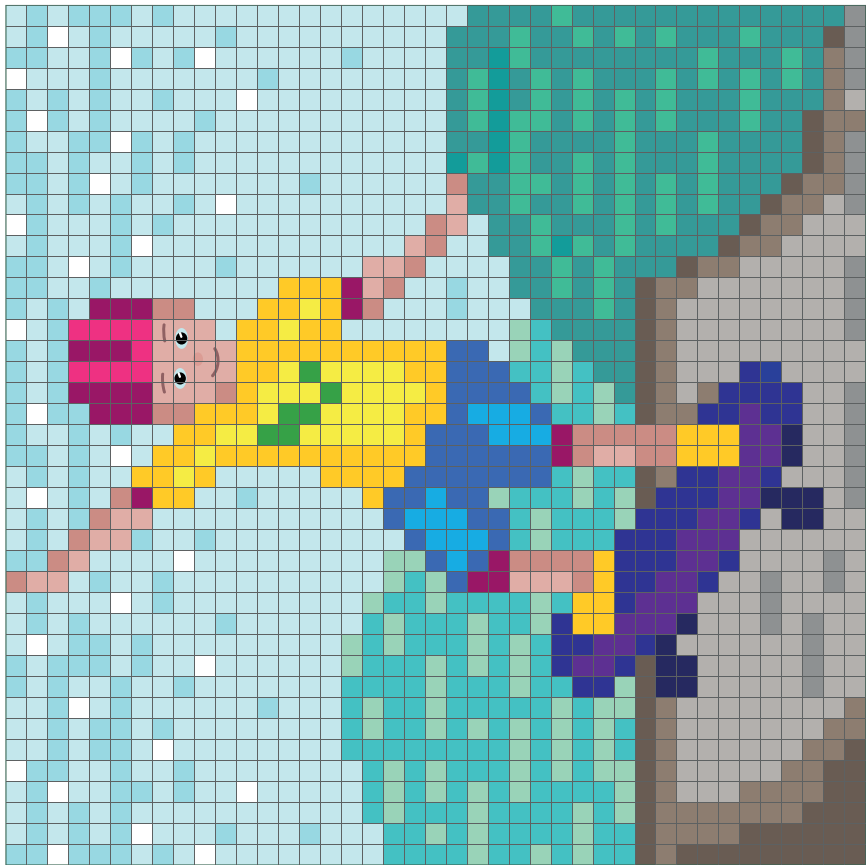


Cut & Glue!
Play





0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----











24393, DB 106734)

Ringer, Matt, Matt and illustrated by Raúl the Third and Elaine Bay. *Strollercoaster*, 2021. In English with Spanish words.

Ruff, Jerry and illustrated by Davilyn Lynch. *Un día con papá / Owen's Day with Daddy*, 2022. Separate Spanish and English editions.

*Saied Méndez, Yamile, and illustrated by Jaime Kim. *¿De dónde eres? / Where Are You From?* 2019. Separate Spanish and English editions. (English: BR 22799)

*Stoop, Naoko. Poppi, *la niña del gorro rojo, al rescate / Red Knit Cap Girl to the Rescue*, 2019. Separate Spanish and English editions. (English: DBC 02490)

Watt, Mélanie. *Scaredy Squirrel Goes Camping / Ardilla miedosa va de campamento*, 2023. Separate Spanish and English editions.

Wimmer, Sonja. *La sombrería mágica / The Magic Hat Shop*, 2016. Separate Spanish and English editions.

PICTURE BOOK FICTION (CHILDREN 5+)

In English

*Allen, Kari. *The Boy Who Loved Maps*, 2022. (DB 109247)

Bonilla, Rocio. *In the Neighborhood*, 2022.

Clanton, Ben. *Bubbles (Narwhal and Jelly Board Book)*, 2021.

Cornell, Kevin. *New in Town*, 2021.

*Davies, Jacqueline and illustrated by Sonia Sánchez *Bubbles...UP!* 2021. (BR 23890)

Dotlick, Rebecca Kai and illustrated by Fred Koehler. *What If...? Then We...: Short, Very Short, Shorter-than-Ever Possibilities*, 2019.

*Frazier, Gibson and illustrated by Micah Player *Stop and Smell the Cookies*, 2022. (DB 110368)

Hesselberth, Joyce. *Mapping Sam*, 2018.

Hill, Pilar Winter and illustrated by Olivia Duchess. *A Neighborhood Walk, a Musical Journey*, 2021.

Marcero, Deborah. *My Heart Is a Compass*, 2018.

Marzollo, Jean and illustrated by Walter Wick. *I Spy: A Book of Picture Riddles*, 2022.

Peck, Christine and Mags DeRoma. *Too Many Bubbles*, 2021.

Perrin, Clothilde. *Inside the Suitcase*, 2021.

Pintonato, Camilla. *Detective Mole*, 2021.

Rubin, Adam and illustrated by Daniel Salmieri. *Big Bag Bubble*, 2017.

Snyder, Laurel and illustrated by Dan Santat. *Endlessly Ever After: Pick Your Path to Countless Fairy Tale Endings!* 2022.

Snyder, Gabi and illustrated by Stephanie Graegin. *Listen*, 2021.

*Walker, Tricia Elam and illustrated by Ekua Holmes. *Dream Street*, 2021. (DB 105914)

Spanish or Bilingual

Acosta, Alicia and illustrated by Mónica Carretaro. *El pequeño pirata Serafín / Little Captain Jack*, 2017. Separate Spanish and English editions.

Bencastro, Mario. *The Boy of Maize / El niño de maíz*, 2022. Bilingual.

*Engle, Margarita and illustrated by Sara Palacios. *A Song of Frutas / Un pregón de frutas*, 2021. Separate Spanish and English editions. (Spanish: DB 111923; English: DB 112908)

Katsaller, Rachel. *Skater Cielo / Cielo la patinadora*, 2022. Separate Spanish and English editions.

Llanos, Mariana and illustrated by Mariana Ruiz Johnson. *Run, Little Chaski! / ¡Corre, pequeño Chaski!*, 2021. Separate Spanish and English editions.

Mitchell, Malcolm and illustrated by Michael Robertson. *My Very Favorite Book in the Whole Wide World / Mi libro favorito en el mundo entero*, 2022. Separate Spanish and English editions.

Mora, Oge. *Saturday / Sábado*, 2021. Separate Spanish and English editions.

Nuño, Frano and illustrated by Zuzanna Celej
The Map of Good Memories / El mapa de los buenos momentos, 2017. Separate Spanish and English editions.

Pastro, Joana and illustrated by Carolina Coroa.
Bisa's Carnaval / El carnaval de mi bisabuela, 2021. Separate Spanish and English editions.

*Quintero, Isabel and illustrated by Zeke Peña.
My Papi Has a Motorcycle / Mi papi tiene una moto, 2019. Separate Spanish and English editions. (BR 24378, Spanish; DB 98388, English)

Solis, Nicholas and illustrated by Luisa Uribe. *Mi Pueblo / My Town*, 2022. Bilingual.

Woodson, Jacqueline and illustrated by Rafael López. *El año en que aprendimos a volar / The Year We Learned to Fly*, 2022. Separate Spanish and English editions.

*Woodson, Jacqueline. *The World Belonged to Us / El mundo era nuestro*, 2022. Separate Spanish and English editions. (English: DB 108989)

*Yang, Kao Kalia and illustrated by Seo Kim. *Un mapa hacia el mundo / A Map into the World*, 2019. Separate Spanish and English editions. (DB 112288, English; DB 109708, Spanish)

Yanish, Brian and illustrated by Jess Pauwels. *La gallina pirata / Pirate Chicken*, 2021. Separate Spanish and English editions.

PICTURE BOOK NONFICTION (CHILDREN 5+)

In English

Barton, Bethany. *I'm Trying to Love Garbage*, 2021.

Barton, Bethany. *I'm Trying to Love Rocks*, 2020.

Bolden, Tonya and illustrated by Eric Velasquez.
Going Places: Victor Hugo Green and His Glorious Book, 2023.

Bolling, Valerie and illustrated by Sabrena Khadija. *Ride, Roll, Run: Time for Fun!* 2022.

Clarion Books and illustrated by Emma Morris.
Reuse This Book! 2021.

Dalton, Angela and illustrated by Daria Peoples.
Show the World! 2022.

Hutts Aston, Dianna and illustrated by Sylvia Long
A Rock Is Lively, 2015.

LaRue, Dr. Michelle and illustrated by Pham Quang Phuc. *Emperor Penguin (Young Zoologist)*, 2022.

Levine and illustrated by Kate Slater. *A Peek at Beaks: Tools Birds Use*, 2021.

*Levis, Caron and illustrated by Charles Santoso.
Feathers Together, 2022. (DB 114539)

Linden, Joanne and illustrated by Estrellita Caracol. *Scrap Metal Swan: A River Clean-Up Story*, 2022.

McClure, Wendy and illustrated by Beatriz Mayumi. *A Garden to Save the Birds*, 2021.

McCullough, Joy and illustrated by Romina Galotta. *Harriet's Ruffled Feathers: The Woman Who Saved Millions of Birds*, 2022.

*Miller, Pat Zietlow and illustrated by Katie Kath.
What Can You Do with a Rock? 2021.

Peter Pauper Press. *Bedtime Shadow Books* series. (DBC24422)

Pilutti, Deb. *Old Rock (Is Not Boring)*, 2020.

Salas, Laura Purdie and illustrated by Violeta Dabija
A Rock Can Be... 2015.

Storey Publishing and illustrated by Oana Befort.
Bird Watch: What Will You Find? (Backyard Explorer) 2020.

*Weatherford, Carole Boston and illustrated by Frank Morrison. *The Roots of Rap: 16 bars on the 4 Pillars of Hip-Hop*, 2019. (BR 22573)

Weidensaul, Scott and illustrated by Nancy Lane
A Warbler's Journey, 2022.

EARLY READER FICTION

In English

Atkinson, Cale. *Super Detectives! Series*, 2021–.

Bruel, Nick. *Bad Kitty Goes on Vacation*, 2020.

Burnell, Cerrie and illustrated by Laura Ellen Anderson. *Harper series*, 2020–.

Coven, Wanda and illustrated by Priscilla Burris. *Henry Heckelbeck Builds a Robot* (Henry Heckelbeck #8), 2022.

Dean, James and Kimberly Dean. *Pete the Cat's Family Road Trip*, 2020.

Duddle, Jonny. Jolly-Rogers series, 2017–19.

Faruqi, Saadia and illustrated by Hatem Aly. *Yasmin the Recycler* (Yasmin), 2021.

Funk, Josh and Sara Palacios. *How to Code a Roller Coaster*, 2019.

Green, John Patrick. *InvestiGators* series, 2020–.

Gutman, Dan and illustrated by Jim Paillot. *Mrs. Barr Has Gone Too Far!* (My Weirder-est School #9), 2021.

Haldar, Raj and illustrated by Neha Rawat. *Word Travelers* series, 2021–.

Hawthorne, Lara. *Hidden Adventures*, 2021.

Hecht, Tracey and illustrated by Josie Yee. *The Tasty Treat* (Nocturnals series, Early Reader Level 1), 2019.

King, SJ and illustrated by Esther Hernando. *The Timekeepers: The Ancient Olympics*, 2023.

Kügler, Tina. *The Biggest Roller Coaster: An Acorn Book* (Fox Tails), 2020.

Levy, Adir et al. *The Power to Choose* series, 2017–20.

*Patterson, James. *Dog Diaries: Ruffing It* (Dog Diaries #5), 2021. (BR 23776; DB 103355)

Portice, Michelle and illustrated by Mitch Mortimer. *Kit and Kaboodle Ride a Roller Coaster* (Highlights Puzzle Readers), 2021.

Stadelmann, Amy Marie. *Paige Proves It* series, 2021–.

Todd, Brandon and illustrated by Gloria Félix. *Treasure Map: An Acorn Book* (The Adventure Friends #3), 2023.

West, Kara and illustrated by Leeza Hernandez. *Mia Mayhem Rides the Waves* (Mia Mayhem #11), 2021.

West, Kara and illustrated by Leeza Hernandez. *Mia Mayhem* series, 2018–

Willems, Mo. *The Pigeon Will Ride the Roller*

Coaster! (Pigeon), 2022.

Ziefert, Harriet and illustrated by Amanda Haley. *You Can't Taste a Cat with a Pickle in Your Ear*, 2022.

Spanish or Bilingual

Capucilli, Alyssa Satin and illustrated by Pat Schories. *Biscuit Goes Camping / Bizcocho va a acampar*, 2022. Separate Spanish and English editions.

Do, Anh and illustrated by Dan McGuinness. *Hotdog! / Las Aventuras de Hot Dog* series, 2022. Separate Spanish and English editions.

*Fan Brothers, the. *The Barnabus Project / El proyecto Barnabus*, 2020. Separate Spanish and English editions. (English: BR 23751)

Kochar, Amandeep S. *Fun at the Waterpark! / ¡A divertirse en el parque acuático!* (Jeet and Fudge), 2022. Separate Spanish and English editions.

Mora, Patricia and illustrated by Laura García Barba. *El club de las paseadoras de perros* series, 2021–. In Spanish.

Raúl the Third. *Tacos Today: El Toro & Friends* (World of ¡Vamos!), 2023. In English with Spanish words.

Rodó, Candy. *Blast Off to Space City / Despegan a la ciudad del espacio* (Baker & Taylor #4), 2022. Separate Spanish and English editions.

EARLY READER NONFICTION

Acevedo, Linda J. and illustrated by Frank Morrison. *Breaking to the Beat*, 2023.

Borgert-Spaniol, Megan. *Build a Roller Coaster!: And More Engineering Challenges*, 2020.

Bunting, Philip. *Your Planet Needs You!* 2022.

DK and illustrated by Steve Noon. *A Street Through Time: A 12,000 Year Journey Along the Same Street*, 2020.

French, Jess. and illustrated by Claire McElfatrick. *Earth's Incredible Oceans*, 2021.

*Goldfield, Anna and illustrated by Hannah Riordan. *The Mind-Blowing World of Extraordinary Competitions: Meet the Incredible*

People Who Will Compete at Anything, 2023.
(DB 114253)

Guillain, Charlotte and illustrated by Yuval
Zommer. *The Street Beneath My Feet*, 2017.

Hansen. Susan Ahmadi. *Making Your Own
Maps*, 2022.

*Hill, Laban Carrick and illustrated by Theodore
Taylor III. *When the Beat Was Born: DJ Kool
Herc and the Creation of Hip Hop*, 2013. (DB
86521)

Johnson, Kelsey. *Constellations for Kids*, 2020.

Lindo, David and illustrated by Clair McElfatrick.
The Extraordinary World of Birds, 2022.

*Milosavljevic, Stefan and illustrated by Sam
Caldwell. *Tales of Ancient Worlds*, 2022. (DB
109119)

*Bruchac, Joseph and illustrated by Liz Amini-
Holmes. *Chester Nez and the Unbreakable
Code*, 2018. (DB 90917)

*Rajan, Rekha S. and illustrated by Alex Asfour.
Amazing Landmarks, 2022. (DB 110708)

Ruurs, Margriet and illustrated by Wenjia Tang.
*Where We Live: Mapping Neighborhoods of
Kids Around the Globe*, 2022.

Scales, Helen and illustrated by Lisk Feng. *The
Great Barrier Reef*, 2022.

Sewell, Matt. *The Atlas of Amazing Birds*, 2019.

Tangerine, Amy and illustrated by Tracey
English. *Making Memories: Practice
Mindfulness, Learn to Journal and Scrapbook,
Find Calm Every Day*, 2022.

Taylor, Katie and illustrated by Lianne Harrison.
The Nature Adventure Book, 2021.

Van Holleben, Jan. *Photo Adventures: How to
Bend Reality with Photography*, 2019.

Velcovsky, Tom, Stephanka Sekaninova, and
illustrated by Matej Ilcik. *The Origin of Sports*,
2023.

Wallmark, Laurie. *Code Breaker, Spy Hunter:
How Elizabeth Friedman Changed the Course
of Two World Wars*, 2021.

*Zajac, Linda. *Robo-Motion: Robots that Move
Like Animals*, 2021. (DBC24311)

MIDDLE GRADE FICTION

In English

Bell, P.G. *Train to Impossible Places* series,
2018–21.

*Bertman, Jennifer Chambliss and illustrated
by Sarah Watts. *The Book Scavenger* series,
2016–19. (*The Alcatraz Escape*: DB 91692;
Book Scavenger: DB 87363; *The Unbreakable
Code*: DB 89965)

*Binks, Danielle. *The Year the Maps Changed*,
2022. (DB 112405)

Brady, Dustin and illustrated by Jesse Brady.
Escape from a Video Game series, 2020–22.

Brockenbrough, Martha. *To Catch a Thief*, 2023.

Capstone Press. *You Choose: Chasing Fame and
Fortune* series, 2021–22.

Capstone Press. *You Choose: Prehistoric Survival
series*, 2020.

Case, Jonathan. *Little Monarchs*, 2022.

Cossanteli, Veronica and illustrated by Melissa
Castrillón. *The Marvelous Land of Snergs*, 2020.

Crowder, Tracy Ocomy and illustrated by Kristin
Sorra. *Montgomery and the Case of a Golden
Key*, 2023.

*Entrada Kelly, Erin and illustrated by Isabel
Roxas. *Hello, Universe*, 2020. (BR 22214; DB
88222)

*Fox, Janet. *The Artifact Hunters*, 2020. (DB
100569)

*Freeman, Megan E. *Alone*, 2022. (DB 104269)

Gallo, Ana and illustrated by Victor Escandell.
Sleuth and Solve series, 2019–20.

*Gibbs, Stuart. *Spy School* series, 2013–. (*Evil
Spy School*, DB 82622; *Spy Camp*, DB 78745;
Spy School at Sea, DB 105162; *Spy School
British Invasion*, DB 95306; *Spy School Goes
South*, DB 93333; *Spy School Project X*, DB
111727; *Spy School Revolution*, DB 102837;
Spy School Secret Service, DB 89597; *Spy
School*, DB 78630; *Spy Ski School*, DB 86832)

Giles, Lamar and illustrated by Morgan Bissant.
Epic Ellisons: Cosmos Camp, 2023.

Glaser, Karina Yan. *The Vanderbeekers on the Road* (The Vanderbeekers #6), 2023.

Goerz, Gillian. *Shirley and Jamila Save Their Summer*, 2020.

*Grabenstein, Chris. Mr. Lemoncello's Library series, 2014–21. (Mr. Lemoncello and the Titanium Ticket, DB 100641)

Graley, Sarah. *Glitch: A Graphic Novel*, 2019.

Hart, Melissa. *Daisy Woodworm Changes the World*, 2022.

Hatt, Jemma. *Adventurers* series, 2018–22.

Hoover, Connor. *Pick Your Own Quest* series, 2018–23.

*Keller, Tae. *When You Trap a Tiger*, 2020. (BR 23610; DB 99005)

Korman, Gordon. *The Superteacher Project*, 2023.

*Lincoln, Beth and illustrated by Claire Powell. *The Swifts: A Dictionary of Scoundrels*, 2023. (DB 112312)

Lowe, Chaunté. *Boundless*, 2023.

Magaziner, Lauren. *Case Closed* series, 2019–22.

*Magoon, Kekla. *Chester Keene Cracks the Code*, 2022. (DB 109282)

*Martin, Laura. *Glitch*, 2020. (BR 23282; DB 100444)

Messner, Kate. *The Exact Location of Home*, 2018.

Mian, Zanib and illustrated by Kyan Cheng. *Planet Omar: Ultimate Rocket Blast*, 2023.

Morpurgo, Michael and illustrated by Benji Davies. *The Puffin Keeper*, 2022.

*Redman, Jess. *Adventure Is Now*, 2022. (DB 105137)

Robinson, Ellie and illustrated by James Lancett. *Gold Metal Mysteries: Thief on the Track*, 2023.

Ross, M.C. *Game Over*, 2022.

Shibutani, Maia and Alex Shibutani. *Kudo Kids: The Mystery of the Masked Medalist*, 2020.

Stevens, Robin. *A Murder Most Unladylike* series, 2016–20.

*Stone, Tamara Ireland. *Click'd* series, 2019–20. (Click'd: DB 91551)

Thayer, Mike. *The Double Life of Danny Day*, 2021.

Wyatt, Merrill. *The Tangled Mysteries* series, 2021–.

*Young, Brian. *Healer of the Water Monster*, 2021. (BR 24124; DB 104419)

Zhao, Katie. *Last Gamer Standing*, 2021.

*Zoboi, Ibi. *My Life as an Ice Cream Sandwich*, 2019. (BR 23511; DB 96373)

Spanish or Bilingual

*Alston, B.B. *Supernatural Investigations* series / *Investigadores sobrenaturales*, 2020–. Alston, Separate Spanish and English editions. (English: *Amari and the Great Game*, BR 24519, DB 110174; Spanish: *Amari and the Great Game*, DB 114172; English: *Amari and the Night Brothers*, DB 102312; Spanish: *Amari and the Night Brothers*, DB 114171)

*Calejo, Ryan. *Charlie Hernández* series, 2018–. Separate Spanish and English editions. (English: *Charlie Hernández & the Castle of Bones*, BR 22935, DB 97603; English: *Charlie Hernández & the League of Shadows*, BR 22631, DB 92723)

*Cervantes, J.C. *The Storm Runner / El hijo del trueno*, 2019. Separate Spanish and English editions. (English: DB 92548)

*Cuevas, Adrianna. *The Total Eclipse of Nestor Lopez / El eclipse total de Néstor López*, 2020. Separate Spanish and English editions. (English: DB 102445; Spanish: DB 112762)

Gómez-Jurado, Juan and Bárbara Montes. *Amanda Black* series, 2022. Separate Spanish and English editions.

*Muñoz Ryan, Pam. *Mañanaland*, 2020. Separate Spanish and English editions. (DB 107988, Spanish)

*Palacio, R.J. *Pony / Poni*, 2021. Separate Spanish and English editions. (English: DB 105099)

Spiegelman, Nadja and illustrated by Sergio Garcia Sanchez. *Lost in NYC / Perdidos en NYC*,

2015. Separate Spanish and English editions.

MIDDLE GRADE NONFICTION

Bartunek, Jiri et al. *How the New Seven Wonders of the World Were Built*, 2023.

Henkova, Ludmila and illustrated by Tomas Svoboda. *How the Seven Wonders of the Ancient World Were Built*, 2021.

Earley, Chris. *How to Feed Backyard Birds: A Step-by-Step Guide for Kids*, 2022.

Caudill, Craig and illustrated by Carrie Shryock. *The Secret Signs of Nature*, 2022.

Andrews, Kim. *Exploring Nature Activity Book for Kids*, 2019.

Bertagna, Julie and illustrated by William Goldsmith. *Wildheart: The Daring Adventures of John Muir*, 2019.

Wowak, Dan. *Bushcraft Kid: Survive in the Wild and Have Fun Doing It!* 2022.

DK. *What's the Point of Science?* 2021.

Perdew, Laura and illustrated by Tom Casteel. *Biodiversity: Explore the Diversity of Life on Earth with Environmental Science Activities for Kids*, 2019.

Baker, Laura and illustrated by Alex Foster. *Biology for Curious Kids*, 2021.

Mackay, Jean. *The Nature Explorer's Sketchbook*, 2020.

Camelot, Heather and illustrated by Victor Wong. *Becoming Bionic and Other Ways Science Is Making Us Super*, 2023.

Virr, Paul and illustrated by Harriet Russell. *The Brainiac's Book of Robots and AI*, 2023.

Ceceri, Kathy and illustrated by Lena Chandhok. *Bots! Robotics Engineering: with Hands-On Makerspace Activities (Build It Yourself)*, 2019.

Drimmer, Stephanie Warren. *Totally Real Tech That Will Change Life as You Know It* (National Geographic Kids), 2022.

Mojang Synergies AB. *Amazing Minecraft Bite-Size Builds*, 2022.

Mizielinski, Aleksandra and Daniel Mizielinski. *Maps: Deluxe Edition*, 2020.

Marriott, Emma and Michelle Pereira.

Explorapedia: Amazing Explorers of the World and Their Journeys of Discovery, 2022.

*Chin, Jason. *The Universe in You: A Microscopic Journey*, 2022. (DB 111901)

Neuburger, Emily K. *Journal Sparks: Fire Up Your Creativity with Spontaneous Art, Wild Writing, and Inventive Thinking*, 2017.

*Burnell, Cerrie and illustrated by Lauren Mark Baldo. *I Am Not a Label*, 2020. (BR 23493, DB 101823)

Perez, Vanessa and Darcy Reed. *Extraordinary Women with Cameras: 35 Photographers Who Changed How We See the World*, 2022.

*Caudill, Craig and illustrated by Carrie Shryock. *The Secret Signs of Nature*, 2022. (DB 108963)

Francis IV, Lee et al. *Tales of the Mighty Code Talkers*, 2019.

Tilton, Buck and illustrated by Christine Connors. *Knots for Kids*, 2022.

National Geographic. *Top Secret: Spies, Codes, Capers, Gadgets, and Classified Cases Revealed*, 2021.

Mason, Paul. *How to Design the World's Best Roller Coaster*. 2019.

Motta, Veruska and illustrated by Luca Poli. *The Great Book of Olympic Games*, 2021.

Kaiser, Brianna. *Weird Sports*, 2023.

Radar, Andrew and illustrated by Galen Frazer. *Rocket Science: A Beginner's Guide to the Fundamentals of Spaceflight*, 2020.

Morrison, Akyiaa. *Awesome Construction Activities for Kids*, 2021.

Perkins, Jennifer. *Upcycle It: Crafts for Kids*, 2022.

Nelson, Louise. *Clothing Eco Activities*, 2021.

Sabol, Stephanie. *Where Are the Constellations?* (Where Is? series), 2021.

Ceceri, Kathy. *Making Simple Robots*, 2022.

*Grandin, Temple. *Calling All Minds: How to Think and Create Like an Inventor*, 2018. (DB 91083)

Rockridge Press. *How to Paint with Acrylics*,

2021.

Tipsey, Carlianne. *How to Draw Adorable*, 2022.
Hart, Christopher. *The Master Guide to Drawing Cartoons*, 2022.

YA FICTION

In English

*Hautman, Pete. *Road Tripped*, 2019. (DB 96108)
Warga, Jasmine. *Here We Are Now*, 2017.
Ryan, Tom and Robin Stevenson. *When You Get the Chance*, 2021.
*Zepeda, Monica. *Boys of the Beast*, 2022. (DB 108769)
Konen, Leah. *Love & Other Train Wrecks*, 2018.
Crilley, Mark. *Lost in Taiwan*, 2023.
*Segel, Jason and Kirsten Miller. *Otherworld*, 2018. (DB 89669)
Yen, Jennifer. *A Taste for Love*, 2021.
*Le, Loan. *A Pho Love Story*, 2021. (DB 108093)
*Ho, Joanna. *The Silence that Binds Us*, 2022. (BR 24855, DB 111254)
*Lin, Judy I. *A Magic Steeped in Poison*, 2022. (DB 109863)
*Gracia, Anna. *Boys I Know*, 2022. (DB 109804)
*Mafi, Tahereh. *A Very Large Expanse of Sea*, 2018. (DB 92882)
Quintero, Sofia. *Show and Prove*, 2015.
*Boulley, Angeline. *Firekeeper's Daughter*, 2023. (BR 24040, DB 102762)
*Jackson, Tiffany D. *White Smoke*, 2022. (DB 105467)
*Sharpe, Tess. *The Girls I've Been*, 2021. (DB 107357)
Ancrum, K. *Murder of Crows*, 2023.
Heard, Wendy. *We'll Never Tell*, 2023.
*Brooks, Nick. *Promise Boys*, 2023. (DB 113776)
Bruchac, Joseph. *Two Roads*, 2019.
Bruchac, Joseph. *Peacemaker*, 2021.
*LaRocca, Rajani. *Red, White, and Whole*, 2021.

(DB 105732)

*Barba Higuera, Donna. *The Last Cuentista*, 2021. (BR 23967, DB 105729)
*Kinew, Wab. *The Floraverse series*, 2021–23. (Walking in Two Worlds, DB 105807)
Silverman, Laura. *Those Summer Nights*, 2023.
Lacopelli. *Break the Fall*, 2020.
*Méndez, Yamile Saied. *Furia*, 2020. (English: BR 23408, DB 101185; Spanish: DB 111919)
Brown, Jaye Robin. *The Key to You and Me*, 2021.
Patel, Sajni. *The Knockout*, 2020.

Spanish or Bilingual

*Bayron, Kalynn. *This Poison Heart / Este corazón venenoso*, 2021. Separate Spanish and English editions. (English: DB 104459)
*Bowen, Natasha. *Skin of the Sea / La piel de las sirenas*, 2021. Separate Spanish and English editions. (English: DB 110780)
*Deonn, Tracy. *Legendborn / Legendborn*, 2020. Separate Spanish and English editions. (English: BR 23695, DB 100993)
Engle, Margarita. *Rima's Rebellion / La rebelión de Rima Marín*, 2022.
*Foody, Amanda and C.L. Herman. *All of Us Villains / Todos somos villanos*, 2022. (English: DB 105811)
*Garber, Romina. *Lobizona / Lobizona*, 2021. Separate Spanish and English editions. (English: DB 101837)
*Ifueko, Jordan. *Raybearer / Radiante*, 2023. Separate Spanish and English editions. (English: DB 100566)
*Thomas, Aiden. *Cemetery Boys / Los chicos del cementerio*, 2020, 2022. Separate Spanish and English editions. (English: DB 101679; Spanish: DB 103849)
Zhao, Xiran Jay. *Viuda de hierro / Iron Widow*, 2021. Separate Spanish and English editions.

YA NONFICTION

Kimmerer, Robin Wall et al. *Braiding Sweetgrass*

for Young Adults: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants, 2022.

Bayne, Rick. *Wilderness Survival Guide for Kids*, 2022.

*Chang, Jeff and Dave “Davey D” Cook. *Can’t Stop, Won’t Stop: A Hip-Hop History* (Young Adult Edition), 2021. (DB 102758)

Shove, Rhiannon. *Burn After Writing Teen*, 2019.

Jenkins, Jennifer. *Teen Writer’s Guide*, 2020.

Quintero, Isabel and illustrated by Zeke Peña. *Photographic: The Life of Graciela Iturbide*, 2018.

Weiss, Kate. *Radical Sewing: Pattern-Free Sustainable Fashions for all Bodies*, 2021.

*Maraniss, Andrew. *Inaugural Ballers: The True Story of the First US Women’s Olympic Basketball Team*, 2022. (DB 110512)

Smith, Tommie, Derrick Barnes, and Dawud Anyabwile. *Victory. Stand!: Raising My Fist for Justice*. 2022.

Graves, Colleen and Aaron Graves. *The Big Book of Makerspace Projects*, 2016.

ADULT FICTION

In English

*Adams, Erin E. *Jackal*, 2023. (DB 110609)

Cardinal, Ann Dávila. *The Storyteller’s Death*, 2023.

*Díaz, Hernan. *Trust*, 2022. (BR 24689, DB 107949)

Douaihy, Margot. *Scorched Grace*, 2023.

*Hawkins, Rachel. *The Villa*, 2023. (DB 111855)

*Henry, Emily. *People We Meet on Vacation*, 2021. (BR 24059, DB 103191)

*Higashino, Keigo. *A Death in Tokyo*, 2023. (DB 112302)

Lewis-Jones, Hew. *The Writer’s Map: An Atlas of Imaginary Lands*, 2018.

Mackintosh, Clare. *The Last Party*, 2023.

*Makkai, Rebecca. *I Have Some Questions for*

You, 2023. (DB 112960)

Nossett, Lauren. *The Resemblance*, 2023.

*Penny, Louise. *A World of Curiosities*, 2023. (DB 111297)

Sutanto, Jesse Q. *Vera Wong’s Unsolicited Advice for Murderers*, 2023.

Spanish or Bilingual

*Bennett, Robert Jackson. *The Founders Trilogy / Trilogía los fundadores*, 2018–22. Separate Spanish and English editions. (English: Locklands, DB 109252; English: Foundryside, DB 92246; English: Shorefall, DB 109251)

*Cañas, Isabel. *The Hacienda / La hacienda*, 2022. Separate Spanish and English editions. (DB 107997)

*Córdova, Zoraida. *The Inheritance of Orquídea Divina / La herencia de Orquídea Divina*, 2022. Separate Spanish and English editions. (English: DB 105311)

*James, Marlon. *Black Leopard, Red Wolf / Leopardo negro, lobo rojo*, 2019. Separate Spanish and English editions. (English: DB 93771)

*Martínez, Jenaro. *Invasión silenciosa*, 2021. In Spanish. (DB 113600)

*Moreno-Garcia, Silvia. *Gods of Jade and Shadow / Dioses de jade y sombra*, 2020. Separate Spanish and English editions. (English: DB 96115)

*Moreno-Garcia, Silvia. *Mexican Gothic / Gótico*, 2020. Separate Spanish and English editions. (English: BR 23483, DB 99404; Spanish: DB 105547)

*Morgenstern, Erin. *The Starless Sea / Un mar sin estrellas*, 2019. Separate Spanish and English editions. (English: DB 97441)

*Muir, Tamsyn. *The Locked Tomb series / Saga de la tumba sellada*, 2019. Separate Spanish and English editions. (English: Gideon the Ninth, DR 24579, DB 97490; English: Harrow the Ninth, BR 24580, DB 100538; English: Nona the Ninth, BR 24581, DB 110625)

*Osman, Richard. *The Thursday Murder Club /*

El club del crimen de los jueves, 2020. Separate Spanish and English editions. (English: DB 100981; Spanish: DB 104861)

*Shannon, Samantha. *The Priory of the Orange Tree / El priorato del naranjo*, 2019. Separate Spanish and English editions. (English: DB 94540)

*Weir, Andy. *Project Hail Mary / Proyecto Hail Mary*, 2021. Separate Spanish and English editions. (English: BR 24103, DB 103718; Spanish: DB 104736)

ADULT NONFICTION

Aalto, Kathryn and illustrated by Gisela Goppel. *Writing Wild: Women Poets, Ramblers, and Mavericks Who Shape How We See the Natural World*, 2020.

*Álvarez, Noé. *Spirit Run: A 6,000-Mile Marathon Through North America's Stolen Land*, 2020. (DB 98794)

Bailenson, Jeremy. *Experience on Demand: What Virtual Reality Is, How It Works, and What It Can Do*, 2018.

Cavalier, Darlene et al. *The Field Guide to Citizen Science*, 2020.

*Chalmers, David J. *Reality+*, 2022. (DBC 27474)

Coleman, Laura. *The Puma Years: A Memoir of Love and Transformation in the Bolivian Jungle*, 2021.

Day, Renee. *Creative Journaling*, 2020.

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