

2024 COLLABORATIVE SUMMER LIBRARY
PROGRAM MANUAL



ADVENTURE
— BEGINS AT —
YOUR LIBRARY



collaborative
summer library program™

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COLLABORATIVE SUMMER LIBRARY PROGRAM (CSLP)

CSLP MISSION

We empower libraries to foster community.

CSLP VISION

We collaborate with libraries to create an inclusive literacy-based program that is enjoyable for all ages, provide a reproducible program with a unified theme, share resources, and offer professional support.

CSLP works to develop interest in reading and library use. This includes development and implementation of summer reading programs used nationwide, public service announcements, and other activities which promote reading and library use.

By combining resources and working to produce materials designed for CSLP members, public libraries in participating states or systems can purchase posters, reading logs, bookmarks, certificates, and a variety of reading incentives at significant savings.

The participating systems and states develop a unified and high-quality promotional and programming product. Participants have access to the same artwork, incentives, and publicity, in addition to an extensive manual of programming and promotional ideas.

CSLP began in 1987 when ten Minnesota regional library systems developed a summer library program for children, choosing a theme, creating artwork, and selecting incentives that public libraries in the regions could purchase and use. State libraries and systems continue to join and CSLP continues to evolve, but its guiding principle remains the same: Librarians sharing ideas, expertise, and costs to produce a high-quality summer reading program for children.

SAFETY DISCLAIMER AND WAIVER OF LIABILITY

We find our reading activities and science experiments fun. At the same time, we suggest that children always have adult supervision and take proper safety precautions when performing reading activities and science experiments.

All science experiments and science activities have the potential for safety issues.

Adults should handle or assist with any potentially harmful chemicals. All experiments and activities presented on this website should be used or tried with caution and good common sense judgement.

CSLP shall not be held responsible for any damages or injury resulting from any activities contained within this website.

Furthermore it is advised to consider the age appropriateness of each individual activity. Each child and situation is different, and CSLP shall not be held liable in the event of an accident or injury.

Keep hands away from eyes when performing any experiments. Wear safety goggles. Always wash hands thoroughly after trying any experiment. Wash all surfaces and disinfect work areas when the science experiment is finished.

ACKNOWLEDGMENTS



Juana Martinez-Neal. Photo credit Jade Beall.

Juana Martinez-Neal is the recipient of the 2019 Caldecott Honor for *Alma and How She Got Her Name* (Candlewick Press), her debut picture book as author-illustrator. She is also a New York Times bestselling illustrator recipient of the 2020 Robert F. Sibert Medal for *Fry Bread: A Native American Story* (Roaring Brook) and the 2018 Pura Belpré Medal for Illustration for *La Princesa and the Pea* (Putnam).

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Alyssa Graybeal. Photo credit Melinda Nickels



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GETTING STARTED

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EARLY LITERACY: THE FIVE PRACTICES

The following five early literacy practices develop six key early literary skills: Print awareness, print motivation, phonological awareness, vocabulary, narrative skills, and letter knowledge. A child's development is always relational, so early literacy engages entire families and lays the groundwork for lifelong readers. Try to integrate these five practices into every storytime!

TALK. Children learn language by listening to conversational speech.

- Encourage baby babble by asking questions, pointing to objects, and describing what you are doing. Respond to babble as you would to full words.
- Toddlers understand more than they speak, so it is helpful to use everyday vocabulary rather than “baby talk.”
- Ask open-ended questions and allow children plenty of time to respond.
- Be sure to define new words.
- For preschoolers, read picture books with no words and ask them to help you tell the story. Or ask how they might feel in situations the book describes.
- Extend what children say. For example, if a toddler says “milk,” respond with, “Would you like some milk to drink?”

SING. Singing helps children learn new words and concepts, and reinforces memory and phonological awareness.

- Sing clearly, slowly, and clap or move to the beat.
- Incorporate lapsits and bounces for babies so they associate caregiver connection with phonological awareness.
- Sing songs at various volume levels to help toddlers learn how to modulate their voices.
- Repeat, repeat, repeat! Repetition strengthens brain synapses and memory, from babies to preschoolers.
- Singing strengthens speech, social skills, and imagination, which strengthens kindergarten readiness.
- Children love singing even if adults are off key, so sing away regardless of your skill.

READ. Reading together develops vocabulary and comprehension. It also nurtures a love for reading through the interactional process wherein multiple people are all paying attention to the same story at once.

- Babies mirror adult facial expressions, so be sure to exaggerate any mood or feeling in a book you read aloud.
- Read a variety of books, from poetry to nonfiction, and have books and audiobooks available for browsing before and after storytime.
- Repeat the same books across multiple storytimes. Repetition helps toddlers master words and phrases, and increases self-confidence,

TIP:

To engage sight-impaired children with wordless books, describe pictures in enough words to allow them to form mental images. Alternatively, ask the child's caregiver to describe the photos to the child in a whisper. Be sure to give enough extra time for each page.

TIP:

Include sign language with storytime songs whenever possible.

TIP:

Consider providing fidget toys for children who have trouble sitting in one place for the length of a storytime read.

which prepares them for more learning.

- Choose fast-paced, engaging books to encourage print motivation, particularly those that encourage children to interact with the story.

WRITE. In early literacy, writing skills include becoming aware that printed letters correspond to spoken sounds and words. Children are also developing the coordination they will need to form letters.

- For babies, fingerplays, finger paint, and even playing with food at home helps to develop finger strength.
- For toddlers, scribbling and tearing give them practice with writing tools.
- For preschoolers, cutting and tracing practice gets them closer to forming letters on their own. Sand in a tray is also great for making paths with fingers or thick-handled paintbrushes.
- Provide lots of different drawing materials to play with.
- Celebrate their drawings! Ask children to sign their names, and display them in your library.

PLAY. Play develops language and literacy skills by allowing children to put thoughts into words and talk about what they are doing. Social interaction increases learning at all ages!

- Greet babies or toddlers as they enter storytime with a colorful puppet. This sets the tone with giggles and models play for caregivers.
- For babies and toddlers, set out blocks, puzzles, and simple games for free play. Naming shapes and colors is practice for naming to letters.
- For preschoolers, emphasize imagination, emotions, and empathy.

BONUS:

Counting is another foundational early literacy practice that builds core educational knowledge.

TIP:

For children sensitive to noise, create a quiet table with play items that they can retreat to at any time when they need a break during storytime or play time.

The five practices are based on Every Child Ready to Read standards from ALSC and PLA: <http://everychildreadytoread.org/>

EARLY LITERACY TIPS: VIRTUAL STORYTIMES

CHOOSING VIRTUAL STORYTIME BOOKS

- Look for books with high-contrast images, matte pages, and a consistent orientation.
- The shorter and more engaging the story, the better.
- Required: Double-check copyright! Every publisher has different policies, so contact them directly before reading one of their books virtually.

AUDIENCE ENGAGEMENT DURING VIRTUAL STORYTIME

- Break up programming with movement breaks (stretches, dancing, etc.)
- Remember to introduce yourself and your library.
- Always introduce the book title, author/illustrator, and publisher (same for songs).
- Hold eye contact with the camera as much as possible.
- Consider asking someone to hold cue cards behind your recording device so you can maintain eye contact with the camera.
- Present a virtual schedule of storytime components.
- Start with your most engaging songs and books.
- Smile, ask questions, and maintain enthusiasm, just like for in-person storytime.
- Provide transitions between storytime elements (such as a clap or picture).
- Provide a document with songs and rhymes that parents can print at home.
- Be sure to use inclusive language, such as “y’all” or “friends,” instead of “you guys.”

VIDEOGRAPHY TIPS

- Required tools: recording device; good natural lighting, or a ring or umbrella light; and video editing software (unless you are recording live). Many free high-quality software options are available.
- Optional tools: microphone, speaker, music or book stand (to hold the book steady while you turn pages), props, cue cards, and a partner to interact with on camera.
- Facebook, YouTube, and Zoom are all popular virtual storytime platforms.
- Write a script so that you are extra intentional about word choice and pacing.
- Practice recording beforehand and watch your performance. Is the video well framed?
- Ensure audio and video quality is high.
- For pre-recorded videos, you can add large words and letters over the screen.
- Many video platforms allow you to turn on live captioning.
- Do not strive for perfection, and talk about your mistakes!

TIP:

To limit your video’s audience, make a YouTube video unlisted, and send the link only to members of a private Facebook group. Consider leaving the videos up for a week or so to limit the time that the copyrighted material is available.

TIP:

YouTube videos are great for allowing children to go at their own pace. You can tell them to pause the video at specific times to discuss images, count items, or engage in movement activities.

This handout includes information from the OCLC WebJunction webinar, “Getting Started with Virtual Storytimes” (2020, June 16), presented by Renee Grassi.

EARLY LITERACY TIPS: SPANISH OR BILINGUAL PROGRAMMING

NOTE:

The term “second language” refers to any language a person learns that is not their first language. Many individuals learn multiple second languages.

BILINGUAL STORYTIMES

- Are primarily for Spanish-speaking families, but anyone can join!
- Strengthen both native language and second-language learning.
- Support early literacy through talking, singing, reading, writing, and playing.
- Help to dispel myths about second-language learning at home (see handout).
- Connect Spanish-speaking families in your community.

TYPES OF BILINGUAL STORYTIMES

- Bilingual with one presenter who is fluent in both languages.
- Bilingual with two presenters—one who speaks Spanish, and one who speaks English. The Spanish-speaking presenter can be a volunteer or staff member; ideally, this person is a native speaker or conversationally fluent.
- Sprinkle, or culturally inclusive, storytimes where English speakers present materials that sprinkle in words in another language. These are great, but be careful not to advertise them as bilingual storytimes because it opens a false door to bilingual families who may expect to be able to ask you questions in Spanish.

CHOOSING MATERIALS

- Know your audience and their countries of origin.
- Choose songs and activities from a variety of Spanish-speaking countries.
- Spanish grammar and vocabulary varies from region to region and country to country, so allow for variation.
- Choose songs and books written in Spanish

originally over English materials translated into Spanish, and use the tunes that are original to the Spanish songs.

- Be sure to ask a Spanish speaker to review all materials beforehand (and anything put on display). Just because a song or book is traditional does not mean it stands the test of time.
- Ask parents and caregivers for suggestions!
- Feature Spanish and/or bilingual materials (books, CDs, movies, etc.) that can be on display for patrons to check out before or after the program.

ENGAGEMENT TIPS

- Build community relationships alongside offering bilingual storytimes.
- Rehearse storytime components beforehand, especially if you have a partner. Be sure to match each other's energy!
- Call-and-response is a great way to engage all ages.
- Project song lyrics for parents to follow along and take pictures of the lyrics.
- Run activities that are fun for multiple ages, such as dancing and movement.
- Encourage parents to sit in a single row of chairs to encourage participation (but be sure to have extra chairs for those who arrive late or need extra room).
- When reading two books, read one full spread in both languages before turning the pages.
- Encourage families to stay and play.
- Be available for caregiver questions in both languages.
- Explain how libraries work in the United States and in your community, and where they can use their card.
- Provide library card applications and other print resources about the library and community organizations in multiple languages. Offer to help them fill out the forms.

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.

VIRTUAL PROGRAMMING TIPS: CHILDREN TO ADULTS

ENGAGE PARTICIPANTS EARLY

- Virtual programs start with the invite and sign-up phase.
- Host an asynchronous space (such as a Facebook group) where participants can converse before, during, and after the program.
- Provide a learner guide or a workbook that participants can use to follow along (e.g., simple worksheets, instructions, a place for notes, a coloring sheet to help them focus, further resources, etc.)
- Assign simple preparation beforehand. What do you want participants to think about or do before they arrive at the virtual program?
- Idea: Ask kids to change their Zoom name to a nickname (or character name) of their choosing.

PREPARE A WELCOMING VIRTUAL SPACE

- Share that you will be there 15 min early to answer any questions or troubleshoot technical problems.
- Greet participants by name as they come into a meeting. Chat and ask questions.
- Let patrons know that they're welcome to turn on their camera if they're comfortable doing so.
- Use icebreakers to set the tone, such as a quiz, a silly Zoom backdrop, or breakout sessions. Breakout sessions can be silly getting-to-know-you activities. They do not have to be serious!
- Keep all slides/visual elements simple.
- Celebrate something! Whether a national holiday, a birthday, or someone's first time participating in a library program.
- Schedule frequent movement breaks, especially for children and teens, such as stretching, juggling, eye exercises, etc.
- Ask for feedback before you end the program. Consider using Padlet, which is a fun tool for soliciting feedback to a single question.

FOLLOW UP AND ENCOURAGE CONTINUAL LEARNING

- Put relevant resources in an online space where participants can access them later.
- Follow up! Would participants like to come to a similar program in the future? Months or weeks later, have they built upon what they learned?

This handout was based on the OCLC WebJunction webinar "Virtual Is Here to Stay: Making Online Sessions Fun and Focused" (2021, November 10), presented by Nancy Lensenmayer, Kathleen Gesinger and Betha Gutsche.

CHILDREN AND TWEENS: GETTING STARTED

GOALS FOR CHILDREN'S SUMMER PROGRAMMING

- To motivate children to read.
- To develop positive attitudes about books and reading.
- To enable children to maintain their reading skills during summer vacation.
- To encourage regular use of the library.
- To attract new users to the library.
- To promote your library's services and materials throughout the community.
- To foster cooperation between community agencies.
- To offer experiences through which children can work cooperatively.

ON ENGAGING CHILDREN 5–8

- Flexibility is key. Be careful not to over-plan your programs, but have backup ideas.
- Incorporate plenty of movement breaks (stretches, dancing, etc.)
- STEM programs for children 5–8 should be demonstration heavy.
- Arts and crafts are a big hit with this age group.
- Remember takeaway activities and resources they can use at home!

ON ENGAGING TWEENS 9–12

- Tweens do not want to be seen as children but are not quite teenagers.
- Try to limit participation of parents and younger siblings.
- Encourage tweens to sample audiobooks they can listen to anywhere.
- Combine reading with writing and creative projects.
- Refrain from cutesy imagery on marketing materials.
- Consider a dedicated tween space in the library
- Tweens love self-discovery quizzes; support them as they build their identities.
- Help them find new interests and resources to support those interests.
- Provide spaces for positive interactions with their peers.
- Provide fun passive activities to do on their own time or with friends.
- Show off what tweens make or do on social media.
- Support self-confidence, mental health, and body image.
- Help them navigate new topics and technologies.
- For STEM programs, use video demos and provide time for hands-on experiments.
- Encourage tweens to ask you questions. What do they want to know about?
- Show them how to search for things and why you choose certain resources.
- Remember that tweens make energetic and enthusiastic volunteers!

TIP:

Before getting started with a STEM program, ask children to say one thing they already know about the topic. This allows them show off their smarts and also makes them less likely to interrupt while you're presenting. Assure them that it's also fine to not know anything because that means they will learn something!

TEEN PROGRAMMING: GETTING STARTED

WHAT DO TEENS WANT? (...besides food)

Independence!

Make sure teens have library cards, and emphasize that their borrowing histories are confidential. Show them how to navigate library resources on their own. Ask them what books they want to see in the library.

Excitement!

The primary question to keep in mind for in-person teen library programs: Is it fun? Plan active games that give teens a chance to move around and interact with each other.

Empowerment!

Give teens opportunities to grow by leading their peers, planning and executing library programs, and communicating and refining their interests.

Acceptance!

Run icebreakers and games that help teens get to know each other. Encourage acceptance of different opinions. Have a zero-tolerance policy for bullying.

ENGAGEMENT TIPS

- Teens love learning from each other. Provide opportunities to teach their peers.
- Offer prizes to teens who recruit the most friends for your programs.
- Invite college-age students to run programs or workshops.
- Solicit book recommendations from teens using short forms or bookmarks, and then share those recommendations in the teen section.
- If teens are not into a program, be flexible! Have a backup plan.
- Offer alternative activities for teens with social anxiety or who need a quiet space.
- Fidget toys can help teens focus on activities that require concentration, such as memory games or book discussions (particularly useful for teens with ADHD or sensory processing disorders).

- Consider combining teen advisory board meetings with program times.
- Teens make great volunteers, especially around younger children. They can organize programs, create decorations, be book buddies, or help with social media promotion.
- Ask teens to evaluate your programs, and integrate their feedback.
- Stay on top of media and technology trends. For example, Discord is very popular with teens right now. Can you host a library discussion group on Discord?

IDEAS FOR TEEN INCENTIVES

- Coupons for library privileges, such as extra computer time or credit for library fines
- Free passes or memberships to local museums, pools, movie theaters, or makerspaces
- “Library dollars” that can be saved up for bigger prizes
- Gift certificates to gaming stores, grocery stores, convenience stores, and restaurants
- Graphic novels or comic books donated from a local comics shop
- Notebooks and art supplies
- Free books (be sure to include adult choices for older teens)
- Fidgets, such as bubble poppers, pea pods, rubber snakes, squishies, and magnetic rings. Prioritize quiet fidgets whenever possible.
- Vinyl stickers and magnets
- Travel-size card and board games
- Earbuds and mobile device accessories
- Snacks and chewing gum
- Chapstick, travel-size sunscreen, and other small toiletries
- Backpack pins, locker accessories, and fun school supplies
- Silly putty, slime, and clay
- Water bottles and travel mugs
- Small whiteboards with dry erase markers, or small chalkboards with chalk markers
- Word search and crossword puzzle books
- Accessories such as sunglasses, glasses cases, handheld fans, and lanyards

ADULT PROGRAMMING: GETTING STARTED

ASK QUESTIONS ABOUT YOUR COMMUNITY

- What types of cultural events are already happening?
- What are your community's demographics (ages, ethnicities, family structures)?
- What are the seasonal populations, if any?
- What types of activities are popular in your community (or elsewhere)?
- **KEEP ON TOP OF LOCAL DEMOGRAPHICS AND NATIONAL TRENDS.**
- By 2030, 21% of the U.S. population will be 73 or older.
- In 2021, approximately 11% of adults age 65 or older had Alzheimer's dementia.
- In 2021, 4 in 10 Americans identified with an ethnicity other than white.
- In 2018, 26% of U.S. adults had some type of functional disability.
- Health literacy and financial literacy are popular current trends in public libraries.
- Try your state library for local demographic information.

SCHEDULE AROUND WHAT IS ALREADY HAPPENING (OR JOIN IN)

- Ask how you can support groups that are already meeting.
- Consider community gardens, farmer's markets, churches, extension offices, senior services, disability services, etc.
- Check community calendars and events before scheduling programs.
- Keep seasonal activities in mind.
- Poll your patrons! And allow for trial and error.
- Seniors typically prefer midday programming (or summer afternoons).
- Family programs work best when children are out of school.

PLAN PROGRAMS TO MEET LIBRARY GOALS AND COMMUNITY NEEDS

- What library goal does this program satisfy? Who does it serve and why?
- What are some potential partnerships?
- Leverage community experts.
- Solicit participant feedback before, during, and after each program.

TYPES OF PROGRAMS TO CONSIDER

- Activity programs: Games, trivia, yoga, dance parties, Zumba, etc.
- Digital literacy programs: Help older adults navigate technology (both beginner and advanced); decrease risk of identity theft and online fraud; keep brains engaged.
- Arts and crafts programs: Help relieve stress and lower blood pressure; increase focus, creativity, and social bonds. Adults need fun and play too!
- Skill share programs: Leverage community experts, give participants opportunities to both learn and teach, connect disparate community groups.
- Memory programs: Play trivia based on particular time periods (popular movies, songs, etc.) and talk-about-your-life/oral history programs.
- Health literacy programs: Help people navigate mental health and emotional wellness, chronic conditions, and aging.
- Financial literacy programs: Provide tools for youth, first-time home buyers, and/or retirement planning.
- Cultural programs: Build on community offerings; support local artists and writers.
- Programs for adults with developmental disabilities: Simple crafts (but not childish ones) and engaging activities such as bingo, ice cream socials, or dance parties.

MULTIGENERATIONAL/ INTERGENERATIONAL PROGRAMMING: GETTING STARTED

BENEFITS OF INTERGENERATIONAL PROGRAMMING

- Strengthen communities and reduce alienation.
- Share talents and resources.
- Dispel stereotypes about specific generations.
- Reduce fear of aging.
- Whole families can attend together (with grandparents).

PROGRAMS TYPE TO CONSIDER

- Discussion groups where everyone has an equal say.
- Story hours that pair the young and old.
- Family-style workshops.
- After-school arts, crafts, or maker programs.
- After-school tutoring or mentorship.
- Collaborative art projects or community work days.
- Seniors helping with homeschool activities.
- Passive programs where participants respond to questions or share stories.

TIPS FOR SUCCESSFUL PROGRAMS

- Run icebreakers that identify connections and commonalities between participants.
- Provide opportunities for every generation to both learn and teach.
- If possible, hold on weekends in the middle of the day when as many people as possible can attend (or poll patrons for preferred times).
- For seniors, assume at least one person in the audience has some degree of hearing impairment, and always use a microphone. Include written instructions on handouts and/or large screens.
- Consider hosting programs in retirement communities or reach out to activity directions to coordinate a field trip.
- Arts and crafts components ensure interactivity and engagement.

ONLINE RESOURCES

- “Keys to Engaging Older Adults @ Your Library” from ALA: <https://bit.ly/3b7PQf2>
- “Intergenerational Programs at the Library” (free webinar) from OCLC: <https://bit.ly/3Hmi4yF>
- “Intergenerational Programs and Spaces” from Generations United: <https://bit.ly/3mO1s9u>
- Penn State Intergenerational Program: <https://bit.ly/3xwCwIN>

SCHOOL OUTREACH TOOLKIT

WHY SCHOOL PARTNERSHIPS?

Partnering with schools is important for any summer reading program (SRP), not only to increase engagement but also to reach out to students who might not be able to participate in the program through the public library. This is also a great way to promote library resources and information to schools and students. Think of school partnerships as a way to further promote the library and establish it as an important resource in the community. These partnerships can come in the form of SRP promotion before the summer, activities and visits for in-school summer care, or registration for the reading program on a classroom level.

WHO

- Public schools
- Private schools
- Homeschool groups
- Other (this could be group homes, homeless shelters, military base schools, ESL schools, parent groups, etc.)

When establishing partnerships, make sure to initiate formal contact first. You can use the included form (Example A) to reach out. Make sure you clearly define what you are offering and why.

WHEN

Start reaching out to schools in February or March to plan promotional visits before schools close for summer. This is also a good time to inquire about any summer care in schools and, if so, to schedule summer visits.

WHAT

School Visits

- Promoting SRP can include book talks on summer books, a presentation on the SRP, handouts, small activities, etc. These visits can be done class to class or assembly style. The key is to make an impression on the students and to establish supportive relationships with the schools.
- Speak to school leaders, librarians, or teachers to find out how their educational plan and curriculum can be enhanced by voluntary participation in SRP. Use their input to configure your promotion to appeal to students and staff.

Promotion and Outreach

- Have handouts, bookmarks, book logs, etc. ready to give to students.
- Create thematic reading lists for different grade levels.
- Prepare a brief SRP description and offer it to school staff to email to parents. Many schools have a multitude of ways to communicate with families, so offer to give them SRP info in any format.
- Heavily promote virtual resources. Teach them how to access no-card-needed resources for kids and encourage them to explore library resources.
- Have flyers that target different age groups. You do not want to promote elementary resources and programs at high schools.

- Make a couple of commercials that are under 5 minutes. These can be posted across different platforms and can be shown in schools and classrooms. Make sure you do different commercials for different age groups.
- Offer a video tour of the library to generate interest. This can also be shown at in-school programs during the summer to make students feel like they are a part of the library.

Summer Programs

- Summer care at school can include anything you can easily do in a public library, such as storytimes, physical activities, and art activities. You can even check out the activities in this manual and adapt those ideas to quick activities and promotions to offer in schools.
- Enroll them in the reading program and give them prizes just as you would for in-library patrons. You can either pass out separate reading logs or ask the care facilitators keep track of the storytime books they read aloud.
- Bring books to the location weekly.
- Bring surplus craft supplies and let them craft.
- If visiting multiple schools/locations, have a battle of the books. Give a special incentive for the group that wins.
- Encourage the facility to decorate with the theme.
- Make up the craft kits for parents to pick up either at the school or public library.
- Tips:
 - Visits are typically no less than 20 minutes and no more than 50 minutes.
 - Offer group reading logs/tracking. Game boards or trackers can help care facilitators track multiple reading logs at once. This could also help them turn the reading program into a game.

FORM LETTERS

EXAMPLE A

INTRODUCTION TO PROSPECTIVE PARTNERS

Dear [Name of prospective partner]:

My name is [insert name here], and I represent [name of library/system]. I am reaching out to you as a potential school partner as we gear up to offer families in our community the 2024 Collaborative Summer Library Program Adventure Begins at Your Library! / ¡La aventura comienza en tu biblioteca!

We'd like to invite you to join us in helping to promote positive family fun in our community this summer.

How can your school help? There are a number of ways to partner with us, and we can help you tailor one to best fit your needs and resources:

- In the spring, invite library staff to give a presentation to students and staff about the upcoming summer reading program. If an in-person visit is not possible, a librarian can do a virtual visit with individual classes or schoolwide.
- Promote an event/activity/club associated with adventure, and tie it into the summer reading program and other services the library has to offer.
- Get your parents/caregivers on board by distributing letters/emails and other promotional materials (provided by the library) to explain the program and how to participate.
- Include information about upcoming library events in your school announcements and newsletters.
- Invite the library to your next family open house to promote library services and to sign students and parents up for library cards.
- Consider sponsoring a summer reading event or prize with an in-kind donation.
- Offer your students service credit/extra credit/incentives for volunteering at the library or attending library events. Library staff can advise you if there are opportunities for student volunteers at their location.

We would be happy to speak to you about other ways in which your school can support the 2024 Collaborative Summer Library Program. We hope you will consider joining us in supporting an inclusive, educational, and enjoyable summer.

Sincerely yours,

[Name and signature]

EXAMPLE B

DESCRIPTION OF CSLP 2024

WHAT IS THE COLLABORATIVE SUMMER READING PROGRAM AND HOW DOES IT WORK?

The Collaborative Summer Library Program (CSLP) a consortium of state libraries and public library systems working together to provide high-quality summer reading program materials for children, teens, adults, and families. Every year, a voted-upon theme and slogan is integrated into an inclusive, literacy-based, summer reading program that is enjoyable for all ages.

The theme for 2024 is Adventure Begins at Your Library! / ¡La aventura comienza en tu biblioteca! Juanita Martinez-Neal, an award-winning children's illustrator, provided the artwork for some of this year's themed promotional materials.

Your local library system tailors each year's theme to suit its purposes, but generally the program will include:

- A reading/activity log that readers use at home to track their progress toward an age-appropriate reading goal, earning incentives and prizes for participation.
- Activities and events happening at the library or available as take-home kits in support of the theme. These include storytimes, active play/music/movement activities, crafts, cooking/snacks, book clubs, volunteer opportunities, special presenters, movie nights, game nights, and more
- Library activities are low/no cost. For more information about your community's library program and other services, contact your local library location.

EXAMPLE C

LETTER TO PARENTS

Dear Parents/Guardians:

As the school year draws to a close and we look ahead to summer break, we are excited to announce that we are partnering with [insert name of library system] to support the 2024 Summer Library Program, Adventure Begins at Your Library! / ¡La aventura comienza en tu biblioteca! This program will run from [insert dates of local program here] at all library locations.

Librarians will be visiting schools to share information with students and faculty about exciting opportunities for adventure this summer at the library, and how your student can participate in a reading challenge for a chance to win prizes. Staying connected with books and reading over the summer is a proven way to avoid the summer slide of academic skills over the break.

We encourage you to visit the library with your student and discover what the librarians have come up with for no/low-cost, inclusive family enrichment that aims to promote positivity and fun. This summer reading program includes participation levels and activities suitable for all ages, from birth to adult. Find out more about upcoming events and how to register by contacting [name or library location].

We wish everyone a safe and relaxing summer, and hope visiting the library will be a regular part of your family activities until school resumes in the fall. Until then, keep reading!

Sincerely yours,

[Insert name/signature]

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>

AND WE'RE OFF!

TRAVEL ADVENTURES

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STORYTIME BOOKS

Babies

Zoom! (series) board books by Susan Hayes and illustrated by Sam Rennocks. Explore everything from dinosaurs to space in this enthusiastically reviewed series for babies and toddlers. In English.

Go, Bikes, Go! (2019) by Addie Boswell and illustrated by Alexander Mostov. Fresh, energetic rhymes make for an exuberant, bike-themed storytime. In English.

The Whales on the Bus (2020) by Katrina Charman. A silly, updated version of “The Wheels on the Bus” that can be sung rather than read. See also *Car, Car, Truck, Jeep* (2018) by the same author. In English.

Look, Look, Look! ¡Mira, Mira, Mira! (2020) by Bob Barner. Happy dogs zip around in wacky vehicles. Simple, energetic language. Bilingual.

¡Vámanos! (L'il Libros series, 2020–21) by Patty Rodriguez and Ariana Stein, and illustrated by Citlali Reyes. Travel to different Latin American countries. Bilingual.

Toddlers

EEK! A Noisy Journey From A To Z (2020) by Julia Larios and illustrated by Julie Paschkis. A lively, interactive alphabet journey with clever wordplay. Starred reviews. In English.

Truck Full of Ducks (2018) by Ross Burach. The dogs eat the delivery instructions for a truck full of ducks, and hijinks ensue. A silly, call-and-response story that is sure to engage toddlers. In English.

Set Sail for Pancakes (2022) by Tim Kleyn. A charming, playful story about a grandfather and granddaughter who gather pancake supplies by boat. Also great for preschoolers. In English.

Bearplane! (2022) by Deborah Underwood and illustrated by Sam Wedelich. A bear cub takes their first plane ride. Buoyant and fun. Also great for preschoolers. In English.

The Suitcase (2020) by Chris Naylor-Ballesteros. A weary traveler pulls surprises out of his suitcase. The story focuses on kindness and displacement. Also great for preschoolers. In English.

Bye, Penguin (2020) by Seou Lee. A penguin takes a solo trip around the world on an ice flow. In English (but nearly wordless).

Tiny Travelers series (2019–20) by Susie Jaramillo. Travel to different countries all over the world. In English with Spanish words.

TIP:

Use hello/goodbye songs to ease transitions, and incorporate children's names.

TIP:

What makes for an engaging storytime read? Think movement prompts, call and response, rhyme, and repetition. Children don't have to sit silently through every story, and movement can bring them back when they start to lose interest.

TIP:

Older books *Wherever You Go* (2015), *Maisy Goes on a Plane* (2017), and *Abuelita fue al mercado / Granny Went to Market* (2007) are also great rhyming books for a travel theme.

TODDLERS

Odd Dog Out (2019) by Rob Biddulph. A dog travels the world to find a place she fits in. A cheery celebration of difference. Also great for preschoolers. In English.

Sock on the Loose (2021) by Conor McGlaufflin. Clever rhymes about the journey of a missing sock. Also great for preschoolers. In English.

Las ruedas del autobús / The Wheels on the Bus (2017) by Stella Blackstone and illustrated by Melanie Williamson. A bus ride from a Guatemalan village to a market town with this fresh approach to a favorite song. Great for storytime; includes audio CD. Separate Spanish and English editions.

Preschoolers

Blue Floats Away (2021) by Travis Jonker and illustrated by Grant Snider. An iceberg takes a transformative adventure. Excellent book to read before a water-based STEM activity. Starred reviews across the board. In English.

Lift (2020) by Minh Lê and illustrated by Dan Santat. An uplifting read-aloud about a mysterious new elevator button that opens up hidden worlds. Starred reviews across the board. In English.

The Littlest Airplane (2022) by Brooke Hartman and illustrated by John Joseph. Big, colorful scenes make for a vibrant rhyming read-aloud about a bush plane's adventure. In English.

Field Trip to Volcano Island (2022) by John Hare. A wordless adventure to a thrilling volcanic island. A great conversation starter: Ask children to help tell the story in whatever language(s) they speak. *SLJ* starred review. Wordless.

¡Vamos! Let's Cross the Bridge (2021) by Raúl the Third. A dynamic story about Little Lobo and his friends crossing a bridge in a truck to get to a celebration. In English with Spanish words.

El gallo sale a ver el mundo / Rooster's Off to See the World (2018) by Eric Carle. A simple introduction to numbers; a rooster explores the world and is joined by animal friends along the way. Great STEM storytime choice. Separate Spanish and English editions.

Un verano especial con la abuela / Something About Grandma (2022) by Tania de Regil. A calm intergenerational story about a little girl who travels to visit her grandmother in Mexico. Includes poems. Separate Spanish and English editions.

Poppi, la niña del gorro rojo, al rescate / Red Knit Cap Girl to the Rescue (2019) by Naoko Stoop. The main characters take to the high seas as they set off on a journey to help a lost polar bear cub find his way back to his family and his arctic home. Separate Spanish and English editions.

Mariana and her Familia (2022) by Mónica Mancillas and illustrated by Erika Meza. A longer story about a young girl's first trip to visit her family in Mexico. In English with Spanish words.

TIP:

If whole families come to storytime, have coloring sheets or crafts to keep older children occupied, or invite them to be your special helpers.

STORYTIME SONGS

Lapsit/Bounce: This Is the Way the People Ride

To the tune of "Mulberry Bush." Sing faster with each verse. Piggyback lyrics from CSLP.

This is the way the people ride, the people ride, the people ride
This is the way the people ride, early in the morning.

Verses:

The babies ride
The bunnies ride
The puppies ride
The kitties ride

Song: I Can Travel

To the tune of "Twinkle, Twinkle, Little Star." Piggyback lyrics from CSLP.

I can travel near or far, on a plane or in a car.
By myself or with a friend, fun adventures never end.
I can travel near or far, on a plane or in a car.

Song/Movement: I'm an Airplane

To the tune of "Frère Jacques." Lyrics from Jbrary on YouTube here: <https://bit.ly/46umMGH>

I'm an airplane, I'm an airplane
Flying high, flying high
I can tilt this way, I can tilt this way
In the sky, in the sky

I'm an airplane, I'm an airplane
Flying high, flying high
I can make a landing, I can make a landing
From the sky, from the sky

TIP:

"Riding in My Car" from Miss Nina on the Sha Doo Be Doop album also makes a fun song for a vehicles theme.
<https://bit.ly/3qXLLlp>

STORYTIME SONGS**Song: Shiny Car**

To the tune of “B-I-N-G-O.” Piggyback lyrics from CSLP.

I'm riding in my shiny car,
 I'm driving it today-o.
 C - A - R (BEEP! BEEP!)
 C - A - R (BEEP! BEEP!)
 C - A - R (BEEP! BEEP!)
 I'm driving it today-o!

Song/Rhyme: Adventure We Will Go

To the tune of “A Hunting We Will Go.” Piggyback lyrics from CSLP.

Adventure, we will go; adventure, we will go
 We'll find a fox and do some hops
 And then we'll watch it go

Verses:

We'll find a bear and have a scare
 We'll find a goat and pet its coat
 We'll find a frog and cross the bog
 We'll find a mouse who has some doubts

Song/Movement: Baja la Casita, Baja / Down to the Little House We Go

Folk song from Columbia, slightly modified for storytime by CSLP. Every time you sing “agacher” (in every conjugation), the children crouch down.

Baja la casita, baja
 Dos periquitos van
 Uno que va adelante
 Otro que va detrás.

Agáchese, mi niño, agáchese
 Vuélvase a agachar
 Que el niño que no se agacha
 No sabe jugar

Song: Barquito de Papel / Paper Boat

Folk song from Cuba. A cute song to combine with a boat/water activity. Listen to a version from Canti Rondas on YouTube: <https://bit.ly/3O3dGtz>

Barquito de papel, mi amigo fiel
 Llévame a navegar por el ancho mar.
 Yo quiero conocer a niños de aquí y de allá
 y a todos llevar mi flor de amistad.
 ¡Abajo la guerra, arriba la paz!

TIP:

Provide printed lyrics (or show on a projector) so families can sing along. Encourage caregivers to take a picture of the lyrics so they can practice the songs at home.

STORYTIME SONGS

Los niños queremos reír y cantar.

Literal English translation (does not rhyme):

My faithful friend, take me sailing across the wide sea.
I want to meet children from here and there
and everyone take my friendship flower.
Down with the war, here comes peace!
We children want to laugh and sing.

Song: La Playa (Chorus)

Song about going to the beach. Music and lyrics from 123 Andrés on the album *Actívate*; lyrics reprinted with permission. Listen to audio on YouTube: <https://bit.ly/3NT1Y4k>

La arena está caliente
No me quiero quemar
Ay, la arena está caliente
Ay, no me quiero quemar

El viento está muy fuerte
Me voy a despeinar
Ay, el viento está muy fuerte
Ay, me voy a despeinar

El agua está muy fría
Me voy a congelar
¡Oye! El agua está muy fría
Ay, me voy a congelar

Oh eh oh, la arena está caliente
Oh eh oh, el viento está muy fuerte
Oh eh oh, el agua está muy fría
Oh eh oh, y el sol vuelve a brillar

Song/Movement: El Gran Merengue / The Great Merengue

Great song for getting up and dancing. Lyrics and music by 123 Andrés from the album *Actívate*; lyrics printed with permission. Listen to song from 123 Andrés on YouTube here: <https://bit.ly/3JCGjLI>

Vamo' a activarnos con este invento
Vamo' a movernos con el tambor
Esto es un clásico, siempre moderno
Esto es lo básico, es lo mejor

Nació en África, creció en Quisqueya
Y hasta Manhattan vino a parar
Güira y tambora, tócalo ahora
Vamos familia a ejercitar

STORYTIME SONGS

Vamo' a movernos aquí, a movernos allá
 Vamo' a movernos, vamo' a girar
 Dame un pasito pa'l frente, un pasito pa' atrás
 Vamo' a movernos con este gran merengue

English version:

Let's move together with this creation
 The power of the drum, it's time to move
 Music is timeless in every nation
 Let the merengue bring out the best in you, yeah!

This magic rhythm was born in Africa
 And in Quisqueya is where the music grew
 And when the güira and the tambora
 Arrived in New York City we knew just what to do.

So step left and step right
 Dance and move through the night
 The Great Merengue is great for everyone.

TIP:

Add printed lyrics to a coloring sheet for children to color at the library or take home.

STAY-AND-PLAY

Babies/Toddlers: Parachute with Stuffed Vehicles

While in a circle, add stuffed vehicles and animals one at a time to a parachute. Ask open-ended questions about where the vehicles and animals are going. Then lift and lower the parachute while saying "Go, go, go!"

Toddlers/Preschoolers: Paper Boats

Premake origami boats for children to play with, or purchase disposable serving boats, which last longer in water. Children fill their "boats" with toys and float them in tubs of water.

Toddlers/Preschoolers: Car Rides

Provide large empty boxes, and attach rope so caregivers can pull them. Decorate the room with objects (plants, animals, buildings) you might see on a road trip. Children go for "rides" in their boxes. Encourage caregivers to ask open-ended questions about what they see.

Toddlers/Preschoolers: Chalk Vehicles

Children draw fantastical cars/boats/planes with sidewalk chalk and help decorate the front of the library.



Image source: Shutterstock

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.

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.



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

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

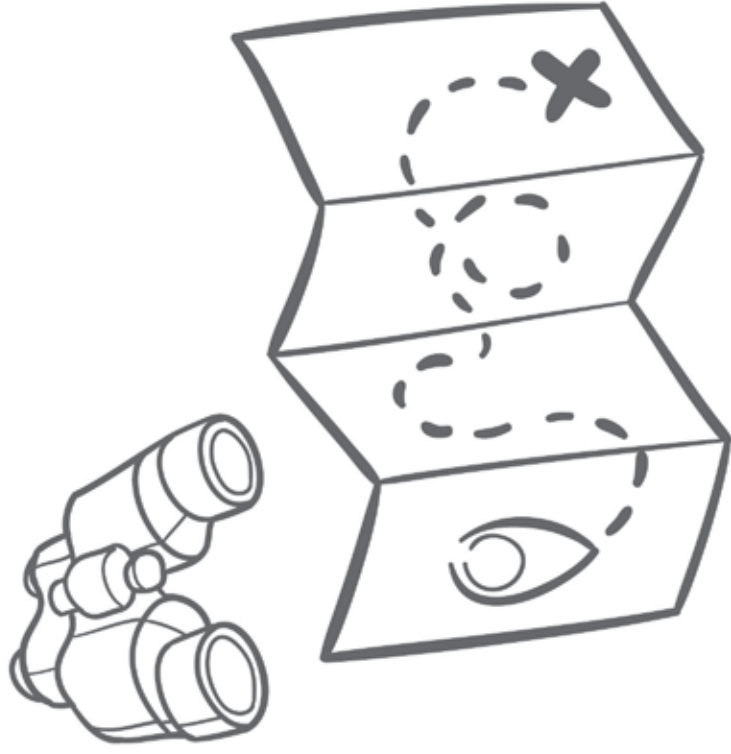
Adventure Journal Cover (in Spanish and English)

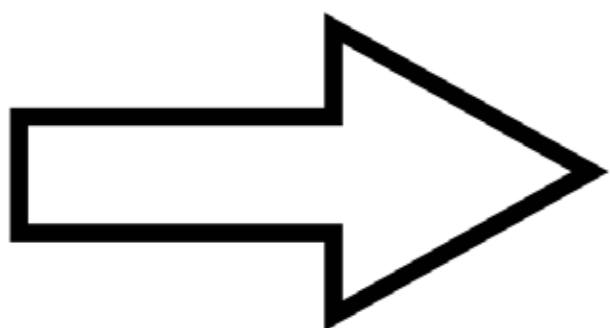
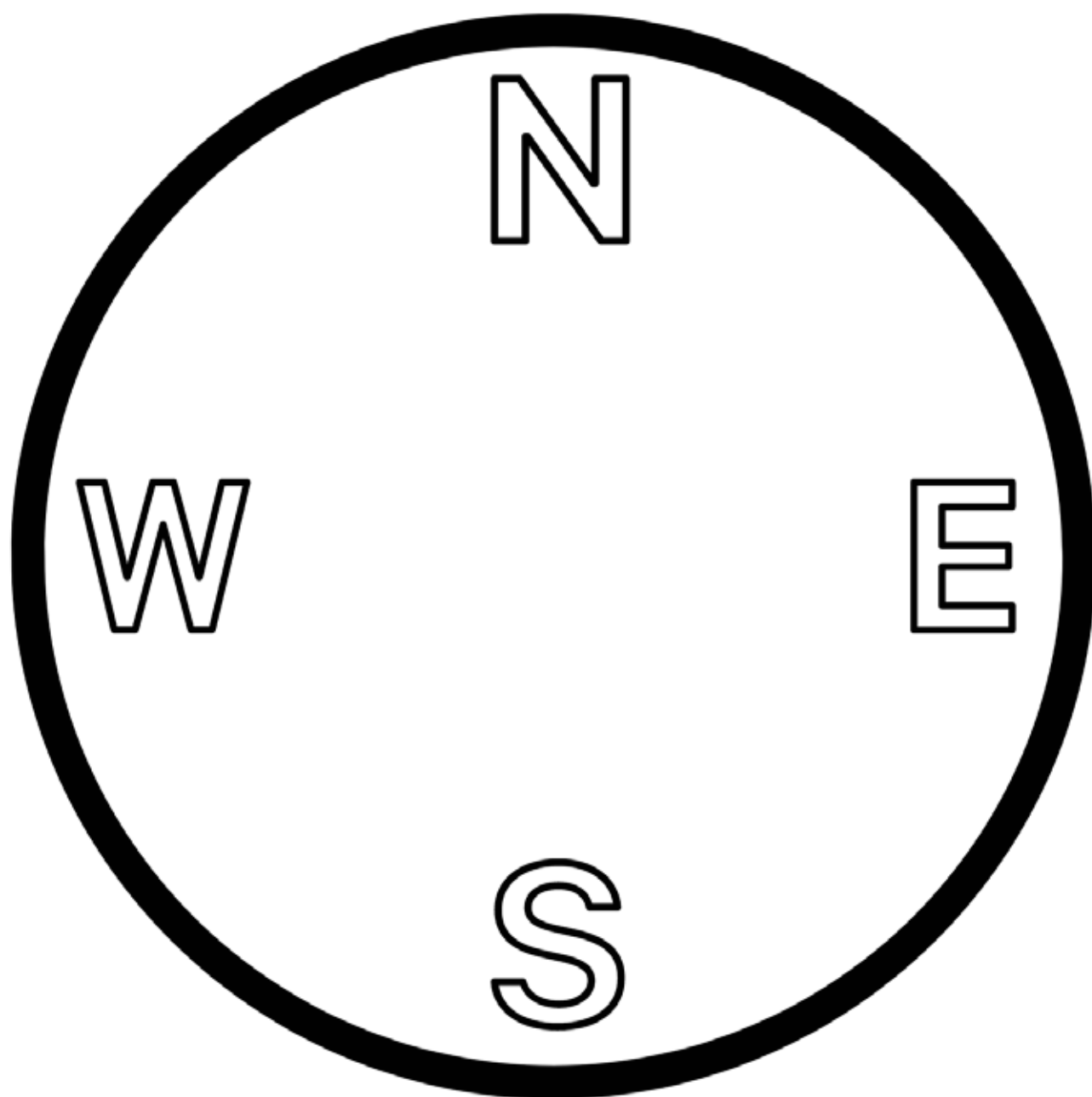
Compass Template

Adventure Calls (in Spanish and English)

MY ADVENTURE JOURNAL

This journal belongs to:





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.



Image source: Shutterstock

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 _____

ARTS & CRAFTS

VACATION TILE COASTERS

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

Where did you go on vacation, or where do you wish you could go? Teens and tweens make a keepsake coaster about their travels, or they make mini vision-board coasters about where they want to go. Any type of paper works for the top of the tile, whether printed photos, magazine photos, old maps, scrapbook paper, etc. Easily adapted to take-and-make kits. For an in-person program, prepare activities to keep participants occupied while the coats of Mod Podge dry. Suggested runtime: Two 90-minute sessions.

MATERIALS AND PREPARATION

Materials:

- 4x4-inch stone/ceramic tiles (1 per participant)
- Mod Podge Gloss
- Cork or felt for backing (self-adhesive or with strong glue)
- Waterproof sealer
- Photos, magazines, or old maps
- Scissors
- 1-inch paint or sponge brushes

Preparation:

- Cover tables to protect them from Mod Podge and polyurethane.
- Precut felt or cork squares slightly smaller than the tile.
- Gather old magazines, maps, or postcards.
- Make sure the area is well ventilated if using spray adhesives (or take outside).

To make:

1. Cut square pieces of paper to fit the tiles.
2. Add a layer of Mod Podge to the top of a tile; place the paper down and smooth. Let dry for 15–20 minutes.
3. If you plan to add additional details, do so now.
4. Seal each tile with 2–3 coats of Mod Podge, letting dry between coats.
5. Trim cork to fit the back of the coasters. Glue on with preferred heavy-duty adhesive. Clamp or

TIP:

For time-limited programs, give away sample Mod Podge bottles for participants to finish coating at home. Encourage them to submit photos of their tiles in use!

TIP:

Consider using a heat gun or blow dryer to speed up the drying process.



Image source: Megan Edwards of Mooresville Public Library, Mooresville, IN

ARTS & CRAFTS

press the coaster for 1–2 hours to ensure the cork adheres to the tile completely.

6. Once dry, apply polyurethane or high heat enamel spray to the tops of the coasters. Let dry for several hours before using.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly

RESOURCES

Web

DIY Tile Coasters from Mod Podge Rocks: <https://modpodgerocksblog.com/diy-tile-coasters/>

TIP:

Give patrons the option to leave coasters to dry in the library before taking them home.

TIP:

Have puzzles or games prepared to pass the time while participants wait for the Mod Podge coats to dry.



Image source: Megan Edwards of Mooresville Public Library, Mooresville, IN

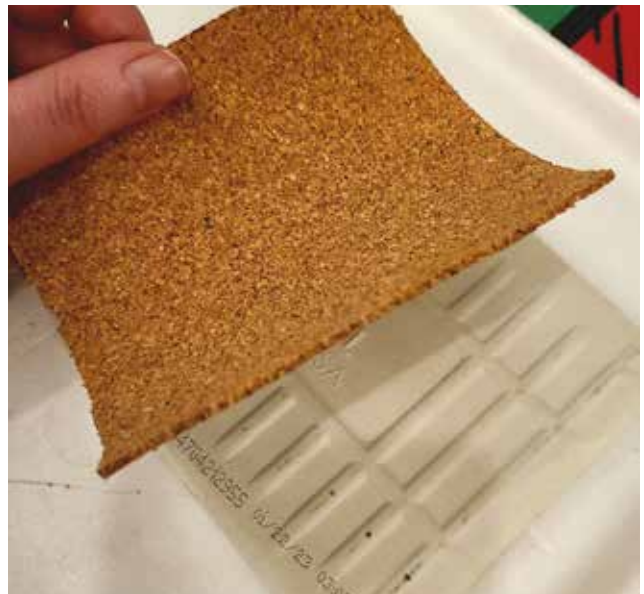


Image source: Megan Edwards of Mooresville Public Library, Mooresville, IN

TRAVEL ADVENTURE MEMORY BOARDS

AGES

Tweens 9–12

Teens 13–18

Adults

PROGRAM DESCRIPTION

Participants make a board that holds rotating pictures, postcards, and other memories from their adventures. This craft can be adapted for tweens and above, and made to fit any theme. Also works for take-and-make kits. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Materials:

- Foam core sheets
- Fabric
- Ribbon or flat elastic
- Sewing pins or hot glue
- Push pins or map pins
- List of instructions for take-and-make kits (optional)

Preparation:

- Precut fabric pieces a few inches larger than the foam core sheets.

Assembly:

- Pull the fabric tight over the foam core using steel sewing pins.
- Cut the ribbon or flat elastic into different lengths by measuring across the board diagonally.
- Place each ribbon on the board diagonally, securing it with steel pins on the edges of the foam core.
- Place map pins, push pins, or decorative pins at each section where the ribbon or elastic meets.

TIP:

For a vision-board program, provide magazines for people to cut out pictures.

TIP:

Provide different fabrics for participants to choose from.

TIP:

For more take-and-make kit ideas for teens and 20-somethings, see East Baton Rouge Parish Library's YouTube channel: <https://www.youtube.com/@EBRPLTeens>



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

RESOURCES

Books

Travel Nonfiction & Memoir (Adults)

Sigh, Gone: A Misfit's Memoir of Great Books, Punk Rock, and the Fight to Fit In (2020) by Phuc Tran

A Very Punchable Face: A Memoir (2020) by Colin Jost

The Puma Years: A Memoir of Love and Transformation in the Bolivian Jungle (2021) by Laura Coleman

The Catch Me If You Can: One Woman's Journey to Every Country in the World (2022) by Jessica Nabongo

Antarctica: A History in 100 Objects (2022) by Jean de Pomereu and Daniella McCahey

Unforgettable Journeys: Slow Down and See the World (2020) from DK Eyewitness

People We Meet on Vacation (2021) by Emily Henry

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

Airplane Mode: An Irreverent History of Travel (2023) by Shahnaz Habib

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 phones.

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

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:

- ⅔ cup of boba
- ⅔ 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!

NOT ALL WHO WANDER: VR FOR SENIORS AND MORE

AGES

Adult

Multigenerational



Image source: Shutterstock

PROGRAM DESCRIPTION

Take VR goggles to nursing homes and assisted living facilities to give residents a chance to explore the world, even if they can't travel. With VR, they can play travel games, visit amazing real-world places, or revisit locations that hold important memories, such as the home where they grew up. Alternatively, coordinate a field trip to bring seniors to a multigenerational program at your library. You can also cast VR experiences onto a screen so even those who aren't comfortable trying it out can watch someone else's VR wanderings (makes a great conversation starter!). Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Materials:

- Liability waivers
- VR headsets
- Laptop & projector for casting
- Disinfectant wipes

To minimize risk:

- Designate a “traveler's chair,” or an area from which you remove any tripping hazards.
- Have a dedicated volunteer for every person using a VR headset.
- Give people the option to watch others' VR experiences instead of trying it themselves.
- Warn people about potential side-effects: dizziness, nausea, loss of balance, etc. People are likely to know if they're sensitive to these things and opt out.

VR headsets:

- Meta Quest headsets work well because they don't require a computer or gaming system. If your library doesn't own any, try borrowing some from staff of patrons.
- Nursing homes can request a free trial of Rendeever headsets.

Software:

- For Meta Quest, consider beginner-friendly games like Wander, Ocean

TIP:

Assisted living facilities can request Rendeever headsets—VR designed specifically for seniors—for a free 30-day trial. Consider partnering with your local senior center to acquire these for their residents, whether for temporary or long-term use.

TIP:

Liability releases are required for this program. Injuries can happen, especially for people who aren't used to video games and VR.

TIP:

If patrons worry about lending you expensive equipment, invite them to join the program as volunteers!

GAME/ACTIVITY | OUTREACH

Rift, Other Sight, Real VR Fishing, Oculus Mini Golf, and Horizon Venues.

Preparation:

- Play with the software ahead of time so you know how to operate it.
- Plan some “trips” in case someone doesn’t know where they want to visit.
- Practice casting the headset to another device, like a smart TV, tablet, or projector.

More Ideas for Senior Programming:

- Consider programs in which you set up a table during lunch and let seniors drop in to do a project.
- Don’t forget about kid and teen programs that could be adapted. Seniors might love to try out simple STEM projects.
- A summer book club could include a few different meetings (with LP and audiobooks depending on the needs of the group).
- Trivia games with prizes are fun and easy one-off programs.
- You can bring seniors to your library! Instead of coordinating a field trip with your patrons, contact the events coordinator at a senior center.
- Do you have someone at your library who helps patrons with their cell phones, tablets, and laptops? Take them to a senior center and offer one-on-one sessions.
- A mini storywalk can be set up in their center or on the center grounds.
- Teach seniors how to use your ebook and audiobook platform(s).
- If your library loans museum passes, explain how to borrow them.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need to create safe space for VR travelers, whether in a dedicated chair or an area cleared of tripping hazards. You will also need one volunteer to assist every VR headset in use, both to help with operation and to ensure safety during use.

RESOURCES

Web

Rendever (VR for seniors): <https://www.rendever.com/>

VR tips from Sonida Senior Living: <https://bit.ly/3NS8o3H>

Toolkit for older adults from ALA: <https://bit.ly/3PD1Elu>

Books

Adult VR Nonfiction

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

Reality+ (2022) by David J. Chalmers

VR Fiction

The Double Life of Danny Day (2021) by Mike Thayer (middle grade)

Last Gamer Standing (2021) by Katie Zhao (middle grade)

Game Over (2022) by M.C. Ross (middle grade)

Glitch: A Graphic Novel (2019) by Sarah Graley (middle grade)

Glitch (2020) by Laura Martin (middle grade)

Click’d (series) (2019-20) by Tamara Ireland Stone (middle grade)

Otherworld (2018) by Jason Segel and Kirsten Miller (YA)

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.

[illegible]

[illegible]

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)?

GO OUTSIDE! ADVENTURES IN NATURE

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STORYTIME BOOKS

Babies

The Very Hungry Caterpillar's Forest Hide & Seek (2021) by Eric Carle. A lift-the-flap board book that follows an adventurous finger trail through the forest. In English.

Let's Go Outside! (Indestructibles) (2020) by Amy Pixton and illustrated by Ekaterina Trukhan. A movement-prompting book about going outside. Walk through the forest with babies and their families to explore trees, plants, animals, and the joys of the natural world. In English.

We All Play (2021) by Julie Flett. A joyous celebration of playtime among different animals. Starred reviews. Includes a glossary of Cree words. In English.

Pablo (2021) by Rascal. A simple, delightful story about a chick hatching bit by bit. Also good for toddlers. In English.

The Honeybee (2018) by Kirsten Hall and illustrated by Isabelle Arsenault. Vibrant verse that is buoyant and enthusiastic. Starred reviews. In English.

Zoom Rainforest Adventure (Zoom #4) (2021) by Susan Hayes and illustrated by Susanna Rumiz. A fun, interactive story about jungle animals with die-cut pages. In English.

Petra / Petra (2020) by Marianna Coppo. A humorous book about a rock who finds herself in changing circumstances. Separate Spanish and English editions.

Toddlers

Hike (2020) by Pete Oswald. A nearly wordless book about a hiking adventure that lets kids invent the narrative. In English.

Outside In (2020) by Deborah Underwood and illustrated by Cindy Derby. A celebration of nature with delightful rhymes. Toddlers and above. A Caldecott Honor book. In English.

Max's Rainforest Adventure (2019) by Hannah Jardine and illustrated by Zoe Warring. A slight story with easy dialogue about a tailed monkey exploring his rainforest home. In English.

Let's Go on a Hike! (2020) by Katrina Liu and illustrated by Heru Setiawan. A family hiking adventure filled with diversity and curiosity. In English or bilingual English/Chinese.

Wake Up, Color Pup (2019) by Taia Morley. A rhyming book that teaches colors through the story of a dog who collects them during the day. In English.

TIP:

Ask caregivers to write children's names on a nametag when they arrive.

TODDLERS

Wonder Walkers (2021) by Micha Archer. A fresh outlook on the splendors of nature, with beautiful collages and thought-provoking questions. A Caldecott Honor book. In English.

Look Out, Leonard! ¡Cuidado, Leonard! (2021) by Jessie James. An interactive book about a shrew family that moves to the jungle. Bilingual.

Milo + Niko (2022) by D. Guzmán. An energetic girl and a Bengal tiger have an adventurous romp in the rainforest. Also works for the imaginary adventure theme; also good for preschoolers. Bilingual.

Preschoolers

Leyla (2019) by Galia Bernstein. Tired of her large baboon family, Leyla runs away to the desert and befriends a lizard, who teaches her to be still and silent. In English.

Acorn Was a Little Wild (2022) by Jen Arena and illustrated by Jessica Gibson. The adventures of an acorn after he lets go of his big oak tree; great for STEM conversations about trees. In English.

The Hike (2019) by Alison Farrell. A sweet adventure story about exploring and observing a local forest. *Kirkus* starred review. In English.

The Nature Girls (2019) by Aki. A troupe of girls explores different biomes and meets all the cute animals therein. In English.

The Path (2022) by Bob Staake. An inspiring story about a child's unique path through various natural settings. Also good for older children. *SLJ* starred review. In English.

Emile and the Field (2022) by Kevin Young and illustrated by Chioma Ebinama. A little boy cherishes the nature in his neighborhood throughout the seasons. *The Horn Book* starred review. In English.

Berry Song (2022) by Michaela Goade. A little girl and her grandmother gather gifts from the earth; story centers around core Tlingit tenets. A Caldecott Honor book; starred reviews across the board. In English.

Brown Is Beautiful (2022) by Supriya Kelkar and illustrated by Noor Sofi. A multigenerational family on a hike and a lyrical appreciation of all the beautiful browns. In English.

Scaredy Squirrel Goes Camping / Ardilla Miedosa va de campamento by Mélanie Watt. A squirrel prefers to watch TV shows about camping. Separate Spanish and English editions.

La selva de Zonia / Zonia's Rain Forest (2021) by Juana Martinez-Neal. An adventure through the Peruvian rainforest with Zonia and her animal friends; a perfect read for young environmentalists. Separate Spanish and English editions.

TIP:

After reading a book, take time to talk about one or two big words that children might not be familiar with. Practice saying those words together and using them in sentences.

TIP:

For bilingual storytimes, not all parts of the program have to be done in both languages. You're having fun with language, not teaching a class.

TIP:

Provide QR codes to make it easy for parents to access digital copies, and consider making theme- or storytime-based lists.

TIP:

Don't be afraid to share nonfiction books! Paper clip pages to shorten the book, or only read a few facts that might interest your audience.

Cool Green / Verde fresco (2023) by Lulu Delacre. A book about trees from all over the world through the eyes of a landscaper teaching his granddaughter to be eco-conscious. Separate Spanish and English editions.

Viento viento / Wind Little Wind (2022) by Jorge Argueta et al. A poetic ode to wind that adventures through various habitats; through the lens of indigenous appreciation for the natural world. Trilingual (English, Spanish, and Nahuatl).

Cultivando a una artista / Growing an Artist (2022) by John Parra. A heartwarming story about a landscaper and his artistic son who go out on the job together. Starred reviews across the board. Separate Spanish and English editions; English edition has Spanish words.

STORYTIME SONGS

Rhyme/Flannelboard: Five Hungry Ants

Make a flannelboard with salad greens, tomatoes, a slice of confetti cake, a salt and pepper shaker, and 5 black felt ants with googly eyes. See video from Jbrary on YouTube: <https://bit.ly/3g3uf5d>

Five hungry ants marching in a line,
Came upon a picnic where they thought they could dine.
They marched into the salad,
They marched into the cake,
They marched into the pepper...
Uh oh! That was a mistake!
A..a..a..choo! (toss one of the ants and continue counting down to zero)

Flannelboard/Rhyme: We're Going on a Bug Hunt

Make bugs and/or butterfly nets for a flannelboard. To the rhythm of "We're Going on a Bear Hunt." Lyrics adapted by CSLP from *Small Town Story Time* Lady Blog.

Chorus:

We're going on a bug hunt!
We're going to see some big ones.
What a sunny day! Are you ready? OK!

Verses:

Oh, my! A bee! A black & yellow bee, flying over the flowers. BUZZ
Oh, my! An ant! A tiny, black ant, crawling through the grass. SHH
Oh, my! A grasshopper! A big, green grasshopper, hopping around the tree. BOING
Oh, my! A butterfly! A pretty, orange butterfly, floating in the sky. WHOOSH
Oh, my! A spider! A big black spider, creeping on the tree. CREEP
Oh, my! A ladybug! A bright red ladybug, climbing up a flower. CLIMB
Oh, my! A roly-poly! A gray, armored roly-poly, hiding under a rock. ROLL

TIP:

Include movement songs in each storytime. Think scarves, egg shakers, or rhythm sticks.

STORYTIME SONGS

Song/Rhyme: I Am Walking

Piggyback lyrics from CSLP. To the tune of “Frère Jacques.”

I am walking, I am walking
In the woods, in the woods.
Camping, hiking, swimming
Camping, hiking, swimming
It's all good, it's all good.

Song/Rhyme/Movement: I Climb Mountains

Piggyback lyrics from CSLP. To the tune of “Row, Row, Row Your Boat.”

I climb mountains tall (stretch tall)
I swim the oceans deep (wave arms down low)
I run through meadows all day long (run in place)
And over logs I leap (leap)

Song/Rhyme: I Will Go Out Walking

To the tune of “I’m a Little Teapot.” Piggyback lyrics from CSLP.

I will go out walking, yes, I will
Over the meadow, up on a hill
When I run and play, I sa-a-ay (3 syllables)
Find adventure along the way

Song: Los Colores / The Colors

Words and music by 123 Andrés from the album *¡Uno, dos, tres, Andrés! en español y en inglés*. Reprinted with permission. Listen on YouTube here: <https://bit.ly/3XxIPbl>

Amarillo es el color del sol,
Nuestro sol, tan amarillo.
Dime ¿porqué, si estas conmigo,
Nos calienta más su brillo?

Verde es la vegetación,
De nuestro monte que es tan verde
Dime ¿porqué, si vuelvo a verte,
Aquel bosque se vuelve verde?

Azul es el color del mar,
Y del cielo que es tan azul.
Y ¿porqué cuando vuelves tú
El firmamento se pinta de azul?

Rojo es mi corazón,

TIP:

For an animals version of “Row, Row, Row Your Boat,” see Storytime Solidarity on YouTube: <https://bit.ly/3CT04ud>

STORYTIME SONGS

Que late y late en mi interior.
¿Porqué las flores que yo recojo
Por ti se tiñen de color rojo?

Amarillo es el sol.
Verde la vegetación.
Azul es el mar.
Rojo es mi corazón.

English version:

Yellow is the color of the sun,
All day long, it is so yellow.
Tell me why when I see you
This warm fellow turns so yellow?

Green is the color of the grass,
And our forest that is so green.
Tell me why when you are close to me
Mother Nature seems so green?

Blue is the color of the ocean
And the sky that is so blue.
Tell me why when I think of you
The broad sky seems an endless blue?

Red is the color of my heart
That keeps a beat inside of me.
When I see you, why should it be,
That all my roses turn so red?

Yellow is the sun.
Green is the grass.
Blue is the ocean.
Red is my heart.

STAY-AND-PLAY

Babies/Toddlers: Peekaboo Plants and Animals

Print large images of different plants and animals (one per page) and laminate each page. Add a second laminated cover page (with a cut-out hole) to each image. Attach each set of two pages together with staples or book rings. Children lift the second page to reveal the plant or animal underneath.

Babies/Toddlers/Preschoolers: Yarn Spiderweb

Sit the group in a large circle on the floor or in chairs. Toss a ball of yarn across the circle again and again to create a yarn spiderweb. Preschoolers can join in on spiderweb creation, while babies and toddlers can crawl and play underneath.

Toddlers/Preschoolers: Feed the Spider

Create a web made out of masking tape between two dowel rods or garden stakes (outside) or on a flat wall using double-sided tape (inside). Provide pom-poms for them to throw “flies” at the web to feed the spider.

Toddlers/Preschoolers: Binoculars

Before the program, duct tape sets of two toilet paper rolls together, and punch one hole on either side of the set (for threading a strap). Set out stickers for children to decorate their binoculars. Encourage children to take them out into the rest of the library and report back on what they see.

Toddlers/Preschoolers: Finger Snakes

Wrap pipe cleaner around children’s fingers to make finger snakes. Preschoolers can add pom-pom heads and googly eyes to make other animals too. Premake the snakes, or hand out one pipe cleaner per child, and let caregivers do the wrapping for a perfect fit. Where do the finger snakes want to hide?

Preschoolers: Leaf Rubbing Art Print

Gather leaves of various shapes and sizes. After storytime, invite preschoolers to choose their favorites. On a table, place one leaf between two sheets of paper and color or watercolor over the leaf. Watch how it transfers to the paper.

TIP:

Encourage families to bring binoculars, and see if your local Audubon Society has Nature Adventure Packs for libraries, which include binoculars and bird/butterfly identification information.

TIP:

See Chapter 08: Standalone Printables for a Nature I-Spy worksheet.



Image source: Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI

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

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



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

STORY HIKE

AGES

Multigenerational

PROGRAM DESCRIPTION

Partner with a local park, hiking group, or conservation organization to run a community hike! Invite families to meet you at a given trail at a specific time so you can all walk together. Consider setting up a table to pass out water and snacks before or after the hike. Take breaks along the trail to tell stories, sing, and/or play games. Share trail etiquette, how to use a compass or read a map, and/or how to identify plants and animals local to your area. Combine with trash pick-up for bonus community points. Suggested runtime: 90 min.

MATERIALS AND PREPARATION

Materials:

- First aid kit
- Safety items (flashlight, whistle, lighter, knife, or multitool)
- Map/compass/GPS
- Water and snacks (optional)
- Rain gear (optional)

To prepare, source a first aid kit you can carry on the trail, along with safety items. Check the weather and pack emergency gear accordingly. Put together a handout that includes:

- Location, date, and start time
- Trail length and approximate time to complete
- Is the trail wheelchair-accessible?
- Is it rocky, or does it have a steep incline?
- Are there benches along the trail?
- Are there bathrooms nearby?
- Tips for what individuals should bring (snacks, water, appropriate footwear, sunscreen, rain gear, etc.)

UNIQUE SPACE AND/OR PERSONNEL NEEDS

You will need a local hiking trail, and at least two extra staff members or volunteers to assist.

RESOURCES

Web

Healthy living from Let's Move in Libraries: <https://bit.ly/3NvFCEL>

"Staying Safe" from the National Park Service: <https://bit.ly/3pwCfW7>



Image source: CSLP

ADAPTATION:

Instead of a story hike, make it a day-long art hike! Patrons install art or prepare live performances (or readings) along a trail, and community members hike by throughout the day to enjoy the outdoor gallery. Take down everything at the end of the day.

ADAPTATION:

If hiking trails are unavailable, use a local park or turn the library's outside space into a "trail." These are also good locations for longer-lasting Story Walks that use lawn signs.

GAME/ACTIVITY | OUTREACH | OUTDOORS

“Hiking Resources” from the *American Hiking Society*: <https://bit.ly/3PzOawY>

Books

I'm Trying to Love Garbage (2021) by Bethany Barton (picture book NF)

Scrap Metal Swan (2022) by Joanne Linden and illustrated by Estrellita Caracol (picture book NF)

Reuse This Book! (2021) by Clarion Books and illustrated by Emma Morris (picture book NF)

Your Planet Needs You! (2022) by Philip Bunting (early reader NF)

Yasmin the Recycler (Yasmin) (2021) by Saadia Faruqi and illustrated by Hatem Aly (early reader F)

Biscuit Goes Camping / Bizcocho va a acampar (2022) by Alyssa Satin Capucilli and illustrated by Pat Schories. Separate Spanish and English editions. (early reader F)

Hiking Nonfiction

The Nature Adventure Book (2021) by Katie Taylor and illustrated by Lianne Harrison (early reader)

The Secret Signs of Nature (2022) by Craig Caudill and illustrated by Carrie Shryock (middle grade)

Exploring Nature Activity Book for Kids (2019) by Kim Andrews (middle grade)

Wildheart: The Daring Adventures of John Muir (2019) by Julie Bertagna and illustrated by William Goldsmith (middle grade)

Bushcraft Kid: Survive in the Wild and Have Fun Doing It! (2022) by Dan Wowak (middle grade)

Wilderness Survival Guide for Kids (2022) by Rick Bayne (YA)

Outdoor Kids in an Inside World (2022) by Steven Rinella (adult)

Epic Hikes of the World: Explore the Planet's Most Thrilling Treks and Trails (2018) from *Lonely Planet* (adult)

100 Hikes of a Lifetime: The World's Ultimate Scenic Trails (2020) by Kate Siber (adult)

The Ultimate Guide to Hiking (2021) by Len McDougall (adult)

CITIZEN SCIENCE WITH SCISTARTER: EXPLORING BIODIVERSITY

AGES

Multigenerational

PROGRAM DESCRIPTION

This Citizen Science program encourages community members to get outside and observe biodiversity. Participants download the free iNaturalist app to start recording and submitting photographs of local plants and animals. They can also check out a kit that includes a set of clip-on lenses for smartphones, binoculars, and a journal for recording observations.

This could be a passive program all summer long, where participants who record observations get entered into a drawing for prizes, or it could be a day-long event at a local park or hiking trail. For the latter, consider inviting park rangers, wildlife preserve workers, biologists, community gardeners, etc. to be guest speakers or to set up tables for participants to make observations or ask questions. Suggested runtime: Passive.

All materials were developed by Arizona State University and SciStarter with support from the Institute for Museum and Library Services and the Moore Foundation. All materials are reprinted with permission. Want more Citizen Science? Sign up for the National Citizen and Community Science Library Network, which is supported by Arizona State University, SciStarter, and the National Girls Collaborative Project which to hang the finished artwork.

MATERIALS AND PREPARATION

Materials:

- iNaturalist (free app)
- SciStarter check-out kit with lenses, binoculars, and an observation journal
- A tablet or mobile phone (provided by participants)
- Prizes (optional)

Preparation:

- Order SciStarter kits that patrons can check out.
- Familiarize yourself with iNaturalist ahead of time.
- Make flyers or bookmarks with app information.
- Contact local science experts and enthusiasts.
- For in-person events, have water on hand for all participants.

TIP:

For bird-lovers, the board game Wingspan is a great addition to bird-watching programs.

ADAPTATION:

Younger children can be encouraged to make identifications right in their own backyards.

TIP:

If holding this event at a local park, check for accessibility beforehand and include that information when promoting the program.

GAME/ACTIVITY | STEM | PASSIVE | OUTDOORS

- Check on accessibility for all outdoor locations.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

Exploring Biodiversity from SciStarter: <https://bit.ly/3PAfTgY>

iNaturalist: <https://www.inaturalist.org/>

A similar program from National Geographic: <https://bit.ly/3reREuw>

Books

What's the Point of Science? (2021) from DK (middle grade NF)

Biodiversity (2019) by Laura Perdew and illustrated by Tom Casteel (middle grade NF)

Biology for Curious Kids (2021) by Laura Baker and illustrated by Alex Foster (middle grade NF)

The Nature Explorer's Sketchbook (2020) by Jean Mackay

Braiding Sweetgrass for Young Adults (2022) by Robin Wall Kimmerer et al. (YA NF)

The Field Guide to Citizen Science (2020) by Darlene Cavalier et al. (adult NF)

Writing Wild (2020) by Kathryn Aalto and illustrated by Gisela Goppel (adult NF)

Printables

Exploring Biodiversity Activity Guide (reprinted with permission from SciStarter)

TIP:

For the Biodiversity Activity Guide in Spanish, see <https://bit.ly/3PBT3FH>



EXPLORING BIODIVERSITY

**Document and identify plants
and animals around you.**

Welcome!

We are thrilled that you have chosen to participate in citizen science!

The Exploring Biodiversity Kit is a great fit for both new and seasoned citizen scientists. Arizona State University and SciStarter, an online citizen science hub, have created the “Check It Out: Citizen Science at Your Library” program, thanks to generous support from the Institute for Museum and Library Services, the Moore Foundation and the National Library of Medicine. This program provides libraries with resources to build citizen science kits with specialized tools to help YOU participate in real scientific research.

To get started, visit SciStarter.org/library-kits where you’ll be guided through the steps to use your kit and register with SciStarter so you can submit your data.

We could not do this without you—thank you!

PLEASE NOTE: When returning the kit to the library, be sure to return it to the service/front desk and NOT the drop box.

QUESTIONS?

Email librarynetwork@scistarter.org.

EXPLORING BIODIVERSITY

Document and identify plants and animals around you.

Biodiversity is an important marker for an ecosystem's health. Healthy ecosystems ensure natural sustainability for all life forms and can better withstand and recover from a variety of disasters.

Use your smartphone and clip-on lenses to take and share detailed pictures of nature and help create a living record of life on Earth. By recording and sharing your observations on iNaturalist, you'll create research-quality data for scientists working to better understand and protect nature. You can also connect with people who can identify the species you spot!



Western Side-blotched Lizard

KIT DETAILS

Kit components will vary based on your library's selections. This kit likely contains a **clip-on lens set** for smartphone to help you take detailed pictures of plants and animals; a **journal** where you can sketch nature and ask questions/share ideas with community members; and a **field guide** to identify local plants and/or animals.

PREPARE

Review the instructions on SciStarter.org/library-kits. Select the "Exploring Biodiversity" kit page, view the video and review the step-by-step instructions.

Create your free SciStarter account, then **click "Participate"** to be directed to the iNaturalist website and free app. This will open in a new tab.

Download the iNaturalist app or use the desktop/tablet version to create your free iNaturalist account and jot down your iNaturalist username.

Connect your SciStarter and iNaturalist accounts.

Return to the SciStarter tab and click on your Profile, and then Info & Settings page. Scroll down to "iNaturalist integration," enter your iNat username (case sensitive) and click "Save." This will ensure that your participation in iNaturalist is credited to your SciStarter Dashboard.

Before you start making and sharing pictures of nature, take a moment to review iNaturalist's tips on making good observations: inaturalist.org/pages/getting+started

(Continued on reverse)

Who you are

You'll need to make an **iNaturalist account** and please only post your own personal observations

Where you saw it

Record both the coordinates of the encounter as well as their accuracy. You can obscure the location from the public

What you saw

Choose a group of organisms like **butterflies** or better yet a specific organism like the **Monarch butterfly**. If you provide evidence you can leave this blank and the **community** can help

When you saw it

Record the date of your encounter, not the date you post it to iNaturalist

Evidence of what you saw

By including evidence like a **photo** or **sound**, the community can help add, improve, or confirm the identification of the organism you encountered. Help the community by taking clear well framed photos, by including multiple photos from different angles



Credit: iNaturalist

PARTICIPATE

Take the clip-on lenses with you outside and experiment with the range of lens on your smartphone.

Capture photos of small things using the macro lens. To use this lens you need to be about an inch from your subject (use caution if you're allergic to bees, other insects or poison ivy, etc.). Capture photos of things that are far away using the zoom lens.

Open the iNaturalist app, login and then tap "Observe" to start sharing your observations. On the iNaturalist website, you'll click "Upload" to get started. When you share an observation of biodiversity on iNaturalist, be prepared to share the following data as illustrated in the above image from iNaturalist.

You'll be notified when other members of iNaturalist (including scientists!) use and/or identify the observation you shared!

Tip: For users 12 years old or younger, use Seek by iNaturalist which doesn't post observations to the global database but does offer species identification and nature journaling!

Thank you for participating in citizen science!

When it's time to return the kit to your library, check to make sure all items are back in the kit.

LOOKING FOR MORE?

Find more projects on your SciStarter Dashboard: SciStarter.org/Dashboard

KIT MATERIALS



GAME/ACTIVITY

VIRTUAL NATIONAL PARK EXCURSION

AGES

Multigenerational

PROGRAM DESCRIPTION

Take patrons on a virtual adventure through our national parks to learn about history, culture, and ecology, hosted by rangers from the National Park Service. Wilderness Inquiry has a mission to connect people of all ages, backgrounds, identities, and abilities through shared outdoor adventures, and they offer \$25 virtual tours for groups of unlimited size (CSLP has verified that an in-library screening is covered with this cost). Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Materials:

- Wilderness Inquiry licenses (\$25 for a group screening)
- Computer with internet connection
- Zoom or other video conferencing software (if virtual)
- Projector/video screen (if in-person)

Reach out to Anne at the Wilderness Inquiry to purchase a \$25, single-use group license: anne@wildernessinquiry.org. Individuals can purchase a \$10 license for their own use.

RESOURCES

Web

Wilderness Inquiry: <https://bit.ly/432Woks>

Books

Treasured Lands: A Photographic Odyssey Through America's National Parks (2022) by QT Luong

The Power of Scenery: Frederick Law Olmsted and the Origin of National Parks (2021) by Dennis Drabelle

TIP:

The National Parks Services gives free passes to 4th graders: <https://everykidoutdoors.gov/index.htm>

ADAPTATION:

Tours can be shared via Zoom or other programming software, and closed captions are encouraged.

CITIZEN SCIENCE WITH SCISTARTER: ZOMBEE HUNTING

IMPORTANT:

This experiment isn't for anyone with allergies to bees or wasps! Be sure to put a warning sticker on the kit.

AGES

Multigenerational

PROGRAM DESCRIPTION

Enlist your patrons in Citizen Science! In this program, patrons check-out a collection kit to try to catch a bee in their neighborhood. If the bee is infected with the zombie fly, it will die, and zombie fly larvae will emerge within 5–14 days. This is a great passive program, or you can combine it with bee-themed crafts or gardening tips. Suggested runtime: Passive.

All materials were developed by Arizona State University and SciStarter with support from the Institute for Museum and Library Services and the Moore Foundation. All materials are reprinted with permission. Want more Citizen Science? Sign up for the National Citizen and Community Science Library Network, which is supported by Arizona State University, SciStarter, and the National Girls Collaborative Project.

MATERIALS AND PREPARATION

Recommended kit check-out length: Two weeks. Once patrons catch a bee with the trap, they transfer the bee to another container, such as a jar or a plastic container with a lid. While the zombie fly larvae can take 5–14 days to appear after a bee dies, and adult flies take another 15–28 days to develop, the collection traps are not needed for that entire length of time.

Steps for patrons:

1. Check out a collection kit from the library.
2. Create SciStarter account.
3. Hang the light trap included in the ZomBee collection kit.
4. Once a bee is captured and transferred to a new container, return your collection kit the library.
5. Observe and photograph the captured bee, as well as any larvae and pupae that emerge from the bee if it dies. Share your data on SciStarter (even if you don't catch any bees).
6. Check out similar projects from SciStarter.
7. Complete the Citizen Science Feedback Survey.

RESOURCES

Web

ZomBee Hunting from SciStarter: <https://bit.ly/46qL6t3>

Printables

ZomBee Hunting Activity Guide (reprinted with permission from SciStarter)



ZOMBEE HUNTING

**Is the Zombie Fly attacking bees
in your neighborhood?**

ZOMBEE HUNTING

Is the Zombie Fly attacking bees in your neighborhood?

Honeybees are being infected by the Zombie Fly, which lays eggs in bees, causing them to behave like moths! The infected bees leave their hives at night in search of lights, where they get stranded and die. The ZomBee Watch project needs your help to safely record and report where the Zombie Fly is infecting and killing bees.

ZomBee Watch is a research project to track the Zombie fly, *Apocephalus borealis*, and where honeybees are being infected in North America. Bees are among the most important creatures on Earth to humans. These insects pollinate over 80% of all flowering plants, including 70 of the top 100 human food crops. Unfortunately, bee populations are on the decline. This project will help determine if the Zombie Fly parasite could be to blame. Your contributions will help create a first-of-its-kind national map of infected bees.



KIT DETAILS

Kit components will vary based on your library's selections. This kit likely contains the following materials:

ZomBee Light Trap (16.9 oz water bottle, battery-powered LED light) to trap bees; **Clear glass or plastic jar or resealable plastic container** for honeybees found stranded or in light trap. *You may also need a **Smartphone, tablet, or digital camera** (not included) to upload photos of bees, larvae or ZomBee flies if found during your observation.*

Instruction guide - You'll use these materials, and the instructions on SciStarter to hang your trap out at night, share observations and data for the ZomBee Watch Project. The data is used by scientists to help learn about the timing and frequency of infection in an area. Photos of infected bees document the organisms that have been sampled.

PLAN

Before hanging up your trap, make sure the light bulb is working. Contact your lending library if a replacement is needed. If you have found stranded bees in the past, place the light bulb trap in the same area. If you know a beekeeper, ask if they will place the traps near their hives. It's important that the beekeeper observes the trap and collects any trapped bees.



When doing this project, please use caution if you're allergic to bees, other insects, or poison ivy,

ZOMBEE HUNTING

Is the Zombie Fly attacking bees in your neighborhood?

PREPARE

Review the instructions on [SciStarter.org/library-kits](https://www.scistarter.org/library-kits). Select the “ZomBee Hunting” kit page, view the video, and review the step-by-step instructions. Bookmark the webpage to find it more easily in the future.

Create your free **SciStarter account** and write down the email address you used to create your account (you'll need it to earn credit for your data contributions to ZomBee Hunting).

After you've reviewed the instructions, [click “Participate”](#) to be directed to the ZomBee Hunting website's “Submit Your Data to ZomBee Watch” page.

PARTICIPATE

You can scope out locations for your trap by looking for honeybees flying around lights at night, or bees that are stranded under porch or streetlights during the day. While not finding bees in your trap after several days may be an indicator the ZomBee fly is not present in your area, the trap location, and trap timing could be a factor in trapping bees. Both the presence and absence of the bee, as well as the location and environmental factors are all important notes to make to your observation submission.

It's important to handle honeybees safely. Weak and dying bees can still sting you. Place the trap away from any original light sources where dead or struggling bees have been observed. Make sure porch lights are off while the trap light is on.

If you find a stranded honeybee near a light or in the trap, carefully transfer the bee to a holding container (clear jars with lids, or resealable plastic food containers will work). Keep the container out of the sun. Infected honeybees are not healthy and die quickly. Storage temperature of the sample could affect how quickly the fly larvae and adult flies will appear.

Periodically check the samples:

- 5-14 days for fly larvae (maggots)
- 15-28 additional days for adult flies

Take a clear picture of the collected honeybee as soon as possible. Continue taking pictures of honeybee samples as pupae and ZomBee flies emerge.

When you are ready to add the data to the website, return to the SciStarter page: [SciStarter.org/library-kits/zombie-watch](https://www.scistarter.org/library-kits/zombie-watch). Click “Participate” to be redirected to the ZomBee Watch form website to input data, and upload photos.

Thank you for participating in citizen science!

Check that all items are in the kit before you return it to the library.

Questions?

Email: librarynetwork@scistarter.org

LOOKING FOR MORE?

Find more projects on your SciStarter Dashboard: [SciStarter.org/dashboard](https://www.scistarter.org/dashboard)

KIT MATERIALS



DREAM IT UP! ADVENTURES IN IMAGINATION

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STORYTIME BOOKS

Babies

Let's Go, Ted! (2018) by Sophy Henn. Ted transforms a box into every vehicle he can think of; the story gives many opportunities for babies to join in on the zippy sound effects. Board book. In English.

Hush, Little Hero (2022) by Annie Bailey and illustrated by Dawn Lo. Lyrical rhyming text and dynamic illustrations celebrate heroic toddlers who leap over buildings of block towers, gather their stuffed-animal sidekicks, and protect the planet. Also great for pajama storytime. In English.

If You Were a Penguin (2022) by Florence Minor and illustrated by Wendell Minor. An upbeat, rhyming read-aloud about penguins. Also good for toddlers. In English.

Con Pollo: A Bilingual Playtime Adventure (2022) by Jimmy Fallon and Jennifer Lopez, and illustrated by Andrea Campos. A friendly chicken named Pollo plays and introduces Spanish vocabulary. Good for short attention spans. Bilingual.

Amazing Me! / ¡Soy sorprendente! series (2019) by Carol Thompson and Teresa Mlawer. Joyful books that encourage dance, music, and movement. Also good for toddlers. Bilingual.

Toddlers

Fox and the Box (2019) by Yvonne Iverson. A fox goes on an imagined sailing adventure; a lively story with punchy phonics for an engaging read-aloud. In English.

People Are Wild! (2022) by Margaux Meganck. An inviting story that turns the tables and asks what animals think of us. Starred reviews. In English.

Grace and Box (2021) by Kim Howard and illustrated by Megan Lotter. A cheerful ode to imaginative play in a refrigerator box; simple rhymes make for an easy read-aloud. In English.

Why Not You? (2022) by Ciarra and Russel Wilson, and illustrated by Jessica Gibson. A lyrical book that encourages kids to follow their big dreams. *SLJ* starred review. Toddlers and above. In English.

The Blur (2022) by Minh Lê and illustrated by Dan Santat. A superhero origin story about the adventures of childhood that speed by. *SLJ* starred review. Toddlers and above. In English.

What Shall We Play Now? (2022) by Taghreed A. Najjar and illustrated by Charlotte Shama. An adventure in imagination. Who can you become with

TIP:

Consider interactive books for baby storytime, such as lift-the-flap books, oversized books, or books that make sound.

TIP:

Exaggerate story emotions, and give each character their own voice.

TIP:

Be consistent by following the same storytime format every week. This helps children build confidence by predicting what comes next.

TIP:

Movement isn't just for songs! Add movements while reading stories too, such as by encouraging children to mimic the actions of a main character.

TODDLERS

one piece of cloth? Toddlers and above. In English.

Who Has Wiggle Waggle Toes? (2019) by Vicky Shiefman and illustrated by Francesca Chessa. A book that encourages shimmying, shaking, and stomping along. In English.

Speak Out, Leonard! ¡Habla, Leonard! (2022) by Jessie James and Tamara Anegón. A charming story about finding your voice and speaking up. Bilingual.

El cesto de los tesoros (2022) by Pedro Mañas and illustrated by Toni Galmés. A perfect story for encouraging imagination and creativity. In Spanish.

Let's Be Friends / Seamos amigos (2021) by René Colato Laínez and illustrated by Nomar Perez. Two students who speak different languages become quick friends. Simple text and engaging pictures. *Booklist* starred review. Bilingual.

Super Torta (2019) by Eric Ramos. A fun, silly book about a superhero who lets his imagination run wild. Bilingual.

Preschoolers

Mermaid Kenzie: Protector of the Deeps (2022) by Charlotte Watson Sherman and illustrated by Geneva Bowers. An uplifting story in poetic prose about a girl who imagines herself a mermaid and cleans up ocean plastic. Also works for a travel theme. In African American Vernacular English.

Adventures of Qai Qai (2022) by Serena Williams and illustrated by Yesenia Moises. An encouraging reminder that all children need support to help them believe in themselves. In English.

The Adventures of Robo-Kid (2022) by Diane deGroat. A boy's favorite superhero climbs out of a comic book and into the real world. *Kirkus* starred review. In English.

Come On In: There's a Party in This Book! (2022) by Jamie Michalak and illustrated by Sabine Timm. A bouncy, rhyming read-aloud that inspires children to stage their own stories with found materials. In English.

The Year We Learned to Fly (2022) by Jacqueline Wilson and illustrated by Rafael López. Imagination on a dreary day lifts a brother and sister up from their boredom. Starred reviews across the board. In English.

Show the World! (2022) by Angela Dalton and illustrated by Daria Peoples. A call to adventure through self-expression with poetic text. In English.

Isabel and Her Colores Go to School (2021) by Alexandra Alessandri and illustrated by Courtney Dawson. At her new school, speaking English just feels wrong to Isabel...until she employs her crayons and discovers there's more than one way to communicate. In English with Spanish words.

TIP:

To encourage imagination and language development, ask children to help you narrate wordless picture books.

TIP:

Also consider *Are We There Yet?* (2016) by Dan Santat. A boy goes on a long car ride to visit his grandmother and discovers time moves faster or slower depending on how bored he is. In English.

TIP:

Abuela (1997) by Arthur Dorros and illustrated by Elisa Kleven is a classic choice. A little girl and her grandmother fly over the streets of New York City. Available in separate Spanish and English editions; English edition has Spanish words.

TIP:

For slightly older children, consider *The Year We Learned to Fly / El año en que aprendimos a volar* (2022) by Jacqueline Woodson and illustrated by Rafael López.

PRESCHOOL

La aventura más grande / The Greatest Adventure (2019) by Tony Piedra. A young Latino boy and his grandfather transform a paper sailboat into a high seas adventure. Separate Spanish and English editions.

La canción del cambio / Change Sings (2022) by Amanda Gorman and illustrated by Loren Long. A lyrical celebration of change to inspire young activists. Starred reviews. Separate Spanish and English editions.

Paz (2021) by Miranda Paul and Baptiste Paul, and illustrated by Estelí Meza. A book that encourages peace through everyday interactions. Separate Spanish and English editions.

Imagine! (2018) by Raúl Colón. A joyful story about a boy's museum adventure and the new creative worlds it opens up. Wordless.

STORYTIME SONGS

Movement/Rhyme: Rain on the Grass

Great song for scarf play and sensory themes. Lyrics inspired by *So Tomorrow* Blog. See video from Jbrary on YouTube here: <https://bit.ly/3NTqtOT>

Rain on the grass (wave scarf low)
Rain on the trees (wave scarf high)
Rain on the roof (hold scarf overhead)
But not on me (drop the scarf)

Sun on the grass
Sun on the trees
Sun on the roof
But not on me

Leaves on the grass
Leaves on the trees
Leaves on the roof
But not on me

Song/Movement: Spinning Statues

From the album *Singing and Dancing Together* by Miss Nina. Lyrics reprinted with permission. Children spin and freeze like a statue when you say “freeze” and dance when the music plays.

Spinning statues is a game we like to play
You spin and spin and spin, then how you land is how you stay
Now you spin and spin and spin until I say freeze
Then when you hear the new music you dance how you please
FREEZE! And GO!

TIP:

Engage kids by pausing the story to ask open-ended questions. Mark pages with sticky notes so you remember to pause if you get off track.

STORYTIME SONGS

Now, faster!

Spinning statues is a game we like to play
You spin and spin and spin, then how you land is how you stay
You're a magic statue, imported from France
You freeze in silly ways, and that's also how you dance
FREEZE! Now GO!

Even faster!

Spinning statues is a game we like to play
You spin and spin and spin, then how you land is how you stay
Silly statues is also the name
The silliest of all is the winner of this game
FREEZE! And GO!

Song/Rhyme: With Imagination

To the tune of "Twinkle, Twinkle, Little Star." Piggyback lyrics by CSLP.

With imagination I can try
All the things under the sky
Over here and over there
In my mind and I can share
With imagination I can try
All the things under the sky

Song/Movement: El Juego Chirimbolo / The Thingamajig Game

Traditional song from Spain. Repeat faster and faster. Listen to melody from Melisa Bauer on YouTube: <https://bit.ly/3rc1s8E>

El juego chirimbolo
¡Qué bonito es!
Un pie, otro pie,
Una mano, otra mano
Un codo, otro codo.
La nariz y el morro.

Direct English translation (does not rhyme):
The thingamajig game
How nice it is!
One foot, another foot,
One hand, another hand,
One elbow, another elbow,
The nose and the mouth.

Song/Movement: ¡Salta, Salta! / Jump, Jump!

Words and music by 123 Andrés on the album *!Uno, dos, tres, Andrés! En español y en inglés*. Partial lyrics reprinted with permission. Repeat with ¡más

TIP:

"Such a Simple Exercise" by Bobby Susser is another fun movement song to get children geared up for adventure time. See *Jbrary's* rendition on YouTube: <https://bit.ly/3NS5LPk>

TIP:

Remember a display of books and media that fit your storytime theme, including extra copies of the stories you read aloud.

STORYTIME SONGS

arriba! (higher!).

Spanish version:

Salta, salta, un dos tres.
Salta, salta, un dos tres, ¡dale!
Salta, salta, un dos tres.
Salta, salta, con Andrés.

Mueve los pies, cuenta un dos tres.
Brinca, brinca, que eso no duele.
Vámos afuera, ¡apága la tele!
Salta, salta, otra vez.
Cuenta conmigo, saltamos después.
Mueve los pies, mueve los pies, ¡un, dos, tres!

English version:

Jump, jump, one two three
Jump, jump, one two three
Jump, jump, jump, jump one two three.
Jump, jump, one, two, three, go!

Jump and leap and bounce with me.
Feeling the beat counting one, two, three.
Jump, jump, you gotta move your feet.
Let's go outside, turn off the TV!
Jump, jump, one more time.
We count together and jump really high,
Jump really high, jump really high... one, two, three, alright!

Song/Movement: Superhéroe

Great dance party song from the album *Fiesta Global* by Flor Bromley.
Partial lyrics reprinted with permission from Flor Bromley. Listen on Spotify
here: <https://bit.ly/3NTqMt1>

Cuando pienso en un superhéroe
Tiene que ser fuerte valiente y tenaz
Tiene que tener superpoderes
Para salvar al mundo del mal

Tienen una identidad secreta
Pero son como tu son como yo
Hasta que se ponens su super disfraz
Y su superego sale a la luz

Muchos superhéroos así se esconden
Pueden paracer gente normal

TIP:

"Soy una pizza / I Am a Pizza" from Charlotte Diamond is another fun bilingual song: <https://bit.ly/435abH1>

STAY AND PLAY

Pero hay un superhéroe en toto aquel
Que de corazón quiera ayudar

Call & response:

Superhéroe (Haz el bien)

Superhéro (Haz el bien)

Song/Movement: Lalalala

Bilingual movement song from the album *Fiesta Global* by Flor Bromley. Bilingual. Partial lyrics reprinted with permission from Flor Bromley. Listen on Spotify here: <https://bit.ly/44nF1f1>

Un nuevo día llevo
Que lindo el amanecer
Ayer fue un día difícil
Hoy vamos juntos a renacer

We are going to rise up and say
Nothing will get in our way
Afuera las malas vibras
Juntos podemos

Lalalala (chorus)

Un paso a la izquierda, un paso a la derecha
Step to the left, step to the right
Izquierda derecha (3x)
!Vamos!

Los amigos nos ayudan a ser cada día mayor
Friends are like little treasures
If you find one don't ever let go

Cuando se sientas muy solo
Mira a tu alrededor
Un amigo esta contigo para reír
Y cantar juntos

STAY-AND-PLAY

Babies: On Your Feet

Gather several pieces of material with different textures (such as a tea towel, fake fur, felt, a silky scarf, etc.). Hold baby upright and let their bare feet touch one of the fabrics, or let babies crawl over the different fabrics. Which texture do they prefer? This game enhances babies' sensory and bodily awareness.

Babies: Funny Faces

Make funny faces to help children learn to read facial expressions. Caregivers face babies towards them on their lap and make silly faces. Encourage them to make up stories to go along with their facial expressions.

Babies/Toddlers/Preschoolers: Move Like an Animal

After reading *We All Play* (2021) by Julie Flett, give cues for children to move like different animals (or do animal yoga poses). Use puppets to demonstrate. With babies, caregivers can move like the animal with babies in their arms.

Babies/Toddlers/Preschoolers: Bring Out the Bubbles

Caregivers show babies how to pop bubbles with their fingers, and toddlers and preschoolers can chase the bubbles down to pop them. Make it a contest for who can pop the most bubbles. Consider investing in a bubble machine for continuous bubbles and to minimize the risk of spreading germs.

Toddlers/Preschoolers: Empty Boxes

Empty boxes encourage creativity and thinking skills. Toddlers can crawl through large boxes or stack smaller ones. Be sure to carefully check all boxes for leftover materials and/or staples. Preschoolers can make buildings or forts.

TIP:

Learning to distinguish differences is a literacy activity!

YOU CHOOSE THE ADVENTURE

AGES

Children 5–8

Tweens 9–12

PROGRAM DESCRIPTION

Children vote to decide what happens next in a Choose Your Own Adventure-style story. Simply adjust the story complexity for children or tweens. You can adapt a book in the public domain, pull content from the Create Your Own Story wiki, or ask a teen writer (or your Teen Advisory Board) to write an original story with branching choices. Each week, display a new section of the story, and give two options for the character to choose from. They vote each week using tally slips and a sealed ballot box. Instructions are for an in-library display and voting system, but this program is easily adapted to virtual platforms. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Display area or table, ideally under a blank wall or bulletin board
- Blank ballots and pencils
- Ballot box for votes
- Content for voting

Preparation:

- Decide how many weeks to run the program.
- Consider writing the story over time, according to the previous week's votes, to minimize the workload (which otherwise grows exponentially with each branch).
- Adapt a public domain book or a story from the Create Your Own Story Wiki to fit your timeline. Solicit teen volunteers, if possible.
- Create a flowchart to envision the story's progression.
- Create an eye-catching display area for the story. If you have a bulletin board, decorate it with thematic story elements.
- Prepare a ballot box, but don't pre-print ballots in advance (until you know what the next week's story options will be).
- Display information about the voting timeline. When are votes due? When will they be tallied? When with the next story section be released?

To run:

- Each week, display the next section of the story (in a large, easy-to-read font) with two choices for how the story should proceed. Leave

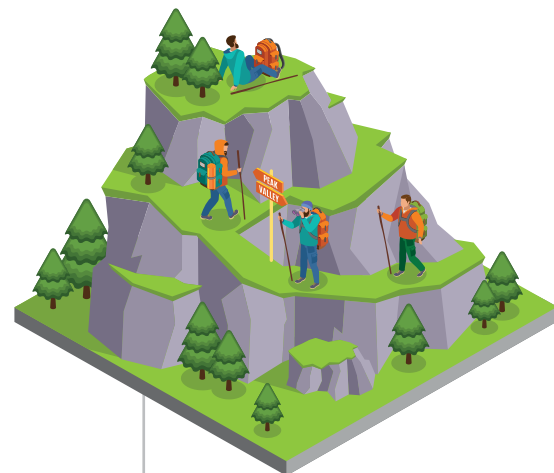


Image source: Shutterstock

ADAPTATION:

Read the story on TikTok or other social media platform, and use the poll feature to allow viewers to vote on what happens next.

ADAPTATION:

For younger children, write a live-action adventure story in which they choose what happens (and perform the actions) as you go along.

DECORATION/DISPLAY | PASSIVE | LOW COST

up previous sections so patrons can see how the story formed.

- Set out new ballots (with the current week's options) and pencils.
- Once the story is complete, finalize the display and leave it up for a few weeks.
- Consider asking tweens to read the story at your end-of-summer event.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo librarian friendly. You may want to source a teen volunteer writer.

RESOURCES**Web**

"Best Children's Books in the Public Domain": from Goodreads: <https://bit.ly/4438BqF>

Create Your Own Story Wiki: <https://bit.ly/3pq3emh>

Picture Books

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

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

Recommended Series

The Power to Choose series (2017–20) by Adir Levy et al. (early reader)

Case Closed series (2019–22) by Lauren Magaziner (middle grade)

You Choose: Prehistoric Survival Series (2020) (middle grade)

Escape from a Video Game series (2020–22) by Dustin Brady and illustrated by Jess Brady (middle grade)

You Choose: Chasing Fame and Fortune series (2021–22) (middle grade)

Pick Your Own Quest series (2018–23) (middle grade)

COMPETING ROBOTS

AGES

Children 5–8

Tween 9–12

PROGRAM DESCRIPTION

Robot adventure competitions, anyone? This program points you to instructions for making two simple robots. The first—and simplest—is a DIY hexbug nano made out of the head of a toothbrush. Once constructed, children create race tracks out of recyclables to hold hexbug races. The second is a more complex—but still relatively simple—scribble bot. Once constructed, hold scribble bot art contests. This program can also be adapted in many ways. In a more involved program, children build their own robots out of found materials and/or recyclables, then attach a motor to see how their robot moves (these unique robots also make for excellent library displays; inventors name their robots and write where the robot will go on its next adventure). Be sure to have volunteers on hand to help with the tech. Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

For DIY Hexbug Nanos

Materials for each hexbug:

- Toothbrush head
- Vibrating motor with attached leads
- Cell batteries (size 2032)
- Glue dots (2)
- Rainbow loom rubber bands (2)

Preparation:

- Buy inexpensive toothbrushes in bulk; saw their heads off
- Order supplies
- Make a test robot to show as an example!
- See Resources for detailed instructions.

For Doodle Bots

Materials:

- Recycled round containers (any kind)
- Hot glue gun and glue sticks
- Extra glue sticks or erasers (for offset weight)
- Masking tape
- Markers
- AA battery

TIP:

For robot assembly kits that include all the parts, check out Kidz Robotix or Green Science from 4M, or a DC motors kit.

ADAPTATION:

Consider a maker faire event, where local engineers, inventors, or crafts people talk about what they make and how they make it.

TIP:

For the most basic moving robot, you'll need a mini DC motor with +/- leads that attach to a battery, plus a way to attach the motor to the body of the robot. Mini DC motors are relatively inexpensive; they come in vibrating and revolving versions.

TIP:

If running a more complex program in which children take apart found materials, require gloves and safety goggles..

WARNING:

Cell batteries and rubber bands are a choking hazard. If younger children are present, extra monitoring is required.

ARTS & CRAFTS | STEM

- AA battery holder
- Wire
- DC motor
- Switch
- Googly eyes and pipe cleaners (optional)

See Resources for detailed instructions.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

A room with tables and chairs.

RESOURCES

Web

“DIY Hexbug Nano” from *Crafting a Green World*: <https://bit.ly/442gqNd>

How to Make an Art Bot from *Makerspaces.com*: <https://bit.ly/3PxTtx3>

“Scribble Bots: Make Your Own Drawing Robot” from Questacon on YouTube: <https://bit.ly/3PwwXVf>

“How to Build Coffee Bots” from *Make Magazine*: <https://bit.ly/3NThzRu>

Robot Books

Robo-Motion: Robots that Move Like Animals (2021) by Linda Zajac (early reader NF)

Henry Heckelbeck Builds a Robot (2022) by Wanda Coven and illustrated by Priscilla Burris (early reader F)

Becoming Bionic and Other Ways Science Is Making Us Super (2023) by Heather Camelot (middle grade NF)

The Brainiac's Book of Robots and AI (2023) by Paul Virr and illustrated by Harriet Russell (middle grade NF)

Bots! Robotics Engineering (Build It Yourself) (2019) by Kathy Ceceri and illustrated by Lena Chandhok (middle grade NF)

Totally Real Tech That Will Change Life as You Know It (2022) by Stephanie Warren Drimmer (middle grade NF)

TIP:

CSLP programming is not tied to specific books. If your budget is limited, search your current collection for books—old and new—that fit a robot theme!

ADVENTURES IN BREAKING

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

Breaking, aka breakdancing, was born in the Bronx, New York in the 1970s, and is the first original form of hip-hop dance. Summer 2024 marks the first year it will be included in the Olympic Games. To build enthusiasm for the sport, invite tweens or teens to play judge—according to Olympic judging categories, of course!—for a variety of breaking videos. Performances could be sourced from YouTube or streamed from online sources, as long as you have a public performance license. Suggested runtime: 45 minutes for judging.



Image source: Shutterstock

MATERIALS AND PREPARATION

Olympic judging metrics:

- 60% for technique, performativity, creativity (combined)
- 40% for variety, musicality, and personality (combined)

About breaking:

- Breakers are also known as b-boys and b-girls.
- Athletes go up against each other 1:1, taking turns known as battles or throw downs.
- Each throw down lasts 60 seconds.
- Moves fall into one of two categories: Toprock (standing moves) and downrock (floor moves)

Preparation:

- Decide whether you will provide clips of different breakers or ask participants to submit YouTube videos of their favorite b-boys and b-girls before the program.
- With 60-second rounds, the judging tournament goes by quickly. Prepare some longer videos to watch and/or plan to screen a film after the judging.

ADAPTATION:

If breaking is popular in your area, consider inviting an established breaking instructor or performer to teach a workshop. Liability waivers would be required.

TIP:

Use the official Olympic category weightings, or for the sake of simplicity, present the categories as equally weighted.

TIP:

This program also works well as a virtual event.

GAME/ACTIVITY | LOW COST

- Prepare a laptop and projector to show the video entries.

For the event:

- Keep submissions anonymous.
- Consider structuring the viewing tournament-style, with each winning breaker moving onto the next round.
- Give everyone score cards they can raise in the air (big numbers on printer paper).

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly

RESOURCES

Web

“Breaking” from Olympic Games: <https://bit.ly/3NpaRkQ>

Breaking Books

The Roots of Rap: 16 bars on the 4 Pillars of Hip-Hop (2019) by Carole Boston

Weatherford (picture book NF)

Breaking to the Beat (2023) by Linda J. Acevedo and illustrated by Frank Morrison (early reader NF)

When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop (2013) Laban

Carrick Hill (Early Reader NF)

Can't Stop, Won't Stop: A Hip-Hop History (Young Adult Edition) (2021) by Jeff Chang and Dave

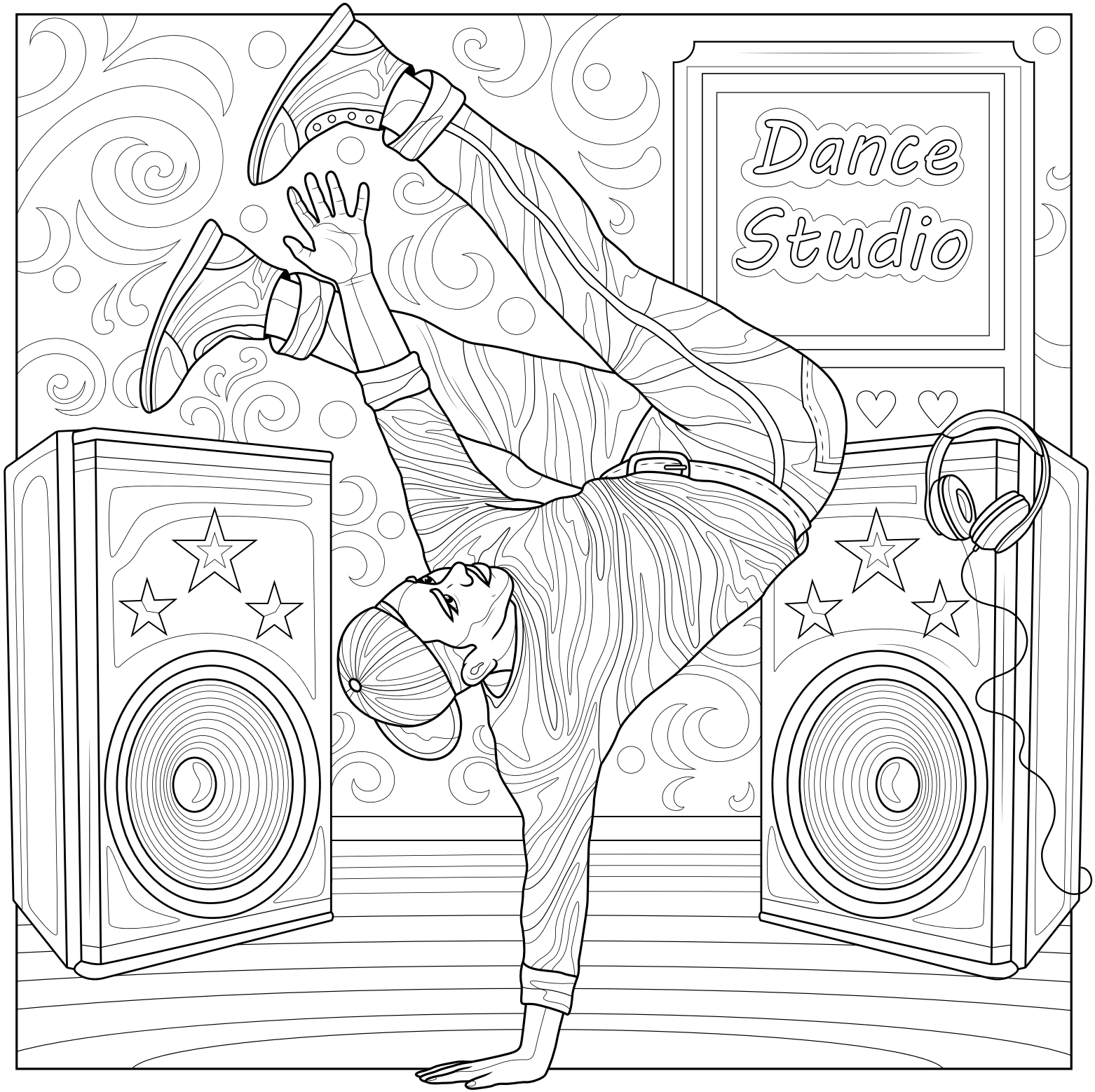
“Davey D” Cook (YA NF)

A Very Large Expanse of Sea (2018) by Tahereh Mafi (YA F)

Show and Prove (2015) Sofia Quintero (YA F)

Printables

Breaking Coloring Sheet



BUILDING VIRTUAL WORLDS

AGES

Tweens 9–12

Teens 13–18



Image source: Shutterstock

PROGRAM DESCRIPTION

Calling all dreamers and gamers! In this program, tweens or teens build digital 2- or 3-D worlds. Choose a specific game or platform, or let participants choose their favorite (if they're already familiar with one). Participants imagine their dream bedroom, house, or neighborhood, or recreate an adventure scene from their favorite book or movie. They can also go big to create imagined cities, nations, and worlds, but a smaller-scale map typically works better within library time constraints. Here are some virtual games and map-making tools to consider:

- **Minecraft:** Challenge tweens to world-building at any scale (real or imagined). See Resources for activity idea from Minecraft Education. Minecraft comes in both desktop and mobile versions, and works well for mixed age groups.
- **The SimCity BuildIt app:** Another great world-building game with interactive gameplay. SimCity BuildIt requires that participants have devices, although it can also be played on a desktop if an Android emulator, such as LDPlayer, is installed.
- **Inkarnate.com:** A web app that's lets you use your imagination to make beautifully illustrated 2D fantasy maps at any scale.
- **ArcGIS Story Maps:** A desktop place-based storytelling tool from Esri Canada.
- **EdrawMax:** Free customizable 3-D directional maps (subscription option for more features). The software must be download and installed on a desktop.

Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Materials:

- Computers or devices with your chosen software installed

Preparation:

- Familiarize yourself with the program you want to use.
- Put out a call for teen gamers familiar with the software.
- Consider offering incentives for teen volunteers.
- Sort out tech requirements. How many backup computer stations or devices do you need to have on hand?

TIP:

Challenge participants to build a SIM of your public library with new design elements, such as a tween/teen room, gaming room, makerspace, extra floors, etc.

TIP:

Consider running a program both for tweens and teens together. Teens show off their gaming skills and help troubleshoot, and tweens get to learn from teens, which they love.

ADAPTATION:

For a more teen-focused program, incorporate more complex information about GIS mapping, remote sensing, and spatial analysis. Consider making Story Maps using ArcGIS desktop software, which use GIS data based on a series of events, such as important events from a life, story, or sporting event.

GAME/ACTIVITY | STEM | LOW COST

- Require sign-ups so everyone gets access to the tech they need.

Tips for running a Minecraft program:

- Purchase a dedicated java server, and create a unique library account to play on.
- Be willing to kick people out if they don't follow the rules.
- Suggest rules of play for a Minecraft:
- Participants can only play on the library's dedicated server and devices.
- Do not spawn (it lags the server).
- Do not destroy something someone else created.
- Everyone starts off in creative mode (but you can allow survival mode).
- No food or drink.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

A dedicated indoor space with tables and chairs, or a computer lab, is ideal.

RESOURCES

Web

Middle grade video game books: <https://bit.ly/44s6lsP>

"Mapping Our World" from *Minecraft Education*: <https://bit.ly/3NvOhqS>

"Story Setting" from *Minecraft Education*: <https://bit.ly/436l1eX>

SimCity BuildIt: <https://bit.ly/3NUG00H>

Inkarnate: [Inkarnate.com](https://inkarnate.com)

"Get to Know ArcGIS StoryMaps" from Esri: <https://bit.ly/3PBW8Wh>

"Maps & Map Tools" from *D&D Compendium*: <https://bit.ly/3rdE0I7>

"3D Directional Map Template" from EdrawMax: <https://bit.ly/436MNCr>

"Mapping Software for K-12 Instruction" (free) from Esri.com:
<https://bit.ly/433Tege>

Board Games to Consider

Continent Race Geography Learning Game

Ravensburger Labyrinth Family Board Game

Crew: The Quest for Planet Nine

Geografika World Map Game by UnikPla

Books

Amazing Minecraft Bite-Size Builds (2022) from Mojang Synergies AB
(middle grade NF)

Maps: Deluxe Edition (2020) by Aleksandra and Daniel Mizieliński (middle grade NF)

Explorapedia: Amazing Explorers of the World and Their Journeys of Discovery (2022) by Emma Marriott and Michelle Pereira (middle grade NF)

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

TIP:

Enlist older children/teens to help run the program and teach the librarian how Minecraft works.

TIP:

For nation-building games (for older teens), consider *Nation States* (www.nationstates.net) or *Politics & War* (www.politicsandwar.com).

TIP:

For more GIS books, check out Esri Press: <https://bit.ly/3CTyBJ1>

ADVENTURE SELFIE PHOTO EDITING CONTEST

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

Tweens and teens edit their best selfies into adventurous backgrounds. **They do NOT take actual adventure selfies (these can be dangerous), so please make sure they know that real adventure selfies will not be accepted.** You can use various photo editing software — both paid and free — to remove backgrounds and add layers. Whatever software you use, it is typically done in two general steps: 1) remove the background from the selfie; 2) add an adventure photo as a new layer underneath. Give teens the option to display their photos on a bulletin board. Either have participants vote at the end of the activity or, for a summer-long passive program, ask local volunteers to judge the contest according to specific categories. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Preparation:

- Create a library account for Adobe Express or Shutterstock Create, and edit a sample photo so you can help troubleshoot.
- Decide on contest rules, theme, length, and deadline.
- Print instructions for photo editing as well as contest rules.
- Have a device ready to take photos if participants don't have their own.
- Create an in-library display and voting station for the submitted photos (optional).
- Gather prizes for contest winners!

Use Adobe Express:

1. Create a free account and log in to Adobe Express.
2. At the bottom of the home screen, under “Try a quick action,” click “Remove background.”
3. Upload your selfie. After the background is removed, click “Customize”

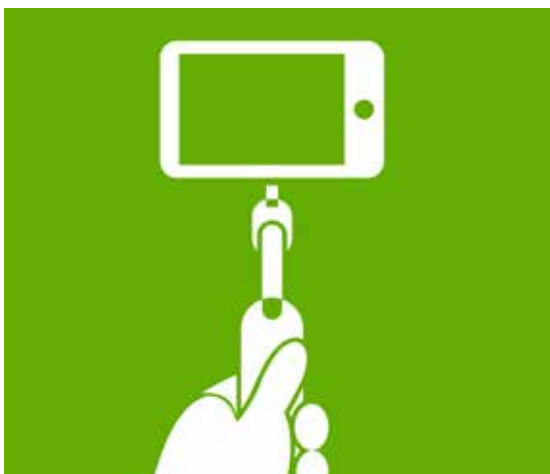


Image source: Shutterstock

TIP:

Set up a green screen in the library where teens can take selfies with clean backgrounds. Tape green paper to the wall in a tile-like grid (it doesn't have to be perfectly smooth to work).

TIP:

Tech-savvy teens may want to use more advanced design programs, such as Photoshop or free Photoshop-like programs such as GIMP or Paint. Try to have an expert on hand to help troubleshoot.

ADAPTATION:

Instead of adventure photos, make Instagram frames and filters using the AR Filter app.

ADAPTATION:

For an online program, post the adventure selfies to the library's social media account or create a gallery of submissions (permission forms required).

GAME/ACTIVITY | STEM | LOW COST

4. In the lefthand bar of the editor, click “Photos,” then “Upload Photo” to upload your adventure background
5. You should now see a stack of layers. Drag your selfie photo to the top.
6. Resize the images on both layers to your desired layout.
7. When finished, click “Download” to the right on the top sidebar.

Use Shutterstock Create:

1. Create an account and log in to Shutterstock Create.
2. Click “Uploads” in the righthand sidebar, and upload a selfie.
3. Click “Remove Background” at the top of the screen.
4. Touch up with the “Erase” tool at the top of the screen if necessary.
5. Click the pages icon at the far bottom right of the screen to add a new layer.
6. Add the adventure background as a layer.
7. On the selfie layer, move yourself into the best spot in the photo.
8. Click “Download” at the top of the screen.

Voting categories to consider:

- Most creative
- Most realistic
- Most mysterious
- Most unexpected
- Goofiest
- Best local adventure
- Best international adventure
- Best supporting character

UNIQUE SPACE AND PERSONNEL NEEDS

Solo librarian-friendly

RESOURCES

Web

Adobe Express: <https://express.adobe.com>

Shutterstock Create: <https://bit.ly/3XD0tc7>

Books

Photo Adventures: How to Bend Reality with Photography (2019) by Jan van Holleben (early reader NF)

Extraordinary Women with Cameras (2022) by Vanessa Perez and Darcy Reed (middle grade NF)

Photographic: The Life of Graciela Iturbide (2018) by Isabel Quintero and illustrated by Zeke Peña (graphic novel) (YA NF)

National Geographic Photo Basics (2019) by Joel Sartore (adult NF)

TIP:

Patrons can also set up their own Adobe Express accounts, as a credit card is not required.

TIP:

If you sign up for a free Shutterstock trial so participants can edit their photos, be sure to cancel before 30 days so your credit card doesn't get charged.

TIP:

For in-person programs, ask tweens and teens to share their favorite photo-editing programs. Let them help each other with tech.

TIP:

For adventure photos in the public domain, try Pixabay or Pexels. They can also use photos from their own camera rolls.

TIP:

Do Ink, a user-friendly green screen app (\$5) is another great option to install on a library iPad. www.doink.com

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

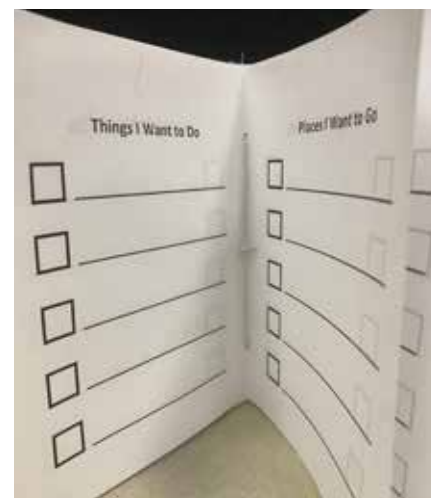


Image source: Brandi Burton of East Baton Rouge Parish Library System in Baton Rouge, LA

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 piece of fabric.
8. Take the small pieces to the sewing machine. Sew along the edge of each fold that was just ironed and pinned.
9. 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.
10. There will be a gap in the middle (where the binder spine will go).
11. The folded edges should be visible and on the inside edge, on either side of the gap.
12. Pin along the fabric on all sides, except for the folded edges you already sewn.
13. Take your pinned fabric pieces to the sewing machine and sew the pinned sides.
14. Remove the pins, cut any loose strings, and turn your book cover inside out. Your book cover is complete!
15. 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

de tela más pequeña.

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.

SOLVE THIS! PUZZLES, SCAVENGER HUNTS, AND MYSTERIES

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STORYTIME BOOKS

Babies

I Can See You (2022) by Rosemarie Avrana Meyok and illustrated by Michelle Simpson. An inviting book with simple rhymes about a mother and baby playing peek-a-boo using all five senses. Adorable illustrations show aspects of Intuit culture. In English.

Peek-a-Bruce (2019) by Ryan Higgins. A humorous seek-and-find story, with Bruce the bear hiding in a new location on every spread. In English.

Go, Go, Pirate Boat (2019) by Katrina Charman. A fun pirate adventure board book that is sung to the tune of “Row, Row, Row Your Boat.” Good for a treasure hunt theme. In English.

Whose Toes Are Those? (2019) & *Whose Knees Are These?* (2019) by Jabari Asim and illustrated by LeUyen Pham. Board books with interactive rhymes. In English.

¡Cuántos, cuántos pies! (2019) by Dr. Suess. A new Spanish translation of *The Foot Book*, and a puzzle for the youngest among us. Separate Spanish and English editions.

¡Hola, Perrito! / Puppy Peek-a-Boo (2021) from Cottage Door Press and illustrated by Anna Jones. Peek-a-boo holes in a board book. Separate Spanish and English editions.

Toddlers

Hugo and the Impossible Thing (2021) by Renée Felice Smith and Chris Gabriel, and illustrated by Sydney Hanson. A great read-aloud about woodland animals that work together to solve a maze through the mountains. Kirkus starred review. In English.

What About X? An Alphabet Adventure (2021) by Anne Marie Houppert and illustrated by Daniel Wiseman. An energetic alphabet read-aloud where X marks the spot. Also good for preschoolers. In English.

Treasure Isle (2021) by Catherine Corcoran and illustrated by Natalie Lundeen. Catchy rhymes in this adventure story about a boy and his parrot on their way to find where X marks the spot. In English.

We're Going on a Treasure Hunt (2019) by Kelly DiPucchio and illustrated by Jay Fleck. A rollicking read-aloud about animal pirates off to fetch some gold. Toddlers and above. In English.

Milo Is Missing Something (2021) by Vern Kousky. An aquatic mystery about an octopus explorer on an undersea adventure; simple and heartwarming story. In English.

TIP:

Encourage caregivers to bring a stuffie from home (or have extras on hand) so children can bounce them on their lap to mimic parental interaction. This is especially helpful for families with more than one young child.

TIP:

For an older title, consider *Hide and Seek* (2013) by Taro Gomi. Colorful illustrations camouflage common objects. The board book is best for one-on-one reading.

TIP:

Who Done It? (2015) and *Who Was That?* (2018) by Olivier Tallec are visual mysteries better for one-on-one reads than storytime, but they're great in a whodunit-themed display.

TODDLERS

One-osaurus, Two-osaurus (2021) by Kim Norman and illustrated by Pierre Collet-Derby. Rhyming storytime gold. Nine dinosaurs play a sing-song game of hide-and-seek, but something isn't adding up. Where's number ten? In English.

Where Is My Balloon? (2019) by Ariel Bernstein and illustrated by Scott Magoon. Vibrant art and comical text about Monkey, who loses his friend Owl's balloon. In English.

Preschoolers

The Boy Who Loved Maps (2022) by Kari Allen and illustrated by G. Brian Karas. An enchanting story about a young mapmaker who gets stumped when asked to draw "the perfect place." Great for both storytime and map-making programs. In English.

Secret, Secret Agent Guy (2021) by Kira Bigwood and illustrated by Celia Krampien. A bedtime mission with the code name Operation Lollipop; text is set to the tune of "Twinkle, Twinkle, Little Star," which encourages singing along. Multiple starred reviews. In English.

The Fort (2020) by Laura Perdew and illustrated by Adelina Lirius. A prince and a pirate learn to share. Great for a treasure hunt theme. In English.

Hornswoggled!: A Wacky Words Whodunit (2021) by Josh Crute and illustrated by Jenn Harney. A silly, engaging read-aloud that builds preschoolers' vocabulary. SLJ starred review. In English.

Mapping Sam (2018) by Joyce Hesselberth. An engaging read-aloud about an adventurous cat; filled with a variety of maps. Multiple starred reviews. In English.

Not an Alphabet Book: The Case of the Missing Cake (2020) by Eoin McLaughlin and illustrated by Marc Boutavant. This highly emotive mystery features an unreliable narrator; a perfect read-aloud for eliciting giggles. Kirkus starred review. In English.

La sombrería mágica / The Magic Hat Shop (2016) by Sonja Wimmer. A mysterious hat shop and a portal to inner treasures. Separate Spanish and English editions.

¿De dónde eres? / Where Are You From? (2019) by Yamile Saied Méndez and illustrated by Jaime Kim. More of an interpersonal puzzle about how to answer common questions that dark-skinned people are asked. Kirkus starred review. Separate Spanish and English editions.

TIP:

Also consider *Where Oliver Fits* (2017) by Cale Atkinson. A puzzle piece searches for this place; good for small groups. In English.

TIP:

For long books, create a flannelboard for a small section of the story, and invite families to check out the book to read at home over multiple sessions.

STORYTIME SONGS

Rhyme: Who Has the Very Last Puzzle Piece?

Before storytime, give one caregiver/child pair a missing piece to hide. During storytime, complete a large-format jigsaw puzzle with one piece missing. Then say the rhyme to the rhythm of “Who Stole the Cookie from the Cookie Jar?” For subsequent rounds, ask everyone to close their eyes while you redistribute the missing piece.

Who has the very last puzzle piece?

_____!

Who me?

Yes you!

Couldn't be!

Then who?

_____!

Song/Riddle: I See You

To the tune of “This Old Man.” Sing verses in which you obscure the identify of an animal or object. After each verse, ask children to solve the riddle.

Piggyback lyrics by CSLP. Add your own verses to fit your theme!

I see you

You're black and white

You moo, moo, moo all day and night

With a moo moo moo and chew chew too

I see you, you're black and white

What are you? You're a....COW!

I see you

You're wet and yellow

You're such a soft and feathery fellow

With a quack quack quack and water off your back

I see you, you're wet and yellow

What are you? You're a....DUCK!

Song/Rhyme: Old MacDonald's Mystery Animals

Sing “Old Macdonald Had a Farm” while using puppets. Hide puppets in a pillow case and slowly bring each animal out, showing only the tail or foot, and have children guess who it is! Bonus tip: Include a surprise “guest” who doesn't belong on a farm.

Song/Rhyme: Opposite Day

A great song to sing after a discussion about opposites. From the album *Singing & Dancing Together*. Lyrics reprinted with permission. Listen here from Miss Nina on YouTube: <https://bit.ly/3NQt2L>

TIP:

Plan to be flexible, and try to have at least one backup of each storytime element (song, story, group activity). Allow yourself to deviate from your written plan to fit your audience.

TIP:

Incorporate basic American Sign Language. Even hearing babies understand words before they can speak them, and communicating through sign language improves communication during that stage.

STORYTIME SONGS

It is opposite day, it is a game that I play
 All that I say I mean the opposite today
 If I say black I mean white
 If I say loose I mean tight
 You get the hang of it; it's opposite day
 Tomorrow everything is back to normal
 Nothing fancy, everything's informal
 It's a fun way to spend the day
 Trying to say and do the opposite on opposite day.
 If I say day I mean night
 If I say wrong I mean right
 It's just that simple. It's opposite day.
 If I say fast I mean slow
 If I say hi I mean low
 Oh, no! It's opposite day today.
 Opposite day, everything okay. It's opposite day
 It is opposite day, it is a game that I play
 All that I say I mean the opposite today
 If I stay stop I mean go
 If I say yes, I mean no
 It's just that simply on opposite day.

Riddle: Cinco Varitas / Five Wands

A traditional riddle from Columbia. Listen on *Mama Lisa's World*: <https://bit.ly/3NoGnil>

Cinco varitas
 En un varital;
 Ni secas, ni verdes
 Se pueden cortar.
 Five wands
 In a wand grove;
 Neither dry, nor green
 They can be cut.
 (Answer: Los dedos! / fingers!)

STAY AND PLAY

Babies: Peek-a-Boo

Create a station with napkins or small towels, as well as items to place under them. Caregivers pull the napkin away and say "Peek a boo. I see a...!"

Babies/Toddlers/Preschoolers: Brown Bear ASL

Teach ASL for the colors and animals in the Bill Martin's *Brown Bear, Brown Bear* from ASL Kids Club on YouTube: <https://bit.ly/3NSCmoj>

Toddlers/Preschoolers: Parachute Games

Do parachute waves, then a mushroom cloud for children to peek under. Next, add safe items such as large pom-poms, leaves, or bean bags. Children guess which items will bounce the highest and see how many they can catch.

Toddlers/Preschoolers: Bubble Mysteries

Another bubble game. Hide the bubble machine and ask toddlers and preschoolers to guess where the bubbles are coming from. How long before a bubble hits the floor? How many bubbles can they see? How many bubbles can they pop?

Preschoolers: Sight Word Scavenger Hunt

Create a simple sight word (or letter) scavenger hunt, and send children to different corners of the library to find them.

THE GREAT BOOK CHASE

AGES

Children 5–8

PROGRAM DESCRIPTION

Create an outdoor obstacle course inspired by Indiana Jones (or any other fictional adventurer). Children hop on paper rocks to cross crocodile-infested water, crawl through a dark tunnel with fake bugs hanging, jump on the correct colors to cross the canyon, and/or solve puzzles and clues to proceed to the next obstacle. The possibilities are endless. This could also be run indoors; if you don't have a programming space, place the course between the stacks. Make it a timed race with individuals or teams, and offer prizes for those who complete the course. Suggested runtime: 45–60 minutes.

MATERIALS AND PREPARATION

Crocodile-Infested Waters

Materials:

- Gray paper or foam
- Crocodile images
- Floor tiles
- Laminator (optional)

Cut rock shapes from the gray paper or foam, and line them up on the floor. Place the crocodile images around the rocks. Children hop from rock to rock without bumping the crocodiles. You can also use stuffed crocodiles if you have them.

Creepy Cave

Materials:

- A large box or tube, or chairs with a blanket over them
- Fake bugs/snakes/rats
- String/yarn/fake spiderweb

Hang the creepy creatures from the top of the cave with string. Put up fake webs to tuck bugs into. The rats can be on the ground for adventurers to avoid.

Colorful Canyon

Materials:

- Sheets of colored paper
- Colored paper in pieces in a bowl

Place the sheets of colored paper on the floor in any pattern. Put small strips of the colors used in a bowl. Adventurers cross the canyon by jumping to the

ADAPTATION:

For older children, add Indiana Jones movie trivia. Also consider the Addison Cooke series.

ADAPTATION:

For a take-home activity, print out a few “adventure cards” with instructions. Encourage them to get creative with what they have at home and also to share pics with library of their adventures!

TIP:

Mix in mental challenges—such as puzzles or coded messages—with physical challenges. If any children cannot do the physical components, allow for alternative “routes” through the obstacle course.

TIP:

If you make the cave from a tube or cardboard box, you can keep it on site for additional play after the program.

TIP:

See Chapter 08: Standalone Printables for more options.

GAME/ACTIVITY | OUTDOORS

color a volunteer pulls out of a bowl.

Brain Challenges

Materials:

- Tables
- Pencils
- Puzzles
- Worksheets
- Ciphers
- Riddles etc

Set up stations between the physical challenges. Riddles, trivia questions, or tangrams are quick and fun. Or set up a code they have to decipher to move on.

Adventure Riddles

What is always in front of you but can't be seen?

The future

What is yours but mostly used by others?

Your name

I go all around the world, but never leave the corner. What am I?

A stamp.

I have cities, but no houses. I have forests, but no trees. I have water, but no fish. What am I?

A map.

What's something that, the more you take, the more you leave behind?

Footsteps.

What's really easy to get into, and hard to get out of?

Trouble.

When things go wrong, what can you always count on?

Your fingers.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

At least one volunteer to monitor each station.

RESOURCES

Web

Indiana Jones party ideas from *Queen of Theme Party Games*: <https://bit.ly/3K02hs3>

"Indiana Jones Trivia" from *UsefulTrivia.com*: <https://bit.ly/3pvCiBG>

Tech tip: LogicLike is a free brain-teaser app that can be adjusted for age and skill level (and does not show ads). Available for Android and iOS devices.

Books

Picture Books for Children 5+

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

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

GAME/ACTIVITY | OUTDOORS

Early Readers

Jolly-Rogers series (2017–19) by Jonny Duddle

Word Travelers series (2021–) by Raj Haldar and illustrated by Neha Rawat

Hidden Adventures (2021) by Lara Hawthorne

Tales of Ancient Worlds (2022) by Stefan Milosavljevic and illustrated by Sam Caldwell (NF)

Mia Mayhem series (2018–) by Kara West and illustrated by Leeza Hernandez

Middle Grade

The Marvelous Land of Snergs (2020) by Veronica Cossanteli and illustrated by Melissa Castrillón

The Artifact Hunters (2020) by Janet Fox

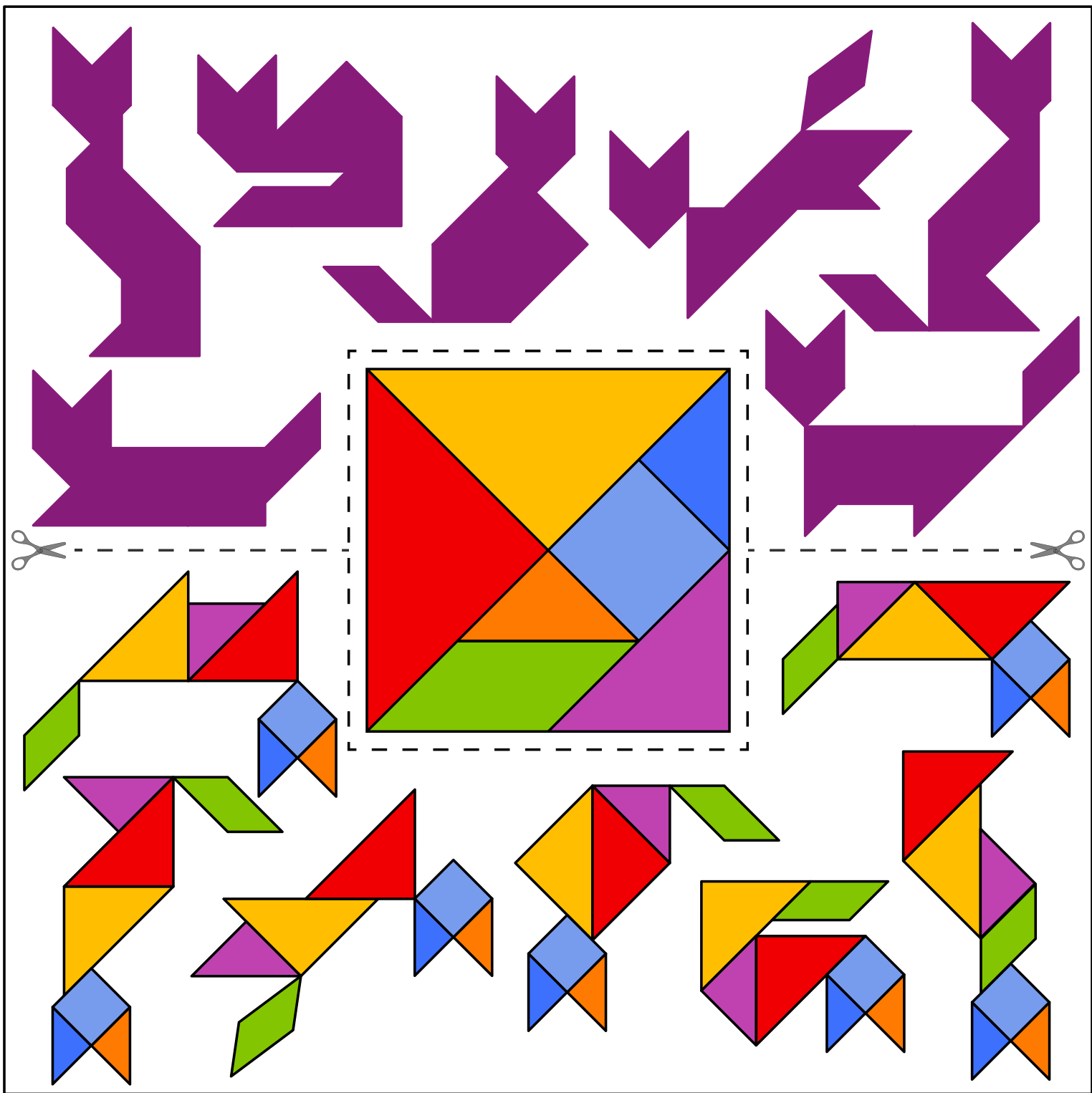
Adventurers series (2018–22) by Jemma Hatt

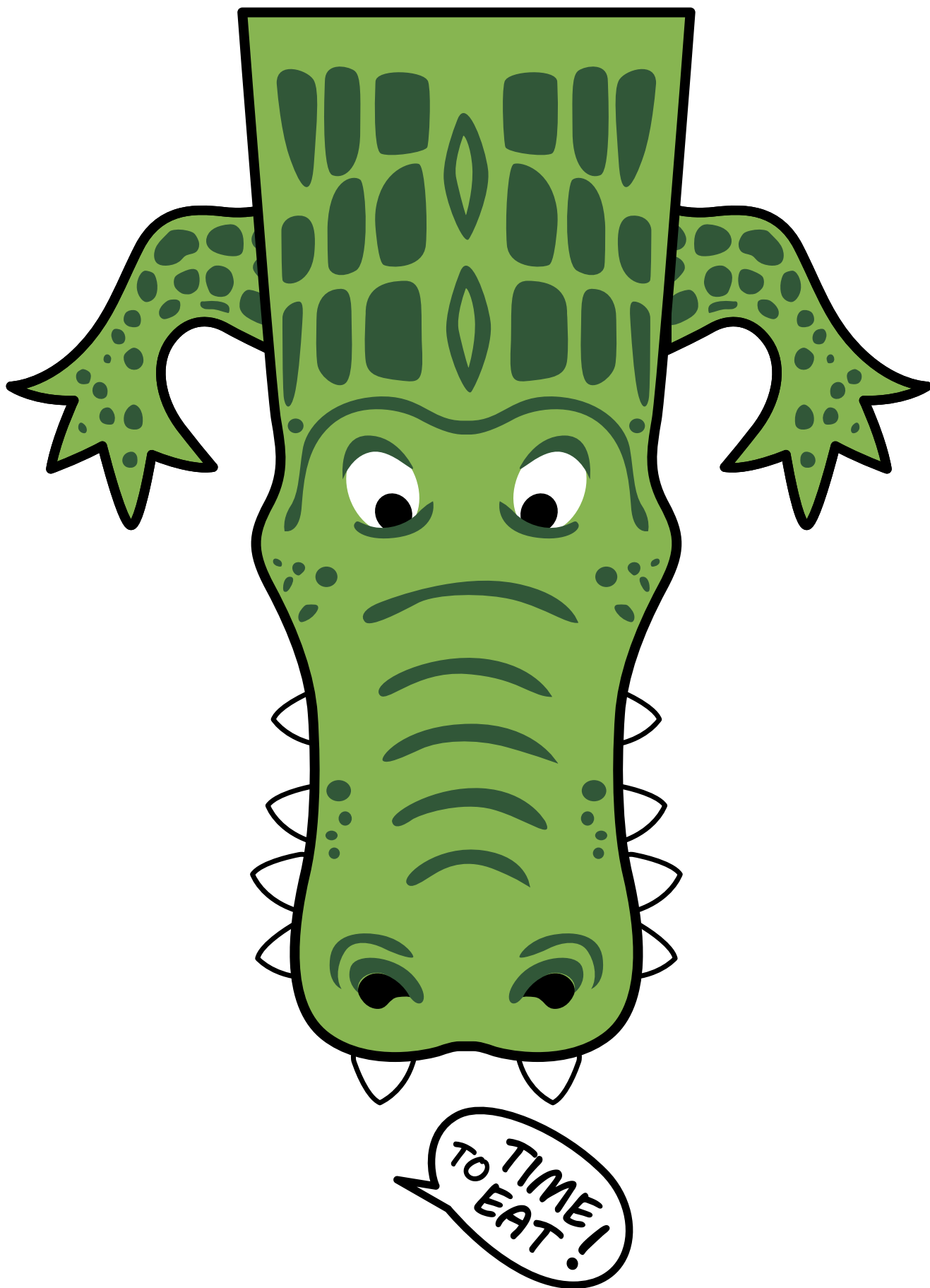
Train to Impossible Places series (2018–21) by P.G. Bell

Printables

Fox Tangram

Crocodile





ADVENTURE AWAITS, BUT WHAT WILL IT TAKE?

AGES

Children 5–8

PROGRAM DESCRIPTION

In this passive program, children help decide what to pack in a real suitcase. Create laminated photos of things that can be packed, and leave them around the children's area to be found and brought to the suitcase. Redistribute the photos frequently so the suitcase can be continually re-packed. For more complexity, add a clue for each item that needs to be packed. You could also have several different suitcases for different types of adventure: Desert, jungle, beach, hiking, picnic, bird-watching, etc. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Bulletin board display with an image of a suitcase (or a real suitcase)
- Laminated images of things to pack
- Paper and pencils (optional)
- Suggestion box (optional)

Preparation:

- Decide on the theme for your suitcase(s)
- Create display
- Print and laminate images of things to pack
- Distribute images through the library or children's area
- Create clues for each item (optional)

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly. Display space required, whether a wall space or a table top.

RESOURCES

Books

Early Readers

Bad Kitty Goes on Vacation (2020) by Nick Bruel

Pete the Cat's Family Road Trip (2020) by James

TIP:

Inside the Suitcase (2021) by Clothilde Perrin is a good read-aloud to pair with this program.

TIP:

Be sure to include photos of silly items to pack...a kitchen sink, a dragon, a microwave, etc. so children get to make some decisions.

ADAPTATION:

Children submit ideas for what to pack in a suggestion box or directly to the librarian, who then adds them to the bulletin board (words and/or photos).

ADAPTATION:

Add braille to the laminated photos using a handheld braille labeler.



Image source: Shutterstock

DECORATION/DISPLAY | PASSIVE | LOW COST

Dean and Kimberly Dean

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

Dog Diaries: Ruffing It (Dog Diaries #5) (2021) by James Patterson

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

InvestiGators series (2020–) by John Patrick Green

SENSORY SCAVENGER HUNT

AGES

Children 5–8

PROGRAM DESCRIPTION

Children go on a sensory scavenger hunt around your library! This program can be run indoors or outdoors, and it is easy to adapt to the space and items you have available. It also makes a great take-home activity. If running this outdoors, be sure there are no dangerous plants nearby before you encourage children to touch things (e.g., poison ivy, stinging nettles, etc.) Fidget toys or scratch-and-sniff stickers make for good sensory prizes. Suggested runtime: 45 minutes.

MATERIALS AND PREPARATION

Materials:

- Printed scavenger hunt lists (make a version specific to your library)
- Sensory stations as needed

Indoor Scavenger Hunt Ideas

Touch

- Wind (from a fan)
- Something wet (water in a tub)
- Something soft (a plushie)
- Something gritty (bin of sand)

Smell

- Cut flowers
- Grass clippings
- Old books

Sound

- Pages turning
- Laughing or talking
- Singing (recording)

Taste

- Sweet (candies)
- Salty (chips)

Sight

- View from a window
- An optical illusion
- Specific colors

ADAPTATION:

Instead of providing only a written list, include images next to words and/or read the lists out loud, a few items at a time.



Image source: Shutterstock

Outdoor Sensory Scavenger Hunt Ideas

Touch

- Something bumpy
- Something soft
- Something warm

Smell

- A flower with a scent
- A smell you like

Sound

- A sound made by an animal
- Something loud
- Something that crunches

Taste

- Something humans could eat
- Something an animal would eat

Sight

- Something green
- Something tiny
- Something long

RESOURCES

Web

Sensory scavenger hunt from *The Pragmatic Parent*: <https://bit.ly/3PBWwEd>

“Sensory Nature Scavenger Hunt” from *Racheous*: <https://bit.ly/3pkRhhP>

Books

Picture Books

I Spy: A Book of Picture Riddles (2022) by Jean Marzollo and illustrated by Walter Wick (picture book NF)

Stop and Smell the Cookies (2022) by Gibson Frazier and illustrated by Micah Player (picture book)

Listen (2021) by Gabi Synder and illustrated by Stephanie Graegin (picture book)

Detective Mole (2021) by Camilla Pintonato

Early Readers

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

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

The Barnabus Project / El proyecto Barnabus (2020) by The Fan Brothers. Separate Spanish and English editions.

Paige Proves It series (2021–) by Amy Marie Stadelmann

Harper series (2020–) by Cerrie Burnell and illustrated by Laura Ellen Anderson

Super Detectives! series (2021–) by Cale Atkinson

The Secret Signs of Nature (2022) by Craig Caudill and illustrated by Carrie Shryock (middle grade NF)

BOOK CAPSULES: WHAT BOOK AM I?

AGES

Tweens 9–12



Image source: Shutterstock

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

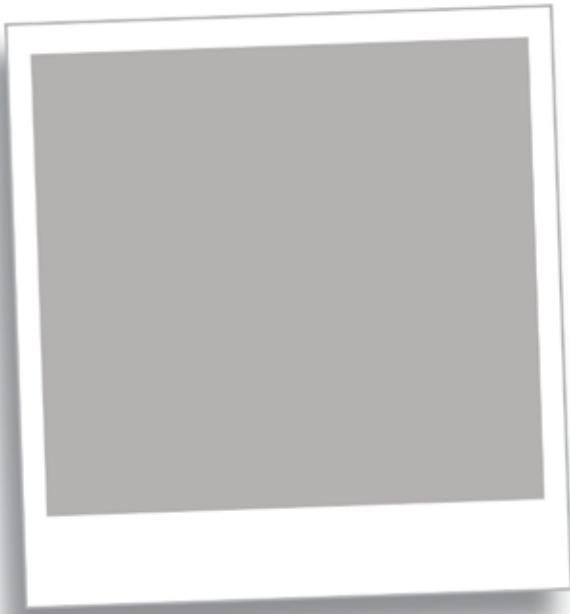
My 2024 Time Capsule (in English and Spanish)

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 _____

GAME/ACTIVITY | LOW COST

DETECTIVE DRESS-UP SOCIAL HOUR

AGES

Tweens 9–12

Teens 13–18

Adults

Multigenerational



Image source: Shutterstock

PROGRAM DESCRIPTION

Participants come dressed as their favorite detectives from mystery series! They mingle, eat snacks, and browse whodunit book displays while giving each other clues about their characters. Prepare some mystery trivia, vocabulary words, and/or games to keep participants engaged. Whoever guesses the most characters correctly wins a prize! For a multigenerational program, have different prizes and displays for different age groups. The book displays are a big part of this program, so be sure to create compelling displays for browsing. You can even ask people to recommend their favorite mysteries beforehand, then display their reviews on placards in front of each book. Easy to modify for any age group, including adults. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Materials:

- Mystery/whodunit book displays
- Decorations
- Snacks
- Character guessing sheets and a ballot box
- Prepared trivia
- Prizes

Prize ideas: Magnifying glasses, pen and notebook set, puzzle books, etc.

Preparation:

- Create displays
- Solicit reviews (optional)
- Require sign-ups with the name of the character they will come dressed as (for your own reference)

RESOURCES

Books

[Middle Grade Mysteries and Whodunits](#)

The Tangled Mysteries series (2021–) by Merrill Wyatt

TIP:

Place ciphers and puzzles around the room, and include a puzzle that points to the location of the snacks (in a semi-hidden area).

TIP:

Ask patrons to sign up and submit their favorite characters in advance; that way, you can be sure to have the books on hand.

GAME/ACTIVITY | LOW COST

Sleuth and Solve series (2019–20) by Ana Gallo and illustrated by Victor Escandell
 A Murder Most Unladylike series (2016–20) by Robin Stevens
 Spy School series (2013–) by Stuart Gibbs
 Mañanaland (2020) by Pam Muñoz Ryan
 When You Trap a Tiger (2020) by Tae Keller
 Hello, Universe (2020) by Erin Entrada Kelly and illustrated by Isabel Roxas
 The Swifts: A Dictionary of Scoundrels (2023) by Beth Lincoln and illustrated by Claire Powell
 The Superteacher Project (2023) by Gordon Korman
 To Catch a Thief (2023) by Martha Brockenbrough
 Epic Ellisons: Cosmos Camp (2023) by Lamar Giles and illustrated by Morgan Bissant
 Lost in NYC / Perdidos en NYC (2015) by Nadja Spiegelman and illustrated by Sergio Garcia Sanchez.
 Separate Spanish and English editions.
 Charlie Hernández series (2018–) by Ryan Calejo
 Mañanaland (2020) by Pam Muñoz Ryan. Separate Spanish and English editions.
 Supernatural Investigations series / Investigadores sobrenaturales (2020–) by B. B. Alston, Separate Spanish and English editions.
 Amanda Black series (2022) by Juan Gómez-Jurado and Bárbara Montes. Separate Spanish and English editions.

Young Adult Mysteries and Whodunits
 Firekeeper's Daughter (2023) by Angeline Boulley
 White Smoke (2022) by Tiffany D. Jackson
 The Girls I've Been (2021) by Tess Sharpe
 Murder of Crows (2023) by K. Ancrum
 We'll Never Tell (2023) by Wendy Heard
 Promise Boys (2023) by Nick Brooks
 Este corazón venenoso / This Poison Heart (2021) by Kalynn Bayron
 Lobizona / Lobizona (2021) by Romina Garber

Adult Mysteries and Whodunits
 The Villa (2023) by Rachel Hawkins
 Trust (2022) by Hernan Diaz
 The Storyteller's Death (2023) by Ann Dávila Cardinal
 Jackal (2023) by Erin E. Adams
 The Last Party (2023) by Clare Mackintosh
 The Resemblance (2023) by Lauren Nossett
 A World of Curiosities (2023) by Louise Penny
 I Have Some Questions for You (2023) by Rebecca Makkai
 Scorched Grace (2023) by Margot Douaihy
 Vera Wong's Unsolicited Advice for Murderers (2023) by Jesse Q. Sutanto
 A Death in Tokyo (2023) by Keigo Higashino
 The Starless Sea / Un mar sin estrellas (2019) by Erin Morgenstern
 Mexican Gothic / Gótico (2021) by Sylvia Moreno-Garcia

THE UNBREAKABLE CODE

AGES

Teens 13–18

PROGRAM DESCRIPTION

Teens use declassified Navajo code to send messages to each other. Libraries can foster language-learning and cultural competence by demonstrating fundamental Navajo language principles and increasing knowledge about the Navajo veterans who developed the unbreakable code in WWII. Several tribes worked as code talkers in both world wars. Include a YA book display of recent titles by Native American authors. Expand the program to more codes and ciphers if teens are interested. Suggested runtime: 45–60 minutes.

MATERIALS AND PREPARATION

Materials:

- Printed copies of the Navajo code (or computer access)
- Paper and pencils/pens
- During the program:
 - Ask teens to write a one-sentence message to translate into code.
 - Give them access to the Navajo Code Talker Dictionary.
 - Using the code alphabet, have teens rewrite the message by translating the words available in the code. The remaining words they must translate letter-by-letter. (The encoded message will be long!)
- Have teens exchange messages to decode.

Using the code this way is simplified cryptography. The code was unbreakable because of the fluency of the code users in Navajo. Because Navajo is not a written language, the Axis forces could not learn the patterns from reading about the Navajo or reading their literature.

There is also an element of double encryption. On one level, the English word is transcribed. The next layer is that each letter was represented by a Navajo word. For example: The word "tank" was broken into "t," "a," "n," and "k", then each letter is substituted by a Navajo word, rendering the spoken message "D-ah; wol-la-chee; tsah; ba-ah-ned-tinin." Unless the encoder and decoder is a fluent Navajo speaker, there will be imperfections to the code. Individually, each letter would make no sense since it would translate literally to "tea," "ant," "nose," and "key." Even if the interceptor were fluent in Navajo, unless he knew the code would he would be unable to make sense of the message.

RESOURCES

Web

"Navajo Code Talker Dictionary" from *Naval History and Heritage Command*: <https://bit.ly/3XyCJra>
 "US Navy Navajo Code" from *WWII database*: <https://bit.ly/432ZjcU>

Books

Fiction

Healer of the Water Monster (2021) by Brian Young (middle grade F)

GAME/ACTIVITY | STEM

Two Roads (2019) by Joseph Bruchac (YA F)
 Peacemaker (2021) by Joseph Bruchac (YA F)
 Red, White, and Whole (2021) by Rajani LaRocca (YA F)
 The Last Cuentista (2021) by Donna Barba Higuera (YA F)
 The Floraverse series (2021–23) by Wab Kinew (YA F)

Nonfiction

Chester Nez and the Unbreakable Code (2018) by Joseph Bruchac and illustrated by Liz Amini-Holmes (early reader)
 Code Breaker, Spy Hunter: How Elizebeth Friedman Changed the Course of Two World Wars (2021) by Laurie Wallmark (early reader)
 Tales of the Native Code Talkers (2019) by Lee Francis IV et al. (middle grade)
 Top Secret: Spies, Codes, Capers, Gadgets, and Classified Cases Revealed (2021) from National Geographic (middle grade)
 The First Code Talkers: Native American Communicators in WWI (2022) by Meadows (adult)
 Code Talker: The First and Only Memoir by One of the Original Navajo Code Talkers of WWII (2012) by Chester Nez and Judith Schiess Avila (adult)

TIP:

Teens can learn Dine or Navajo on Duolingo!

KNOT YOUR AVERAGE ADVENTURE

AGES

Multigenerational

PROGRAM DESCRIPTION

From sailing to rock climbing, knots are an integral part of any adventure. But did you know you can make fun knot puzzles as well? Set up stations throughout the room, and put instructions for tying a different knot (or solving a particular knot puzzle) at each station. Stations could emphasize different uses (safety, art, pulleys) or materials (rope, twine, string), or you could group stations by difficulty. This program also includes several detailed puzzle ideas. Consider running competitive knot-tying or puzzle-solving races or relays, and give out prizes. Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Materials knot tying:

- Rope cut into different lengths
- A lighter (to melt the ends of nylon rope)
- Duct tape (to secure the ends of cotton or twine rope)
- For a half hitch or noose knot station, a post or an upturned table leg
- For a pulley station, a 2x4, two chairs, a pulley, and a stack of books
- For tug-of-war station, long ropes with different kinds of knots.

Preparation for knot-tying stations:

- Choose which knots to demonstrate and practice them
- Gather examples of how the knots are used
- Set up and test all stations
- Create instructions for every station
- Create a take-home handout (optional)

See Printables for step-by-step knot puzzles.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Larger groups will need several volunteers to help troubleshoot knot tying.

ADAPTATION:

Create take-and-make kits for simple knot-tying projects, such as a macrame keychains or paracord bracelets.



Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

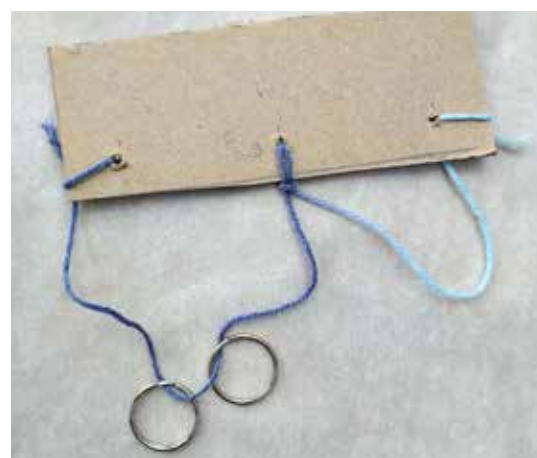


Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ



Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

RESOURCES

Web

“Tie Essential Scouting Knots” from Scouting Magazine: <https://bit.ly/3XAeGbt>

Bead puzzle from *Instructables*: <https://bit.ly/44l5Jol>

Diamond knot puzzle from CbyS Paracord on YouTube: <https://bit.ly/3CRa9rx>

Two rings puzzle from Paracord Planet on YouTube: <https://bit.ly/3NAIAJ4>

Books

Knots for Kids (2022) by Buck Tilton and illustrated by Christine Connors
(middle grade NF)

Printables

Bead Puzzle

Diamond Knot Puzzle

Two Rings Puzzle

ADAPTATION:

Make it a craft program where everyone makes a rope puzzle to take home. Show everyone how to make the same one, or if you have enough volunteers, give participants a few to choose from.

TIP:

The knot puzzles have to be assembled in the exact right order. It may take more than one try to assemble them, so be patient.

TIP:

Puzzle size can be scaled smaller or larger. Just remember to adjust the rope/string length accordingly.

TIP:

You can also buy inexpensive rope puzzle kits on Amazon.

BEAD PUZZLE

MATERIALS

- Reused flat material, such as cardboard or plastic
- Ruler
- Pencil
- At least 24 inches of yarn or string
- A hole punch
- A pony bead

INSTRUCTIONS

1. Make a flat rectangle that is 1 by 5 inches. Round the edges if they are too sharp.
2. Lay the rectangle vertical and punch two centered holes: One inch from the top, and one inch from the bottom.
3. Fold the string in half and thread the two ends into a pony bead. Tie a knot to secure the bead to the string.

4. Thread the looped end front to back through the bottom hole.
5. Now thread the same looped end from front to back through the top hole.
6. Now thread the same looped end back through the bottom hole from back to front.
7. Loop the end over the bead, then pull the beaded end taut against the hole.
8. Pull the secured loop backwards into the first hole to finish assembling. The puzzle is now ready to solve.

PUZZLE GOAL:

Extract the bead and string from the rectangle.

SOLUTION:

Reverse the order of the puzzle assembly to solve it.



Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

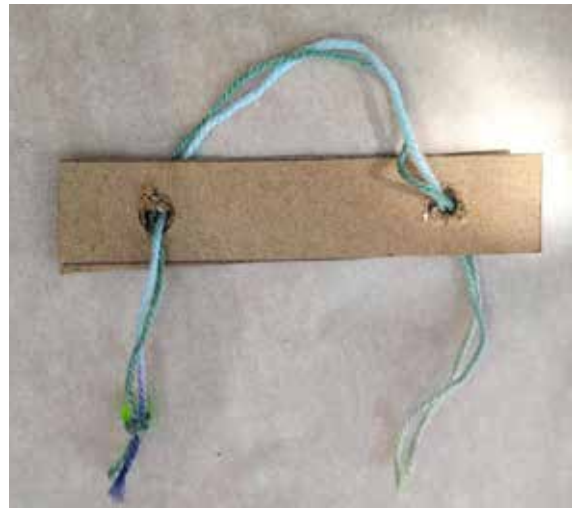


Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

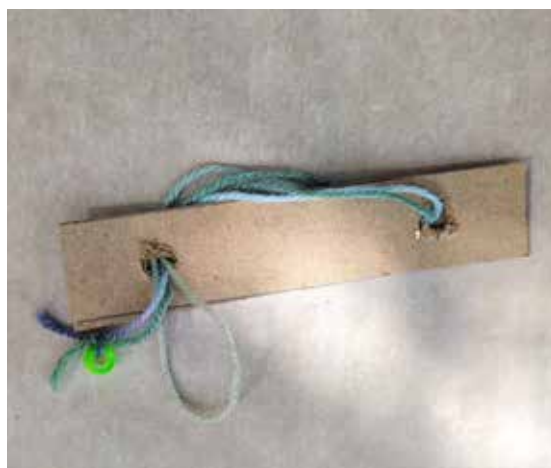


Image source: Yun-Yi Lin of Princeton Public Library, Princeton, NJ

DIAMOND KNOT PUZZLE

MATERIALS

- 6-inch length of 2x4
- Ruler or measuring tape
- Pencil
- 2 eye screws, with holes big enough for chopstick or doweling
- A ¾ inch or shorter regular screw or an eye screw
- 24–26 inches of paracord
- Power drill and drill bits
- 1 chopstick or piece of doweling
- Optional: Sandpaper, matches or lighter, hacksaw

INSTRUCTIONS

1. Arrange the wood vertically.
2. Measure ½ inch below the top and draw a line. Then mark the line ½ inch from each edge. You will have two marks for drilling.
3. On the bottom, mark one spot 1 inch from the bottom in the middle of the width.
4. Pre-drill the three holes.
5. Twist an eye screw into each of the two top holes, with the eyes facing each other.
6. Use the paracord to follow STEP-BY-STEP DIAMOND KNOTS on the next page.
7. Trim and burn the end of the paracord to melt it and keep it from unraveling
8. Use a screw to secure the unknotted end of the rope to the bottom hole.

TO ASSEMBLE

1. Thread the chopstick through two eye screws. Place the knot side of the rope under the threaded chopstick with the knot away from the bottom. Pull the knot towards the chopstick to check that the knot does not slip through. Saw off the excess chopstick.

2. Move the paracord outside of the chopstick (you may need to remove and rethread one end of the chopstick to release). Follow the pictures in DIAMOND KNOT PUZZLE ASSEMBLY to prepare the puzzle (steps 11–13).
3. Fold the paracord in half and feed the middle under the chopstick in position.
4. Thread the knot over the chopstick, through and under the middle loop.
5. Grab the three strands of rope and gently pull them towards the secured end of the rope, bringing the knot closer to the chopstick while pulling the intersecting loops underneath the chopstick.
6. Once the puzzle is assembled, adjust the rope so it lays evenly along the wood.

PUZZLE GOAL:

Without moving the doweling itself, move the knot to the other side of the doweling.

SOLUTION:

See DIAMOND KNOT PUZZLE SOLUTION



STEP-BY-STEP DIAMOND KNOTS

1.



2.



3.



4.



5.



6.



7.

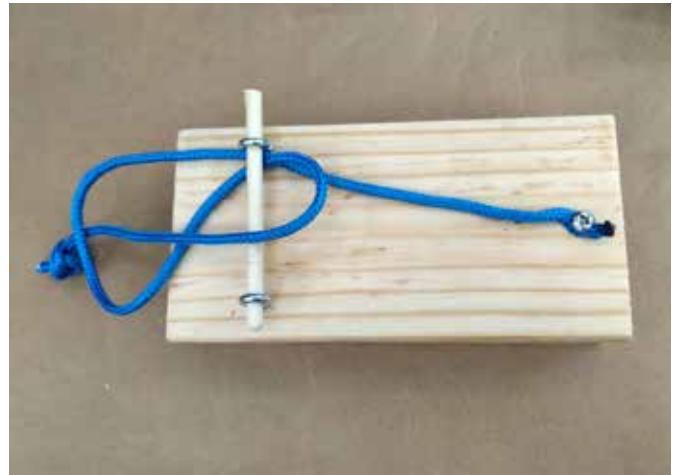


DIAMOND KNOT PUZZLE ASSEMBLY

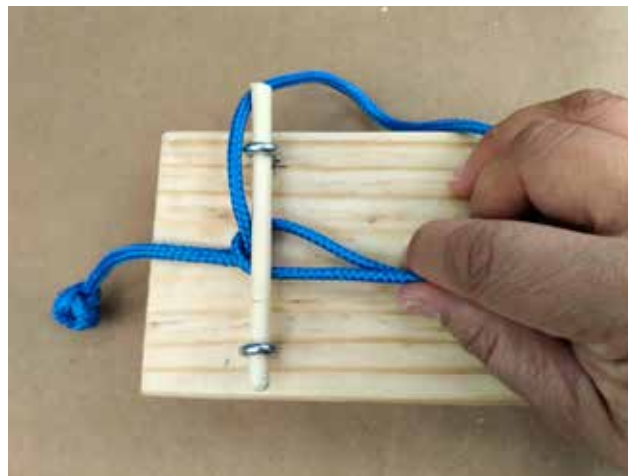
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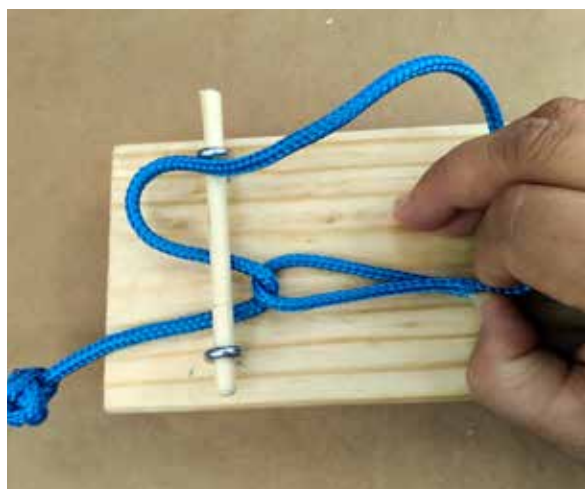
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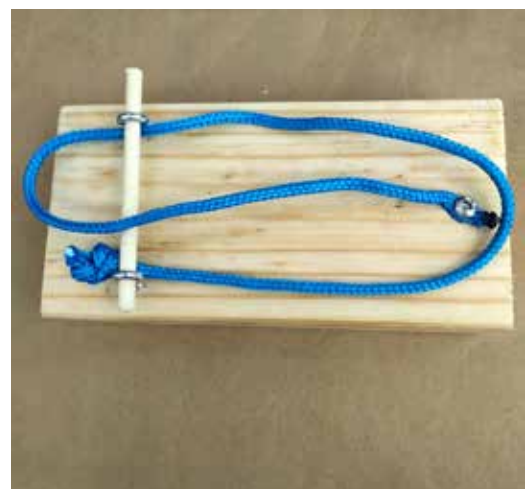
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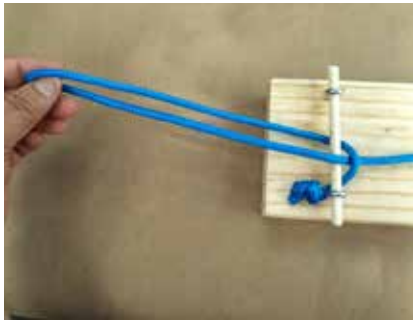


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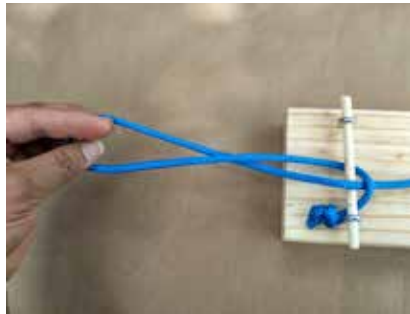


DIAMOND KNOT PUZZLE SOLUTION

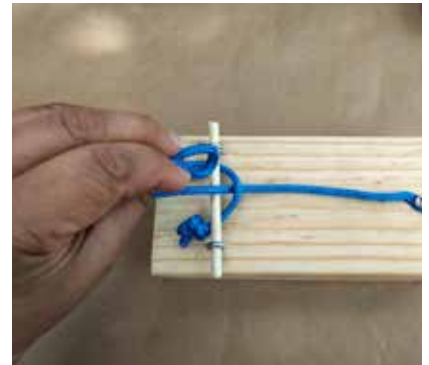
1.



2.



3.



4.



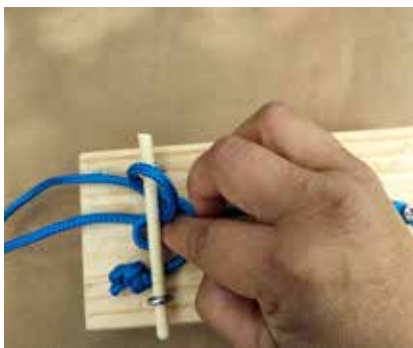
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6.



7.



8.



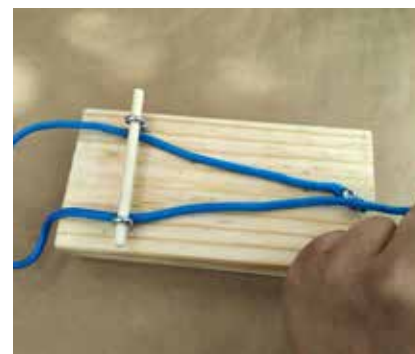
9.



10.



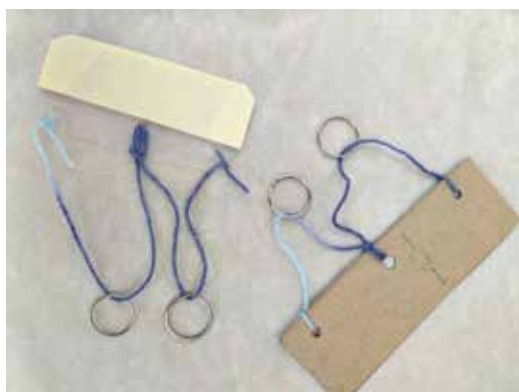
11.



TWO RINGS PUZZLE

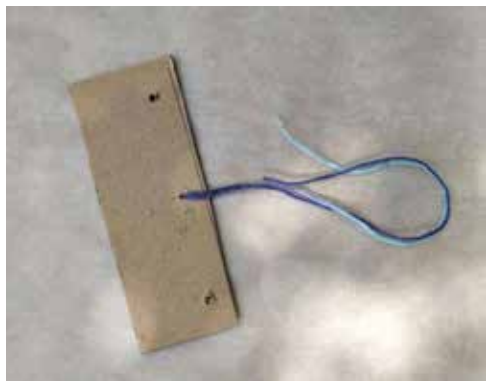
MATERIALS

- Reusable flat material, such as cardboard or plastic
- Ruler
- Pencil
- At least 24 inches of yarn or string
- Hole punch
- 2 keyrings or washers



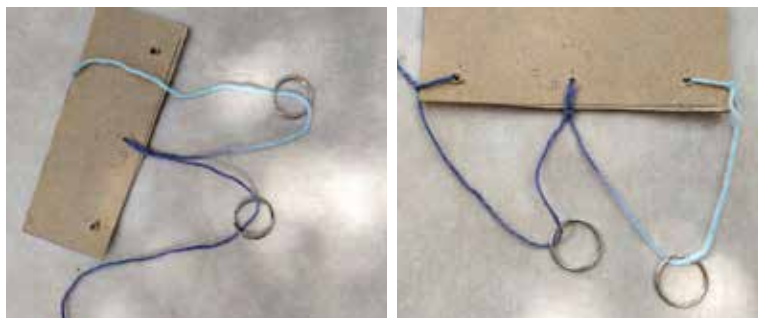
INSTRUCTIONS

1. Create a 2x6-inch rectangle, rounding the edges if desired.
2. Lay the rectangle horizontal and draw a horizontal line one inch from the bottom. Punch three holes along this line: One inch from the left, one inch from the right, and one in the middle
3. Fold the yarn or string in half and thread the middle of the yarn into the middle hole going from front to back. Turn the loop towards the bottom and front. Then pull the ends through the middle loop from top to bottom, make any adjustments necessary so you have equal lengths of rope on each side.



Step3

4. Thread the left side of the loose yarn through one ring, through the left hole, and tie the end into a knot onto itself. Do the same for the right. You have assembled the puzzle.



Step 4

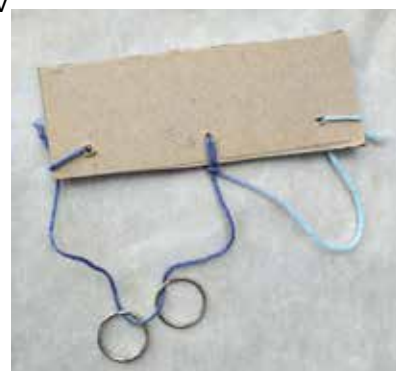
PUZZLE GOAL:

Move the rings so they are on the same side.

SOLUTION:

Follow these instructions for the solution:

1. Pull the middle loop towards the front, loosening it so that the knot in the middle is wide enough to fit a ring through. Select a ring to move to the other side.
2. Lead the moving ring towards the loose middle and push the ring from back to front of the middle loop following the string's path towards the other side. Do not adjust the other side of the yarn or string yet. Move the ring and just enough yarn or string for the ring to go through the middle loop.
3. Gently pull the two threads towards the front, and pull the middle loop through the middle hole from the back to the front. The middle loop is now in the front.



STAY CLOSE! ADVENTURES CLOSE TO HOME

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STORYTIME BOOKS

Babies

Leo, Rise And Shine! (2022) by Anna McQuinn and illustrated by Ruth Hearson. A bright and bouncy story about an energizing morning routine. In English.

Hands On! (2022) by Anne Wynter and illustrated by Alea Marley. A joyful rhyming book about a baby's first steps and explorations. In English.

City Baby (2021) by Laurie Elmquist and illustrated by Ashley Barron. A journey through a big city with spare text and vivid collages. *SLJ* starred review. In English.

My Party, Mi fiesta (World of ¡Vamos!) (2022) by Raúl the Third. A book about the fun activities at an energetic party. *SLJ* starred review. Bilingual.

Ten Little Birds, Diez Pajaritos (2021) by Andrés Salguero and illustrated by Sara Palacios. The popular song by 123 Andrés is brought to life in this story about with 10 silly birds who escape a lurking kitty. *SLJ* starred review. Bilingual.

How Are You?¿Como estas? (2018) by Angela Dominguez. A charming story with simple words about two giraffes who become friends. Bilingual.

La Bamba (2021) by Susie Jaramillo. A traditional song to get babies and toddlers moving. Bilingual.

Toddlers

Hudson and Tallulah Take Sides (2021) by Anna Kang and illustrated by Christopher Weyant. A nearly wordless argument-turn-budding-friendship between a dog and a cat with adjacent yards who venture out together. In English.

Stay, Benson! (2019) by Thereza Rowe. A playful story about a dog who takes adventures around the neighborhood as soon as his owner goes to school. In English.

The Roar (Hedgehog and Friends #4) (2022) by Eoin McLaughlin and illustrated by Polly Dunbar. Tortoise gets stuck, so his day of play doesn't go as planned. Forest friends come to help. In English.

Off-Limits (2021) by Helen Yoon. A child sneaks into an "off limits" home office; hijinks ensue. A charming, well-paced story for reading aloud. In English.

Blue Bison Needs a Haircut (2022) by Scott Rothman and illustrated by Pete Oswald. When Bison's usual barbershop is closed, he struggles with wanting something he can't have. In English

TIP:

Enthusiasm is contagious! Choose books and activities that you enjoy.

TIP:

Adding an activity between stories helps everyone to refocus. Try shaking the sillies out, or lead a movement song or rhyme.

TODDLERS

The Runaway Pea (2019) by Kjartan Poskitt and illustrated by Alex Willmore. A pea embarks on a perilous adventure through the kitchen; rhythmic language makes it great for reading aloud. In English.

Me gusta (2022) by Angela Dominguez. A multicultural bilingual book that celebrates familial adventures. Bilingual.

La casa de Lily y Milo (2022) by Pauline Oud. A silly, interactive story about a bunny and a mouse who move into a new house. In Spanish.

Preschoolers

Roxie Loves Adventure (2022) by Sudipta Bardhan-Quallen and illustrated by Leeza Hernandez. Roxie becomes a changed pup after she gets locked out of the house; a funny call to adventuring outside your comfort zone. In English.

Early One Morning (2021) by Mem Fox and illustrated by Christine Davenier. A breezy story about a boy who journeys through a farm to get breakfast; text includes many questions to engage storytime audiences. In English.

Boogie Boogie, Y'all (2021) by C.G. Esperanza. A vibrant book with a groovy rhythm about appreciating the details of urban life. Multiple starred reviews. In English.

How to Eat a Book (2022) by Mrs. and Mr. MacLeod. Children are eaten by their books in this lyrical and engaging storytime winner. *SLJ* starred review. In English.

Kimchi, Kimchi Every Day (2022) by Erica Kim. A little girl's excitement around the Korean snack entices readers to join in. Great for cooking themes. *SLJ* starred review.

Fly (2022) by Brittany J. Thurman and illustrated by Anna Cunha. A little girl enlists the help of her friends to learn all the skills she needs to enter a double Dutch competition in this lyrical, uplifting story. In English.

Kick Push (2022) by Frank Morrison. A little boy with a passion for skateboarding seeks to fit into his new neighborhood; a celebration of the exhilaration of being yourself. In English.

Strollercoaster (2021) by Matt Ringer and illustrated by Raúl the Third and Elaine Bay. An energetic romp through the neighborhood with a quick-thinking father who thwarts his daughter's impending tantrum. In English with Spanish words.

La casita del esperanza / The Little House of Hope (2022) by Terry Catasús Jennings and illustrated by Raúl Colón. A family finds a safe new home in the United States in this age-appropriate exploration of immigration. An uplifting read-aloud. Separate Spanish and English editions.

TIP:

Encourage call and response, or have the children repeat after you for emphasis. (Ex: Red. Red! Rojo. Rojo!)

PRESCHOOL

Un día con papá / Owen's Day with Daddy (2022) by Jerry Ruff and illustrated by Davilyn Lynch. A warm story about the adventures of a father and son; great for helping children accept new siblings. Separate Spanish and English editions.

El Cukey Is Scared, Too! (2021) by Donna Barba Higuera and illustrated by Juliana Perdomo. A little boy is nervous about starting school in a new place; he and his monster confront their fears together. Based on Mexican folklore. In English with Spanish words.

Día de disfraces / Dress-Up Day (2022) by Blanca Gómez. A delightful story about a little girl who wears her bunny costume to school one day late. Multiple starred reviews. Separate Spanish and English editions.

Entonces llega el verano / And Then Comes Summer (2021) by Tom Brenner and illustrated by Jaime Kim. Lyrical text and cheery illustrations in this celebratory tribute to summer adventures. *Kirkus* starred review. Separate Spanish and English editions.

Mi ciudad canta / My City Sings (2022) by Cynthia Harmony and illustrated by Teresa Martínez. After an earthquake, a little girl watches a neighborhood in Mexico come together in this sweet story about resilience. Separate Spanish and English editions; English edition has Spanish words throughout.

STORYTIME SONGS

Song/Rhyme: Book Adventure

To the tune of "Row, Row, Row Your Boat." Piggyback lyrics from CSLP.

I can play outside,
I can read a book.
I can find adventure here and everywhere I look.

Song/Movement: My Backyard

To the tune of "Mary Had a Little Lamb." Piggyback lyrics from CSLP.

Playing in my backyard my backyard
My backyard
Playing in my backyard
So many things to do
Watch the birds and flap my wings
Flap my wings, flap my wings
Watch the birds and flap my wings
So many things to do.

Verses:

Pick up twigs and put them back down

TIP:

Repetition is key for engagement, so choose songs and rhymes to repeat at each storytime, and sing each song at least twice. Add a new song or rhyme occasionally to keep things fresh.

STORYTIME SONGS

Dig in the dirt and plant a seed
Play a game and run all around

Song/Movement: I'm a Dump Truck

To the tune of "I'm a Little Teapot." See video from Jbrary on YouTube here: <https://bit.ly/3PxVppj>

I'm a little dump truck full of rocks (arms wide)
Here is my engine, here is my box (arms in front, then arms in back)
When the crew is ready hear me shout (hands around mouth)
Pull the lever and dump me out (pull lever in air)
Shhhhhhhh (lean back, point both thumbs behind you)

I'm a great big dump truck full of rocks
Here is my engine, here is my box
When the crew is ready hear me shout (hands around mouth)
Pull the lever and dump me out (pull lever in air)
Shhhhhhhh (lean back, point both thumbs behind you)

Song/Rhyme: Vamos a Cantar / Sing Now with Me

Words and music by 123 Andrés from the album *Arriba Abajo*. Reprinted with permission. Listen on YouTube here: <https://bit.ly/3pvCWz6>

Vamos a cantar una nueva canción.
Vamos a cantar la con el corazón.
Do re mi fa sol la si do
Vamos a bajar únete a mi voz.
Do si la sol fa mi re do
Vamos a cantar una nueva canción.
Vamos a baja únete a mi voz.

Here's a brand new song, sing it now with me.
Just follow you heart and you'll find your key.
Do re mi fa so la ti do
Follow me back down this sweet melody.
Do ti la so fa mi re do
Here's a brand new song, sing it now with me.
Follow me back down this sweet melody.

A la Rueda, Rueda / To the Wheel, Wheel (Canción de Corro / Circle Game)

Nursery rhyme from Cuba. Children hold hands while singing and turning in a circle. At the end, everyone lies down. English is a direct translation that does not rhyme. Listen via *Mama Lisa's World* here: <https://bit.ly/3r9yPsZ>

A la rueda, rueda
De pan y canela.
Dame un besito
Y vete para la escuela.

STORYTIME SONGS

Si no quieres ir,
Acuéstate a dormir.

To the wheel, wheel
of bread and cinnamon.
Give me a kiss
and go to school.
If you don't want to go,
Lay down to sleep.

Song/Lapsit: Cuando Voy a Casa de Peña

Nursery rhyme and lapsit from Mexico. Listen via Mama Lisa's World here: <https://bit.ly/447jVC0>

Cuando voy a casa de Peña (move baby's legs as if walking)
Con la patita le hago la seña (raise one leg)
Cuando voy a casa de Juan (resume walking)
Con la patita le toco el zaguán* (kick one leg gently on "le toco el zaguán")

Direct English translation (for reference):
When I go to Peña's house, with my little leg I make a sign,
When I go to John's house, with my little leg I touch the hallway.

STAY AND PLAY

Babies/Toddlers/Preschoolers: Hello, Neighbor

Who's sitting next to you? Who do you know in the room, and who do you not know? Encourage children to wave or say hello to each other.

Toddlers/Preschool: Puzzle Words

Laminate photos of your library or other buildings in your community, and add labels underneath in big letters. Cut the photos in half. Toddlers or preschoolers put the pieces together to form the word.

Toddlers/Preschoolers: Library Jumble

Set out multiples of various objects. Then ask everyone to find one of a specific kind of object. For example, everyone find a stuffed animal; find a toy vehicle; find a book with an animal on the cover. This is a great lesson on sharing and patience. If multiple children go after the same toy, reassure them that there are enough for everyone.

Preschoolers: Find Letters

Ask children to look around the room and tell you where they see letters (such as on wall signs). What's the letter? What words start with that letter? Go around the circle so every child has a turn. Games and songs emphasize the importance of active listening, sharing, and taking turns. It is also great for illustrating opposites or taking outside.

BUBBLEPALOOZA

AGES

Children 5–8

PROGRAM DESCRIPTION

An outdoor bubble party! Children explore how bubbles form, as well as how make bubble solutions and bubble wands. For an indoor program, children can make bubble paintings; when the paintings dry, have them draw creatures who might live inside the bubbles. Add a bubble machine to ensure bubble continuity. To age up for tweens, turn this into a STEM program in which they construct giant bubble wands to see who can leverage surface tension to blow the biggest bubble (see Resources). Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

Bubble Painting

Materials:

- White construction paper
- Washable project paint
- Plastic cups / containers
- Paper or plastic straws
- Dish soap (clear works best)
- Stirring sticks, popsicle sticks or plastic spoons
- Table cloths or newspaper (to cover work surfaces)

Instructions:

1. Create paint solution with a 3-1-1 ratio when mixing (3 parts paint, 1 part water, 1 part dish soap) You may have to adjust this depending on the concentration of the dish soap, the type of paint you use, and the type of container you choose. Keep the amount of water used on the lower side so the paint color will keep its concentration. Mix the solution well right before using.
2. Give each child a piece of white construction paper and a straw. Have them blow bubbles into the solution (as many or as few as they wish). Catch the bubbles with the white piece of paper. They can do this randomly for a more abstract painting or have them draw a picture and try to catch the bubbles in a specific spot.

Types of DIY Bubble Wands

Pipe Cleaners (Preschool and Up)

- Bend tips into any closed shape
- Optionally, provide cookie cutters to mold shapes

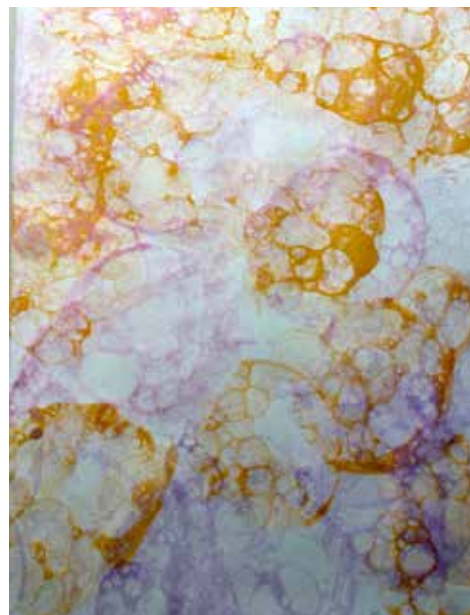


Image source: Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI

ADAPTATION:

For a take-and-make program, include pipe cleaners and small bottles of bubble solution.

TIP:

Set big buckets of bubble solution on a tarp so drips don't kill the grass (and remember to dump the leftover bubble solution inside or in an outdoor drain).



Image source: Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI

GAME/ACTIVITY | STEM | OUTDOORS

Plastic Funnels (Preschool and Up)

- Dip wide end in solution and blow through the narrow end

Straws (Preschool and Up)

- Dip one end to make numerous tiny bubbles
- Plastic cups (preschool and up)
- Poke hole in bottom
- Dip open end in solution and blow through the hole

Water Bottles (School Age and Up)

- Cut off the bottom end cover it with a washcloth (or sock) held in place by a rubber band
- Children dip the washcloth end and blow through the “drinking” end to make long snake bubbles

Wire (Twins and Up)

- Bend wire into a circle, with beads for decoration
- would require safety gloves for handling wire
- Giant bubble wands (twins and up)
- Two pieces of doweling with twine between them

Easy Bubble Solutions

Using glycerin:

- 1 gallon water
- 2/3 cup of dish soap
- 3 tbsp glycerin

Using sugar:

- 1/2 cup dish soap
- 1/2 cup granulated sugar
- 2 cups water

Preparation:

- Decide on which wands to make (based on age).
- Gather materials for your chosen wands.
- Precut dowels for giant bubble wands (if using).
- Premix some bubble solution.
- Gather mixing bowls and supplies if children will mix their own.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Outdoors. Volunteers are needed to help mix the bubble solution and monitor for safety.

RESOURCES

Web

“Paint with Bubbles Three Ways” from Artful Kids: <https://bit.ly/44qoFCi>

“Bubble Science Experiments for Kids” from Little Bins, Little Hands: <https://bit.ly/3r6Ur9e>

TIP:

Have volunteers on hand to make sure children blowing into the solution, not sucking on the straw.

TIP:

Bubble solution gets better the longer it sits, so make a batch a few days in advance.

TIP:

If the bubble solution is too weak for giant bubbles, try adding cornstarch or baking powder.

TIP:

Challenge children to blow bubbles inside other bubbles by poking a straw gently through a bigger bubble and blowing another one.

“Build the Best Bubble Wand” from Scientific American: <https://bit.ly/44mK1k1>

“Science of Bubbles” printable from Illinois Extension: <https://bit.ly/444iF2m>

Books

Bubble Picture Books

Big Bag Bubble (2017) by Adam Rubin and illustrated by Daniel Salmieri

Bubbles...UP! (2021) by Jacqueline Davies and illustrated by Sonia Sánchez

Too Many Bubbles (2021) by Christine Peck and Mags DeRoma

Bubbles (Narwhal and Jelly Board Book) (2021) by Ben Clanton

LIBRARY EXPLORERS: PASSPORT TO ADVENTURE

AGES

Children 5–8



Image source: Nancy Nall of Foley Public Library, Foley AL

PROGRAM DESCRIPTION

Explore the library! Children receive a passport that contains photos from various library locations. They must be extra observant to find the locations that correspond to each photo (or follow clues to each location). For every photo/location, they record a letter in their passport; unscrambling all the letters gives them the clue for the final location (where they turn in their passport). Give out small prizes for completed passports, and enter children into an end-of-summer drawing for larger prizes. You can also make this a theme-based in-person program. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Photos for the passport
- Clues for each photo in the passport (optional)
- Printed passport books (with blank lines at the end for unscrambling letters)
- Pencils
- Printed letters placed in photo locations
- A display area or table with blank passports & instructions
- Prizes

Consider highlighting: Computer area, catalog station, genealogy, check-out desk, director's office, travel books, children's area, teen area, library book drop, return carts, archives, DVD collection, etc.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Printables

Library Scavenger Hunt

TIP:

The same idea can be done with a ticket that they get stamped, punched, or stickered at each location.

ADAPTATION:

Age up or down by adjusting clue difficulty and/or locations. For tweens, use Dewey numbers to help solve the final clue.



LIBRARY SCAVENGER HUNT

Write down the letter you find at each of these library locations. When you have unscrambled the word, go to the circulation desk to claim your prize!

Book return slot

Public computers

Library catalog

Return cart

DVDs

Children's fiction

Reading tables

Answer:

ROLLER COASTER FUN

AGES

Children 5–8

Multigenerational

PROGRAM DESCRIPTION

Build excitement for your local county fair by holding a roller coaster build! Challenge children and/or families to see who can make the tallest, most fantastical, most realistic, scariest, and/or most unexpected roller coaster that is capable of depositing a ping-pong ball in a bowl. A great way to use recycled materials and miscellaneous building supplies. Increase the engineering challenge for older children. Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

For Straw Roller Coasters

Materials:

- Straws
- Cardboard base (1 for each group)
- Low-temp glue gun (and glue sticks)
- Ping pong balls and plastic bowls

OR

- An assortment of recyclables, craft supplies, and tape

The straw roller coaster works best for a multigenerational program in which children partner with a teen or other family member who can use the glue gun. Alternatively, get low-temp glue guns or use duct tape.

During the program:

- Divide up supplies.
- Ask groups to draw a plan before gluing down straws.
- They are essentially constructing ramps that deposit a ping pong ball into a bowl.

UNIQUE SPACE AND/OR PERSONNEL NEEDS

A large programming space, unless you impose a size limit on the roller coasters.

TIP:

If you hold this after the county fair, hold a conversation around everyone's favorite rides, games, and/or exhibits.

TIP:

Play some virtual roller coasters for inspiration!



Image source: Shutterstock

RESOURCES

Web

“Virtual Roller Coasters” from SiParent: <https://bit.ly/46qP6K5>

“Roller Coaster Family Challenge” from StarNet: <https://bit.ly/3r9yQx3>

“Engineering Project for Kids: Build a Straw Roller Coaster” from *Frugal Fun for Boys and Girls*: <https://bit.ly/3JCe8w4>

“Straw Roller Coaster STEM Challenge” from Sarah Dees on YouTube: <https://bit.ly/3JEEQ78>

Books

Ride, Roll, Run: Time for Fun! (2022) by Valerie Bolling and illustrated by Sabrena Khadija (picture book NF)

Build a Roller Coaster!: And More Engineering Challenges (2020) by Megan Borgert-Spaniol (early reader NF)

The Pigeon Will Ride the Roller Coaster! (2022) (Pigeon) by Mo Willems (early reader F)

The Biggest Roller Coaster (Fox Tails) (2020) by Tina Kügler (early reader F)

Kit and Kaboodle Ride a Roller Coaster (Highlights Puzzle Readers) (2021) by Michelle Portice and illustrated by Mitch Mortimer (early reader F)

How to Code a Roller Coaster (2019) by Josh Funk and Sara Palacios (early reader F)

How to Design the World's Best Roller Coaster (2019) by Paul Mason (middle grade NF)

LIBRARY OLYMPIC GAMES

AGES

Tweens 9–12

PROGRAM DESCRIPTION

Run friendly competitive games to coincide with the 2024 Summer Olympics (Friday, July 26 to Sunday, August 11). In the first part of this program, tweens work together to create a torch to signal the start of the games and awards for each game. In the second part, they play competitive library games (alternatively, this portion can be passive and book-focused). The third part of the program is a ceremony to award medals/trophies to winners. This program can be run over several weeks or condensed into a single program. Suggested runtime: 60–90 minutes.

MATERIALS AND PREPARATION

Competitive library games:

- Book stack: Use donations or withdrawn items to see who can stack the books highest and fastest without toppling.
- Fast alphabet: Have a cart of books and see who can correctly put the spine labels in correct order the fastest
- Book balance: Each player balances a book on their head while walking a designated path.
- Olympic ring bean bag toss: Set up 5 hoops and award points for players who get the beanbags through the hoops
- Paper plate shot put: Players write their name on a paper plate, then see who can toss it the farthest using correct shot put form.

Passive reading games:

- Marathon: Read a book based on a summer Olympic sport.
- Sprint: Read a short story based on a summer Olympic sporting.
- Weightlifting: Read a book more than 250 pages long.
- Relay: Read 1 hour every day for 7 days in a row.
- Team effort: You and a friend read the same book.

Materials:

- Game-specific supplies
- Times and/or stopwatches
- Prizes

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Volunteers helpful for monitoring stations.

TIP:

To extend this Olympic series, consider combining this program with Adventures in Breaking on page 109.



Image source: Stephanie Birr of Los Lunas Public Library, Los Lunas, NM

RESOURCES

Web

“Olympic Games: Resources for Public Libraries” from Britannia Education: <https://bit.ly/4456dPZ>

“Paris 2024” from International Olympic Committee: <https://bit.ly/3JC7g1R>

“Team USA” from the United States Olympic and Paralympic Committee: <https://www.teamusa.org/>

Books

Early Readers

The Timekeepers: The Ancient Olympics (2023) by SJ King and illustrated by Esther Hernando

The Mind-Blowing World of Extraordinary Competitions (2023) by Anna Goldfield and illustrated by Hannah Riordan

The Origin of Sports (2023) by Tom Velcovsky and Stephanka Sekaninova, and illustrated by Matej Ilcik

Middle Grade

Boundless (2023) by Chaunté Lowe

Mr. Lemoncello’s Library series (2014–21) by Chris Grabenstein

Kudo Kids: The Mystery of the Masked Medalist (2020) by Maia Shibutani and Alex Shibutani

Daisy Woodworm Changes the World (2022) by Melissa Hart

Gold Metal Mysteries: Thief on the Track (2023) by Ellie Robinson and illustrated by James Lancett

Montgomery and the Case of a Golden Key (2023) by Tracy Ocomy Crowder and illustrated by Kristin Sorra

The Great Book of Olympic Games (2021) by Veruska Motta and illustrated by Luca Poli

Weird Sports (2023) by Brianna Kaiser

Young Adult

Those Summer Nights (2023) by Laura Silverman

Break the Fall (2020) by Jennifer Lacopelli

Furia (2020) by Yamile Saied Méndez

The Key to You and Me (2021) by Jaye Robin Brown

The Knockout (2020) by Sajni Patel

Inaugural Ballers: The True Story of the First US Women’s Olympic Basketball Team (2022) by Andrew Maraniss

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

The Sports Book (2020) from DK

DECORATION/DISPLAY | PASSIVE | LOW COST | OUTREACH

COMMUNITY ADVENTURE GAMES

AGES

Tweens 9–12

Multigenerational

PROGRAM DESCRIPTION

This program describes two ways to run community adventure games. Both options are good for outreach to local retirement homes, schools, community organizations and businesses, and local parks departments and swimming pools.

Option #1: Take photos of places in your community (with or without a library employee or mascot in each photo), then print and display the photos around your library. Display each photo with a number or letter for identification purposes, and provide ballots for patrons to identify the community locations. Provide ballots of two difficulty levels: One multiple choice and one that requires patrons to write in the community location.

Option #2: At several locations in your community, display signs that read “Adventure Begins...” with your favorite CSLP artwork from 2024. To turn this into a scavenger hunt, add a prize at each location, or have each location hold a piece of a puzzle, craft, or snack recipe. Once patrons find them all and complete a ballot, they are entered into the drawing for end-of-summer reading prizes.

Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials for option #1, community photos:

- Photos of your community
- Printer and paper
- Pins or tape to hang the photos
- Display area with instructions
- Ballots, ballot box, and pencils/pens
- Prizes

Materials for option #2, community locations:

- Printed signs that read “Adventure Begins...”
- Photos of the printed signs at their community locations.
- Ballots, ballot box, and pencils/pens
- Stamps and ink pads (optional, for stamping ballots)
- Prizes

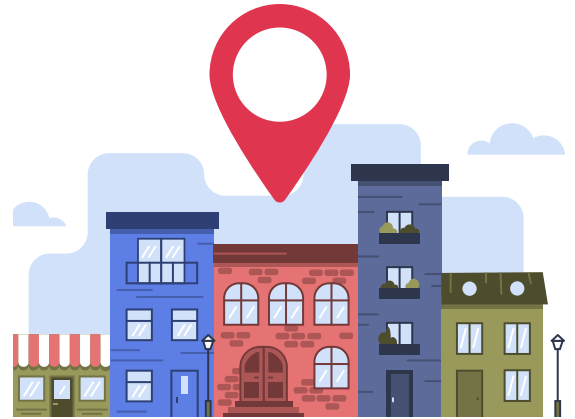


Image source: Shutterstock

TIP:

Create a hashtag for patrons to use on their own adventures around the community.

TIP:

For each photo, provide written descriptions that can be read out loud, as well as braille translations.

DECORATION/DISPLAY | PASSIVE | LOW COST | OUTREACH

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

RESOURCES

Web

“Adventure Close to Home” from Lonely Planet: <https://bit.ly/3NymXYL>

“Exploring Nature in Your Neighborhood” from CA State Parks: <https://bit.ly/3Nyn0Ur>

“Lesson Plan: Explore Your Neighborhood” from Scholastic: <https://bit.ly/3PzSufG>

Books

Picture Books

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

New in Town (2021) by Kevin Cornell

In the Neighborhood (2022) by Rocio Bonilla

Show the World! (2022) by Angela Dalton and illustrated by Daria Peoples

Dream Street (2021) by Tricia Elam Walker and illustrated by Ekea Holmes

Picture Books—in English and Spanish

My Very Favorite Book in the Whole Wide World / Mi libro favorito en el mundo entero (2022) by Malcolm Mitchell and illustrated by Michael Robertson

Saturday / Sábado (2021) by Oge Mora

The World Belonged to Us / El mundo era nuestro (2022) by Jacqueline Woodson

My Papi Has a Motorcycle / Mi papi tiene una moto (2019) by Isabel Quintero and illustrated by Zeke Peña

Bisa's Carnaval / El carnaval de mi bisabuela (2021) by Joana Pastro and illustrated by Carolina Coroa

Mi Pueblo / My Town (2022) by Nicholas Solis and illustrated by Luisa Uribe. Bilingual.

Skater Cielo / Cielo la patinadora (2022) by Rachel Katsaller

Early Readers

Where We Live: Mapping Neighborhoods of Kids Around the Globe (2022) by Margriet Ruurs and illustrated by Wenjia Tang

Tacos Today: El Toro & Friends (World of ¡Vamos!) (2023) by Raúl the Third III

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

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

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

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

SOLAR OVEN RECIPE CONTEST

AGES

Tweens 9–12

Teens 13–18

PROGRAM DESCRIPTION

What if you have an acute need for homemade cookies while you're on an adventure, but there's no oven nearby? Create a solar oven out of a pizza box! After construction, participants take them home and test out some recipes. S'mores? Toast? Hold a contest to see who can make the most adventurous snacks using their DIY solar oven. Suggested runtime: 60–90 minutes for oven construction.

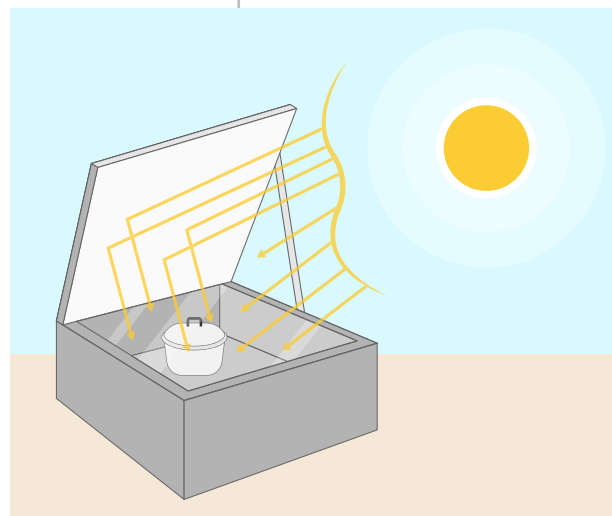


Image source: Shutterstock

MATERIALS AND PREPARATION

Materials for each solar oven:

- Pizza box
- Scissors or utility knives
- Clear plastic, such as document sleeves or cling film
- Duct tape, masking tape, or scotch tape
- Tinfoil
- Old newspapers
- Black construction paper
- Small aluminum dish
- Skewers
- Rubber bands and small thermometer (optional)

To make:

- Trace a square on the top of the pizza box 2 inches smaller than the box on all sides
- Cut the square on 3 sides: left, right, and bottom; and lightly score the top side.
- On the back of the lid, tape clear plastic to make a window underneath the flap you just cut.
- Cover the inside of the pizza box and the underside of the flap with tin foil.
- Tape black paper to the bottom of the pizza box.
- Roll up old newspaper, cinch with rubber bands, and line all four sides of the pizza box for insulation.
- To operate, place food in an aluminum dish to bake under the plastic window.

ARTS & CRAFTS | GAME/ACTIVITY | STEM

- Close the pizza box, and prop open the flap with a skewer.
- Be sure to orient the oven towards the sun!

RESOURCES

Web

Solar s'mores from NASA *Climate Kids*: <https://climatekids.nasa.gov/smares/>
"How to Make a Solar Oven" from *Science Sparks*: <https://bit.ly/3pmzc2S>

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!

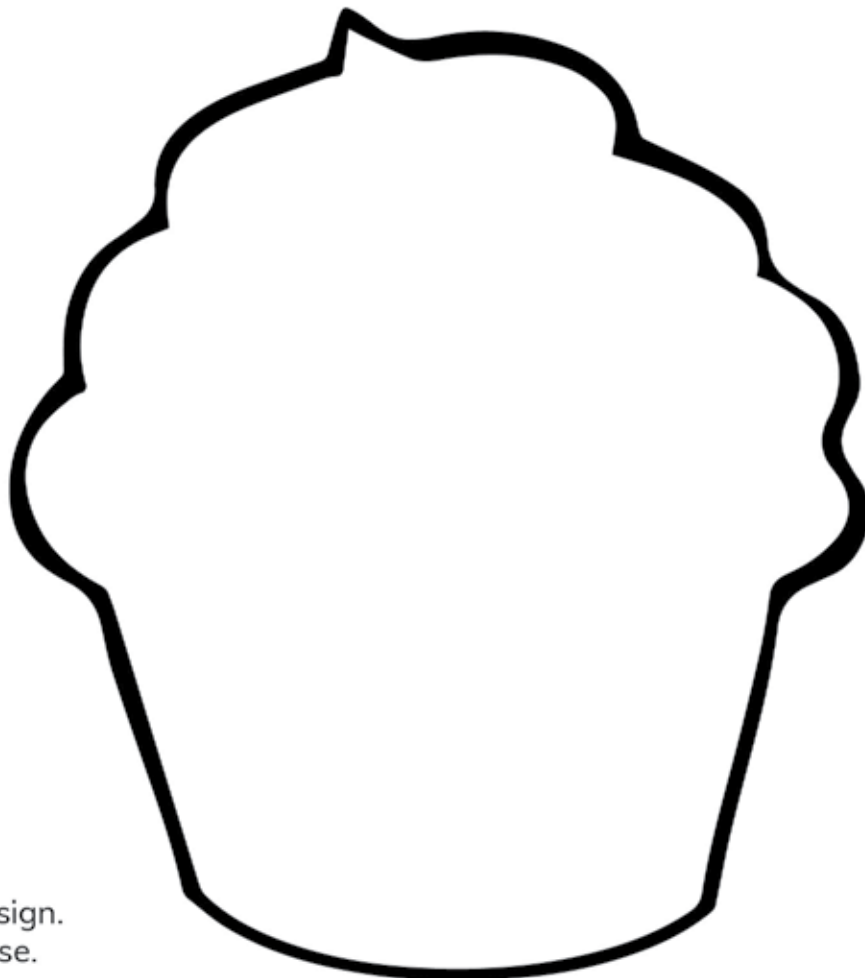
CUPCAKE JUDGING SHEET

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.

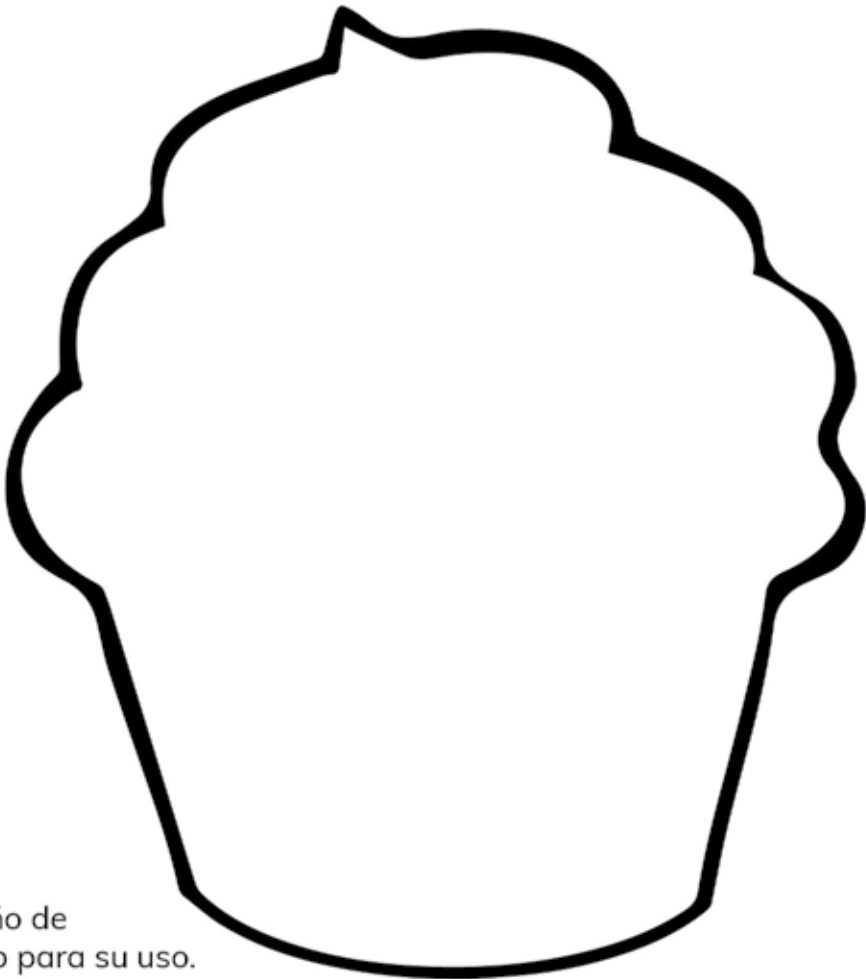
HOJA DE EVALUACIÓN DE CUPCAKES

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.

GAME/ACTIVITY | OUTDOORS | OUTSIDE PRESENTER

GEOCACHING SCAVENGER HUNT

AGES

Teens 13–18

Multigenerational

PROGRAM DESCRIPTION

Geocaching is a popular activity in which participants use GPS coordinates on their mobile devices to find specific spots outdoors where hidden containers, called caches or geocaches, are located. For an in-library program, invite a local geocacher to present to families about cache-finding etiquette and how to find one, then send them out to find a designated cache. For teens, a presenter could share ideas and give tips for how to create private geocaching hunts for each other. Be sure to ask participants to post about the geocaches they find or create on the library's social media! Suggested runtime: 45–60 minutes for an information session.

Apps:

- Geocaching (find more than 3 million caches worldwide)
- Adventure Lab (community-generated geocaching scavenger hunts)

MATERIALS AND PREPARATION

Materials:

- Weatherproof containers (one for each hiding place)
- Phone with a map app (or GPS unit)
- Paper visitor logs (one for each container)
- Pencils or pens (one for each container)
- Small items for prizes (optional)

Preparation:

- If hiding a cache, make sure you have permission to use a location. Consider partnering with a local park and labeling containers as library property.
- This program works best when the cache sites are spread across a wide area.
- Mark the GPS coordinates for the hiding places by pressing and holding the screen of your map app at your location. Save the points to your map app or write down the coordinates.
- Create clues to lead participants to the first container and from one container to the next. The clues include visual descriptions of where to look for the container at the next location. Adjust clue difficulty as needed.
- Fill containers with clues, GPS coordinates, visitor logs, pens/pencils,



Image source: Shutterstock

TIP:

Geocaching is an excellent road trip activity! In the Geocaching app, run a Pocket Query to identify caches along the route.

ADAPTATION:

Make this a passive display in which you describe how to reach a specific cache, then hold a virtual or in-person event in which participants gather to talk about the experience.

ADAPTATION:

Partner with a local park to hold a “cache in, trash out” event in which geocachers pick up trash while hunting for caches.

ADAPTATION:

Caches can also be drive-ups (called “cache and dash”). Be sure to include accessible caches for multigen programs in which you hope to include seniors

GAME/ACTIVITY | OUTDOORS | OUTSIDE PRESENTER

and prizes or stickers.

- Hide containers in the predetermined locations.

RESOURCES

Web

“How to Make a Private Geocache” from *The Hobby Kraze*:

<https://bit.ly/3r6V3M4>

“Geocaching” from Wikipedia: <https://bit.ly/46Gse9N>

Books

Middle Grade Fiction

Alone (2022) by Megan E. Freeman

Adventure Is Now (2022) by Jess Redman

The Year the Maps Changed (2022) by Danielle Binks

The Exact Location of Home (2018) by Kate Messner

Little Monarchs (2022) by Jonathan Case

and/or people with mobility limitations. Consider partnering with local parks department for offsite locations.

TIP:

Choose containers that are waterproof but also easy to open and reseal.

NOTE:

The coordinates will not be perfectly precise, but they will be close enough for participants to use visual clues to find the hiding places.

TIP:

Give participants game cards for collecting stickers from each container; completed game cards win a prize.

TIP:

How to Puzzle Cache, 2nd edition (2019) by Cully Long is a good reference book for adults

DIM THE LIGHTS!

ADVENTURES IN THE DARK

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STORYTIME BOOKS

Babies

Hush, Little Hero (2022) by Annie Bailey and illustrated by Dawn Lo. This lyrical rhyming book about heroic toddlers is a solid but mellow choice for pajama storytime. In English.

Shhh! The Baby's Asleep (2021) by JaNay Brown and illustrated by Elissambura. A silly story in rhyming couplets about a big family trying to stay quiet. Also good for toddlers and preschoolers. SLJ starred review. In English.

I'm Still Up! (2022) by Antoinette Portis. A soothing and humorous board book about a baby who stays up late. Great for PJ storytime or a nighttime theme. In English.

Goodnight, Good Dog; Buenas noches, perrito bueno (2020) by Mary Lyn Ray and illustrated by Rebecca Malone. Another PJ storytime choice that celebrates nighttime sights and sounds. Pace slows intentionally as the book ends. Kirkus starred review. Bilingual.

Toddlers

Gray Fox in the Moonlight (2023) by Isaac Peterson. A fox walks through a nighttime forest before being called home to her den of kits. Good for late summer transitions into fall. In English.

Zoom Space Adventure (Zoom #1) (2020) by Susan Hayes and illustrated by Susanna Rumiz. An interactive board book with peek-a-boo holes that will keep kids guessing. Kirkus starred review. In English.

Knight Owl (2022) by Christopher Denise. A charming blend of whimsy and medieval heroism in this book about an owl who goes to knight school. Booklist starred review; Caldecott Honor book. In English.

Tiny T. Rex and the Very Dark Dark (2020) by Jonathan Stutzman and illustrated by Jay Fleck. A great read-aloud about an adventurous backyard campout that gets a little spooky. In English.

Night Animals Need Sleep Too (2020) by Gianna Marino. A midday bedtime book that will keep readers laughing. In English.

Wake Up, Freight Train (2022) by Danna Smith and illustrated by Jon Anderson. Witty rhymes in a soothing rhythm; filled with train facts and adorable sleepy animals. In English.

Star Fishing (2022) by Sang-gun Kim. A dreamy yet adventurous lullaby for the restless. In English.

The Moonlight Zoo (2022) by Maudie Powell-Tuck and illustrated by Karl James Mountford. Eva looks for her missing cat on an adventure through the midnight zoo. In English.

TIP:

Adapt any story to fit your time and audience. You can skip words and even whole sections.

TIP:

Use clipart to make visual schedule cards for storytime. These help families and children anticipate what comes next, and are especially helpful when working with neurodivergent children.

TODDLERS

Before the World Wakes (2022) by Estelle Laure and illustrated by Paola Zakami. Mellow, poetic prose and a joyous celebration of daybreak; good for “waking” children back up after PJ storytime. In English.

La noche en que tú naciste (2015) by Nancy Tillman. A new Spanish translation of *On the Night You Were Born*, a simple rhyming story about the wonder of new life. In Spanish.

Preschoolers

Bowwow Powwow (2018) by Brenda J. Child and illustrated by Jonathan Thunder. A delightful story about a joyous powwow and the “bowwow powwow” that comes later in a little girl’s imagination. In English.

The Nice Dream Truck (2021) by Beth Ferry and illustrated by Brigitte Barrager. A whimsical, upbeat bedtime story filled with adventure and imagination. In English.

The Froggies Do Not Want to Sleep (2021) by Adam Gustavson. The froggies would rather hop, play the accordion, and sing opera while being shot out of a cannon, amongst other things. A great pajama storytime choice. *Kirkus* starred review. In English.

The Brave, Bold Bunny (2020) by Beth Ferry and illustrated by Chow Hon Lam. A bunny sneaks off into the night and then delights in returning home. In English.

Night Lunch (2022) by Eric Fan and illustrated by Dena Seiferling. A rhythmic story about a midnight lunch rush of anthropomorphic animals; a PJ storytime choice that will leave kids heading towards the kitchen rather than to sleep. In English.

Nigel and the Moon (2022) by Antwan Eady and illustrated by Gracey Zhang. A glowing tale about self-acceptance and dreaming big. In English.

Stella Keeps Up the Sun (2022) by Clothilde Ewing and illustrated by Lynn Gaines. A joyful and industrious little girl tries to keep up the sun so she doesn’t have to go to bed; also a good introduction to time zones. In English.

Bonnie’s Rocket (2022) by Emeline Lee and Alina Chau. An engaging story about a little girl who follows in her engineer father’s footsteps and builds a rocket. Includes a craft project. In English.

Astro Girl (2019) by Ken Wilson-Max. Vibrant paintings and conversational text in this story about a girl who wants to be an astronaut; her father is the primary caregiver and her mother has a career in STEM. In English.

Pruette and Soo (2022) by Nancy Viau and illustrated by Jorge Lacera. An engaging story about making friends with those from other planets. In English.

La tímida Willow (2022) / *Shy Willow* (2021) by Cat Min. A bunny who lives in a mailbox overcomes her shyness to take a trip to the moon to deliver a letter.

TIP:

Remind families that audiobooks are also fun to listen to at home, and make recommendations for different age groups.

PRESCHOOL

A dreamlike story with luminous artwork. Separate Spanish and English editions.

La víspera de orgullo / 'Twas the Night Before Pride (2022) by Joanna McClintick and illustrated by Juana Medina. This lyrical celebration of diverse queer families is an excellent Pride month choice. Uses non-binary pronouns. Age-appropriate rhymes and bright illustrations. Separate Spanish and English editions.

STORYTIME SONGS

Song/Movement: Zoom, Zoom, Zoom

Children hold stuffies and raise them into the air during blast-off. Listen to melody from King County Library System here: <https://bit.ly/3r75PSv>

Zoom, zoom, zoom
 We're going to the moon
 Zoom, zoom, zoom
 We're going to the moon
 If you want to take a trip,
 Climb aboard my rocket ship
 Zoom, zoom, zoom
 We're going to the moon
 In 5, 4, 3, 2, 1
 BLAST OFF

Verses:

Far, far, far, we're going to the stars
 Fun, fun, fun, we're going to the sun

Song/Movement: Here We Go Loopty Loo

Great movement song. Sing faster and faster for added challenge. Listen to version from Kidsongs on Youtube here: <https://bit.ly/3Xtlman>

Here we go loopty loo
 Here we go loopty li
 Here we go loopty loo
 All on a Saturday night

Here we go way down low
 Here we go way up high
 Here we go way down low
 We really know how to fly

Here we go round and round
 Here we go fast and slow
 Here we go round and round

TIP:

Use carpet tiles so everyone has their own space during storytime. Carpet stores may donate remnants at low cost.

STEM FACT:

Why is it dark in space? There's no atmosphere to scatter light, so light from the sun travels in a straight line without scattering; all the colors stay together. This is why, in space, the sun looks like a white ball with dark, empty space around it.

STORYTIME SONGS

Oh what a great way to go

Here we go up and down
Here we sit side by side
Here we go up and down
Oh what a wonderful ride

Rhyme/Flannel Board: Five Glowing Jellyfish

For an underwater glow theme, make felt jellyfish out of glow-in-the-dark fleece and googly eyes. Lyrics from CSLP.

Five glowing jellyfish sat upon a rock.
One fell off and had a shock. Aaaaaah!
(Repeat four, three, two, one, glowing jellyfish)
No glowing jellyfish sat upon a rock
One climbed back on and gave a knock. Knock.
(Repeat for one, two, three, four, five)

Song: Luna, Lunera, Cascabelera

A nursery rhyme from Peru. The English version (not an exact translation) is singable. Listen on Mama Lisa's World here: <https://bit.ly/46Gsohp>

Luna, lunera, cascabelera,
Cinco pollitos y una ternera,
Sal solecito, caliéntame un poquito,
Por hoy y por mañana por toda la semana.

Moody, thoughtless moon,
Five chicks, a calf and a loon,
Come out little sun, warm me like no one,
For the dawn and the morning, for the night and the evening.

Song: De 1 a 10 / From 1 to 10

A gently lullaby that's great for PJ storytime. Words and music by 123 Andrés on the album *La luna*. Lyrics reprinted with permission.

Una manta	One blanket
Dos palomas	Two doves
Tres estrellas que se asoman	Three stars peeking through
Cuatro gatos	Four cats
Cinco cuervos	Five ravens
Seis zapatos medio sueltos	Six shoes with laces untied
Siete sueños	Seven dreams
Ocho flores	Eight flowers
Nueve nubes de colores	Nine colorful clouds
Diez abrazos	Ten hugs
Diez abrazos	Ten hugs

STORYTIME SONGS

Diez abrazos sólo tuyos
Vámonos de vuelta al uno
Diez
Nueve
Ocho
Siete
Seis
Cinco
Cuatro
Tres
Dos
Uno

Ten hugs only for you
Let's go back to one
Ten
Nine
Eight
Seven
Six
Five
Four
Three
Two
One

STAY AND PLAY

Babies/Toddlers: Sleeping Stuffies Wake Up

Hand out stuffies or ask caregivers to bring them from home. Tuck the stuffies in, then ask another staff member turn out the lights. Wait a minute, then turn the lights back on and say “Stuffies, wake up!”

Toddlers/Preschoolers: Glow Stripe Dance Party

Pass out glow sticks, or add glow strips to clothing and turn out the lights. Caregivers dance with babies, and stay on hand to encourage toddlers and preschoolers who might be afraid of the dark.

Toddlers/Preschoolers: Create a Fort

Make several “caves” out of two chairs together and a blanket draped over the top. Optionally, decorate the caves with fun sensory toys and lights. Encourage children to go under and explore!

Toddlers/Preschoolers: Fun with Flashlights

Cut out animal silhouettes and glue them to sticks or straws. Lower the lights, and have children or caregivers shine lights on the silhouettes to project them onto the wall.

UNDER-THE-SEA MAGIC PAPER FLASHLIGHT

AGES

Children 5–8

PROGRAM DESCRIPTION

Create an underwater adventure with hidden surprises! Works well for any “in the dark” scene. Children trace a template or use their imagination to draw silhouettes. Alternatively, this craft can be premade for an early literacy activity: Write letters of the alphabet on the plastic sheet instead, and have preschoolers color in the flashlight. Suggested runtime: 45 minutes.

MATERIALS AND PREPARATION

Materials:

- Plastic sheet protectors
- Black permanent markers
- Black paper or cardstock
- Flashlight printout (see Resources)
- Scissors
- A stencil or a template for children to trace (optional)
- Colored permanent markers (optional)

To make:

- Draw a scene on a plastic sheet protector with a permanent marker. Add color if desired.
- Slide a piece of black paper into the sheet protector.
- Print the flashlight silhouette onto white paper.
- Cut out the flashlight (and light beam) as one piece. Glue it onto heavier paper or cardstock.
- Color the body of the flashlight (optional).
- Slip the flashlight between the black paper and the drawing.
- Move the light beam to highlight different parts of the picture.

TIP:

Be sure to use permanent markers, as washable ones smudge on the plastic.

TIP:

The Bedtime Shadow Book series works great for flashing silhouettes on the wall.



Image source: Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI

ARTS & CRAFTS

RESOURCES

Web

“Under the Sea Magic Flashlight” from DIY Labs on YouTube: <https://bit.ly/3NShKwj>

Books

Bedtime Shadow Books (series) (picture book NF)

Earth’s Incredible Oceans (2021) by Jess French and illustrated by Claire McElfatrick (early reader NF)

The Great Barrier Reef (2022) by Helen Scales and illustrated by Lisk Feng (early reader NF)

Printables

Traceable Flashlight

Traceable Water Scene

Traceable Water Scene Courtesy of Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI





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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you like best here: _____

Please vote only once. Thank you!

The winner will be announced on _____

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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**

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 _____

**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**

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 _____

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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 _____

**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: _____

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? _____

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

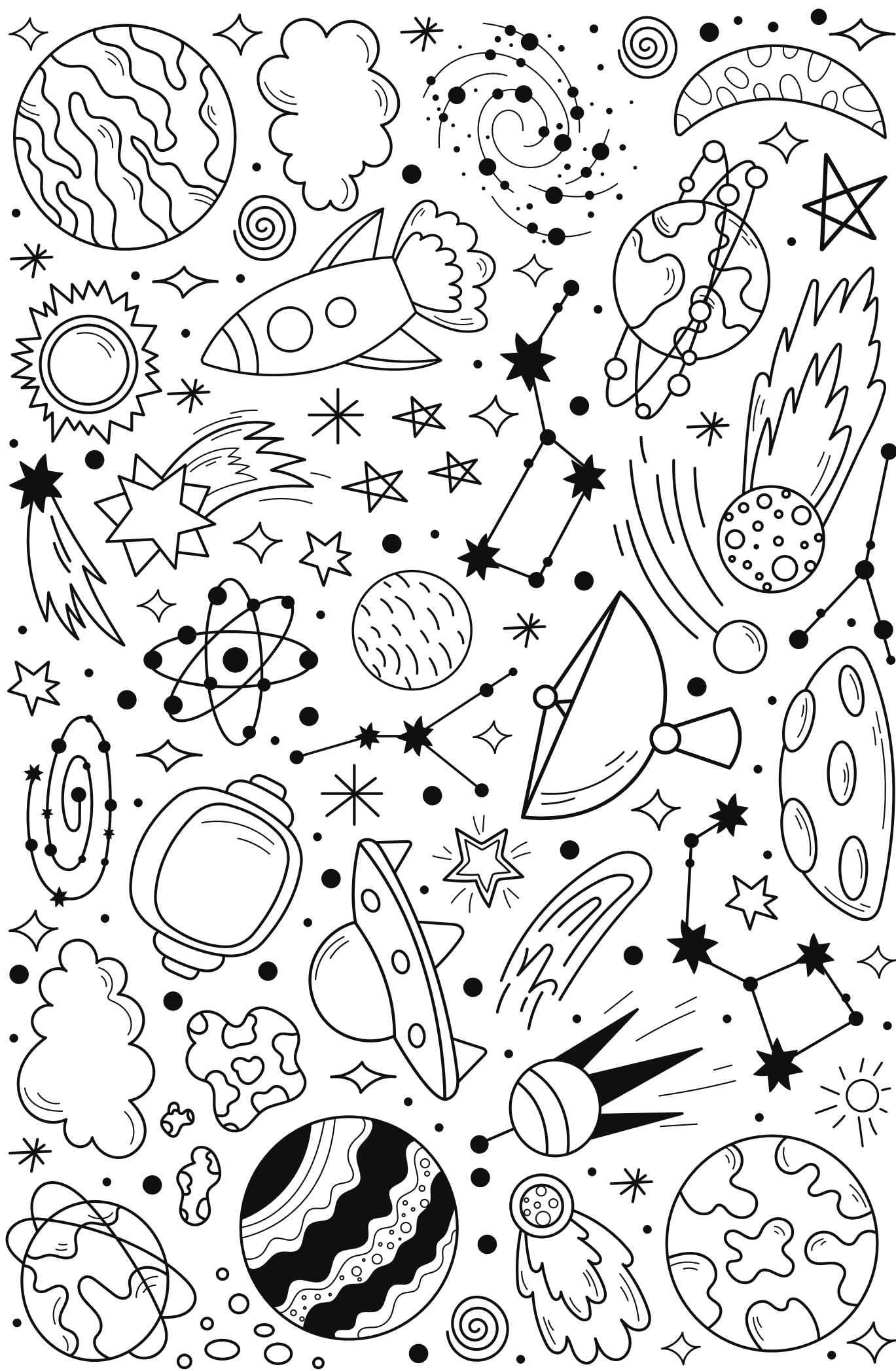
Constellations for Kids (2020) by Kelsey Johnson (early reader NF)

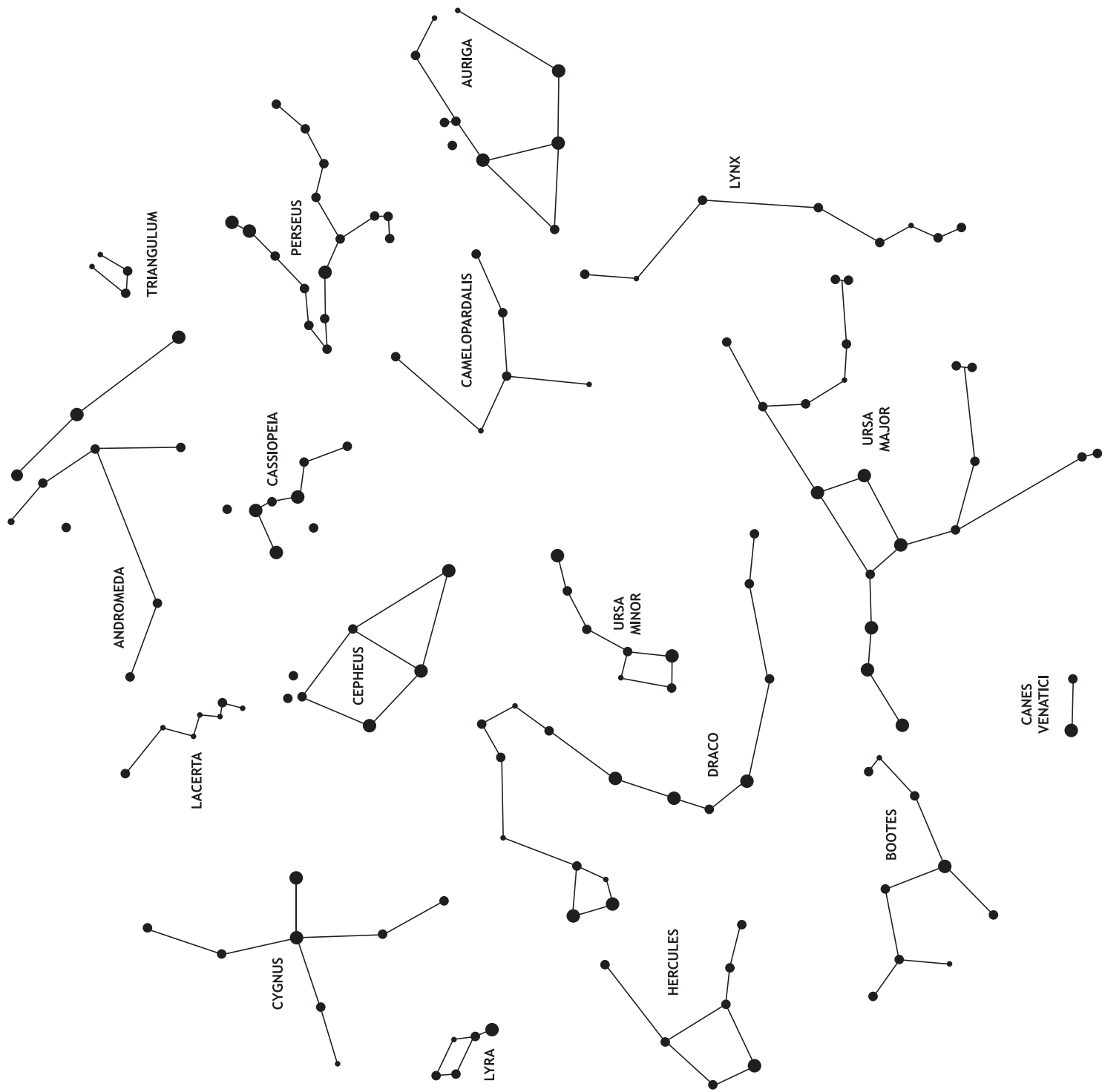
Where Are the Constellations? (2021) by Stephanie Sabol (middle grade NF)

Printables

Space Coloring Sheet

Constellations





SCIENCE ADVENTURE: PAPER CIRCUIT ART

AGES

Tweens 9–12

PROGRAM DESCRIPTION

Combine art and science to make your work shine! In this program, tweens make LED paper circuits to light up their artwork. This program can be tweaked to fit any theme, but for “in the dark,” consider centering the program around nighttime, space, fireflies, or deep ocean. Tip: The artwork doesn’t have to be flat! Greeting cards and origami also work well. Suggested runtime: 45–60 minutes.

MATERIALS AND PREPARATION

Materials:

- 5mm LED lights-assorted colors
- ¼-inch double-sided conductive copper tape with adhesive (four 6-inch strips per participant)
- CR2032 coin cell (3V) batteries (one per participant)
- Cardstock
- Pencils
- Various art supplies
- Foam double-sided tape
- Hair dryer

Preparation:

- Gather supplies and make a sample circuit.
- Prepare a basic overview of circuits and how they work.
- The simplest way to make a circuit is to take an LED light and a CR2032 3V battery; touch the long end of the light to the positive side of the battery and the short side to the negative side of the battery.

During the program:

- Give an overview of circuits.
- Give each participant an LED light and a battery to test.
- Show some examples of paper circuit artwork (2- and 3-D).
- Give participants time to create their art
- When the art is complete, poke a small hole where the LED light will go.
- Put the LED light through the hole and spread the prongs so they are flat against the paper. Note: The longer prong is the positive side; the shorter prong is the negative side. (See Printables for circuit diagram)
- Cut one 6-inch piece of copper tape in half. Attach one 3-inch piece to



Image source: Sara Ebersole of the Orange County Library System-Hiawasse Branch in Orlando, FL

ADAPTATION:

Also makes a great family program.

TIP:

If using paint, a hair dryer speeds up the drying process.

TIP:

Remove the backing from the copper tape 2 inches at a time to prevent it from tangling.

STEM | ARTS & CRAFTS

the short prong and run the tape perpendicular to the prong.

- Add a 5-inch piece of copper tape at a 90-degree angle.
- Add another 6-inch piece of copper tape at a 90-degree angle.
- Using foam tape, place the coin battery negative side-down on the copper tape (see figure)
- Add the last 60-inch piece of copper tape at a 90-degree angle (over the coin cell battery)
- Add the last 3-inch piece of copper tape at a 90-degree angle, attaching it to the long prong.
- Flip the paper over. When you push on the bump (the foam bump), the LED should light up!



Image source: Sara Ebersole of the Orange County Library System-Hiawasse Branch in Orlando, FL

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly. To help troubleshoot the circuits, add volunteers for larger groups.

RESOURCES

Web

“Paper Circuits” from PLIX: <https://bit.ly/3CVEHIV>

“How to Make Paper Circuits” from Science Buddies on YouTube: <https://bit.ly/3Py0bmH>

“Explaining an Electrical Circuit” from Region 10 ESC on YouTube: <https://bit.ly/44IKEKM>

Books

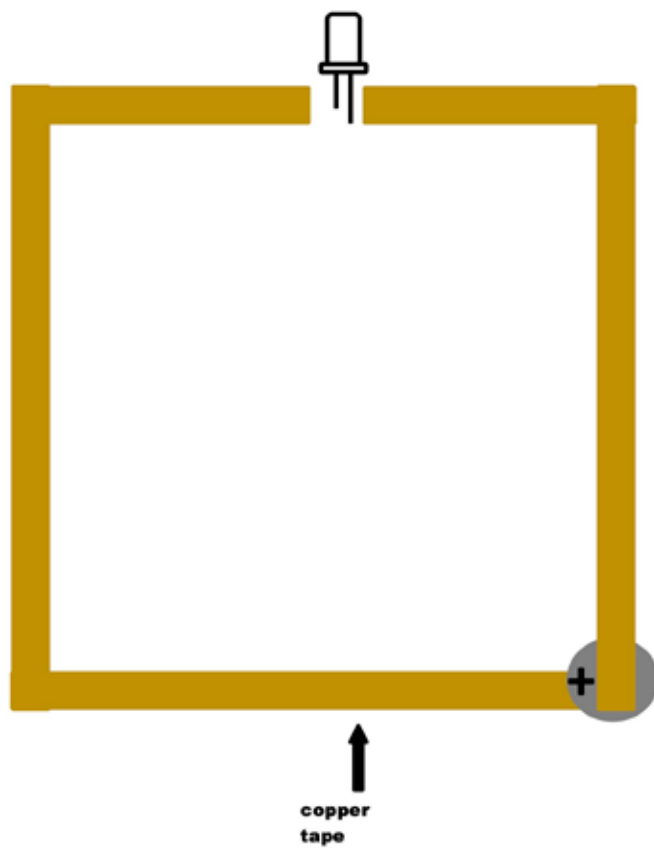
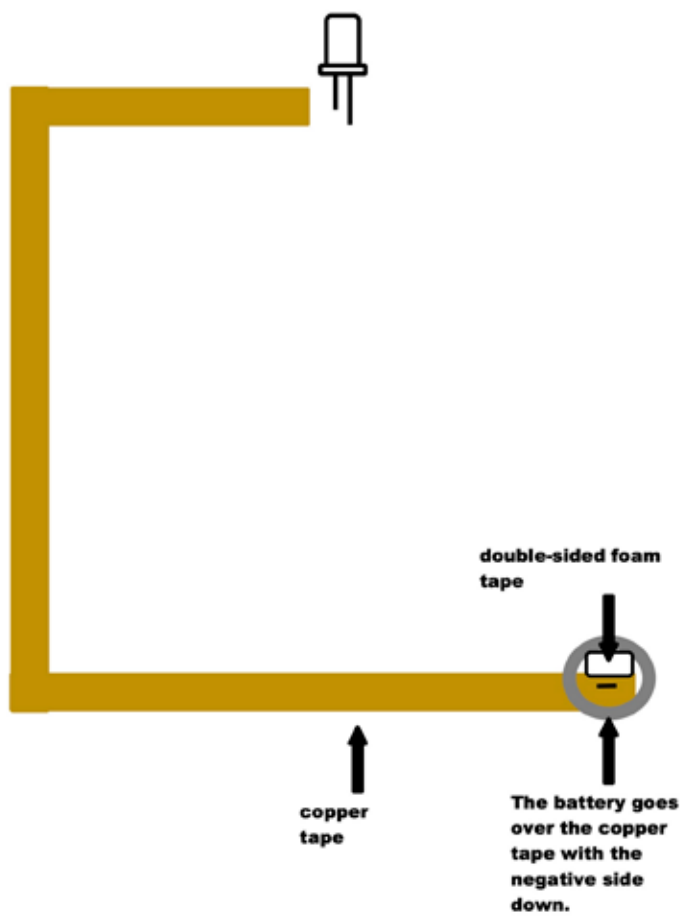
Making Simple Robots (2022) by Kathy Ceceri (middle grade NF)

Calling All Minds: How to Think and Create Like an Inventor (2018) by Temple Grandin (middle grade NF)

The Big Book of Makerspace Projects (2016) by Colleen Graves and Aaron Graves (YA NF)

Printables

Circuit Diagram



ARTS & CRAFTS

GLOW-IN-THE-DARK PAINT-ALONG

AGE

Tweens 9–12

Teens 13–18

Adults



Image source: Shutterstock

PROGRAM DESCRIPTION

Adventure paint-along in the dark! Invite a local artist to lead a paint-along session for an adventure scene (such as a landscape, cityscape, night sky, or suitcase). Provide glow-in-the dark paint for adding special touches. YouTube also has many great paint-alongs to choose from. Alternatively, choose a simple tutorial from a children's painting or drawing book in your collection. Suggested runtime: 45–60 minutes.

MATERIALS AND PREPARATION

Materials:

- Canvas
- Easels (freestanding or table easels)
- Paint and brushes
- Smocks (or encourage patrons to bring their own)
- Water bowls
- Rags for cleaning up
- Running water for clean-up
- Hair dryers to speed up drying time
- Microwave to soften coconut oil

RESOURCES

Web

“How to Make a Recycled Cardboard Easel” from Sophie’s World on YouTube: <https://bit.ly/3r9zACI>

“How to Run a Bob Ross Inspired Paint-Along Theme Party” from Hawk Hill: <https://bit.ly/3PCEphA>

Books

Middle Grade Art Books

How to Paint with Acrylics (2021) from Rockridge Press

How to Draw Adorable (2022) by Carlianne Tipsey

The Master Guide to Drawing Cartoons (2022) by Christopher Hart

ADAPTATION:

Forego the paint-along and have participants paint “in the dark” with their eyes closed. Drawing without looking at the page activates the right brain, and the drawings can be hilarious.

TIP:

Try borrowing freestanding easels from a local school.

ADVENTURE PLAYLISTS

AGES

Teens 13–18

Adults

PROGRAM DESCRIPTION

Encourage teens to share their favorite music! In this passive program, teens make individual playlists and share them with the library. They could also create and share playlists online, using Spotify, SoundCloud, or their favorite music platform. Make it theme-specific about adventure/travel songs, summer nights, songs about the dark, etc., or leave it open to teens' all-time favorites. Display the playlists on a bulletin board (or on social media), along with any matching CDs you may have for circulation. Suggested runtime: Passive.

MATERIALS AND PREPARATION

Materials:

- Blank lists for teens to fill in
- Pens
- Bulletin board or display space with instructions
- Thumbtacks (out of reach of small children)
- Selections from your library's music collection (optional)

UNIQUE SPACE AND/OR PERSONNEL NEEDS

Bulletin board or display space.

RESOURCES

Web

"How to Make the Perfect Playlist" from the *New York Times*:

<https://bit.ly/46tzBRt>

"How to Create a Perfect Playlist" from *The Teen Magazine*:

<https://bit.ly/46uVwlk>

"2023 YA Book Title Earworms" from *Bookriot*: <https://bit.ly/42ZV6GV>



Image source: Shutterstock

ADAPTATION:

Turn off the lights, hand out glow sticks, and hold a teen dance party (to songs to which your library has public performance rights). Or dim the lights, hand out snacks, and let teens share playlists with each other and play samples.

TIP:

This program is a great way to make sure teens know how to access your digital music collection.

TIP:

Monitor the posted playlists for appropriateness.

GAME/ACTIVITY | LOW COST

INTERNATIONAL MOVIE NIGHTS

AGES

Teens

Multigenerational

PROGRAM DESCRIPTION

Run a series of screenings of foreign films (or short films) and provide snacks to match the movie's country. Dim the lights and provide pillows and blankets to make the movie night extra cozy. Optionally, have someone who is knowledgeable about the film's country of origin to discuss the finer points of the movie, such as locations or cultural differences. Suggested runtime: 90–120 minutes.

MATERIALS AND PREPARATION

Materials:

- A projector, screen, and a laptop
- Films with public performance licenses
- Well-spaced chairs with floor seating options
- Pillows and blankets (optional)
- Snacks (optional)

Preparation:

- Ask patrons to sign up and note any food allergies.
- Write descriptions of ingredients for all snacks you provide.
- Promote the film series!

UNIQUE SPACE AND/OR PERSONNEL NEEDS

A screening space with chairs.

RESOURCES

Web

“The Official Academy Awards Database”:

<https://awardsdatabase.oscars.org/>

“The World Factbook” from the CIA: <https://bit.ly/444jtUW>



Image source: Shutterstock

TIP:

Acquire public performance licenses for the films you screen.

TIP:

For accessibility, add CC to all screenings (even if no one asks for it).

TIP:

Add books and cookbooks related to your films!

CITIZEN SCIENCE WITH SCISTARTER: MEASURING LIGHT IN THE NIGHT

AGES

Multigenerational

PROGRAM DESCRIPTION

Enlist your patrons in Citizen Science! In this program, patrons check out a light meter kit to measure the light in the night sky. Suggested runtime: Passive.

All materials were developed by Arizona State University and SciStarter with support from the Institute for Museum and Library Services and the Moore Foundation. All materials are reprinted with permission. Want more Citizen Science? Sign up for the National Citizen and Community Science Library Network, which is supported by Arizona State University, SciStarter, and the National Girls Collaborative Project.

MATERIALS AND PREPARATION

The check-out kits include:

- Sky quality meter-L (SQM-L, SQM)
- Red LED light flashlight
- Planisphere
- Printed data entry sheet
- Sky quality meter instructions

To prepare:

- Print multiple copies of the Globe at Night Data Sheet (to be replaced after each check-out)
- Print and laminate the Activity Guide (see Resources)

Steps for patrons:

1. Check out a collection kit from the library.
2. Create a SciStarter account.
3. Choose a clear night, and go outside more than an hour after sunset. Bring the kit with you!
4. Use the kit's LED flashlight when needed.
5. Use the planisphere to find a constellation.
6. On the Globe at Night data sheet, record the data, time, location, and weather conditions.
7. Press "power" on the Sky Quality Meter, and be sure to point it away from the moon and any street lights. The lower the number on the SQM, the higher the light pollution

8. Record the SQM's serial number and light magnitude number on the data sheet.
9. Turn off the SQM and flashlight, and return materials to the kit. Except for the data sheet, which you can keep.
10. Go to the Globe at Night website (<https://globeatnight.org/>) to enter the data from your data sheet. Be sure to include your SciStarter email so you get credit in your SciStarter dashboard!
11. Return your kit to the library
12. Complete the Citizen Science Feedback Survey.

RESOURCES

Web

Measuring Light in the Night from SciStarter: <https://bit.ly/3PJGU1s>

Printables

Measuring Light in the Night Activity Guide (reprinted with permission from SciStarter)

TIP:

For the Measuring Light in the Night Activity Guide in Spanish, see <https://bit.ly/441f992>



Emily Maletz / SciStarter

MEASURING LIGHT IN THE NIGHT

Help gather light pollution data.

MEASURING LIGHT IN THE NIGHT

Help gather light pollution data.

Light pollution is intrusive artificial (usually outdoor) light. Too much light pollution can wash out starlight in the night sky, interfere with astronomical research, disrupt ecosystems, have adverse health effects, and waste energy.

Globe at Night is an international citizen science project that involves the public in measuring and collecting night sky brightness observations to help scientists understand the impact of light pollution.



Public domain / Wikimedia Commons

KIT DETAILS

Kit components will vary based on your library's selections.

This kit likely contains the following materials:

Sky Quality Meter - L (SQM-L, SQM) - Hand-held meter for measuring sky brightness.

Red LED flashlight - Designed to help guide you to nighttime viewing areas without disrupting user night vision or nocturnal animals who are less sensitive than humans to the red range of light.

Planisphere - Rotating star finder (planisphere) to help you identify the constellation you'll need to find, based on the Globe at Night website's instructions.

Printed Data Entry Sheet - Record the date, location, constellation, Sky Quality Meter serial number and data and other data on this sheet to enter on the Globe at Night website later.

Sky Quality Meter Instructions - This helpful guide provides data context and troubleshooting tips.

SO WHAT?

You'll use these materials, the instructions on SciStarter and the web data entry form on Globe at Night to share your observations and data. The data is used by scientists to monitor levels of light pollution and help inform steps you can take to address the impacts of light pollution on local energy consumption, plants, wildlife, and human health.

PLAN

Choose a clear night when the moon is not up and when you can go outside more than an hour after sunset.

PREPARE

Review the instructions on SciStarter.org/library-kits. Select the “Measuring Light in the Night” kit page, view the video and review the step-by-step instructions. Be sure to review the Data Sheet and Sky Quality Meter instructions located in your kit.

Create your free **SciStarter** account and write down the email address you used to create your account (you’ll need it to earn credit for your data contributions to Globe at Night).

After you’ve reviewed the instructions, **click “Participate”** to be directed to the Globe at Night website’s “Report” page. Take note of the preferred dates to participate and constellations to observe.

PARTICIPATE

Remove the LED flashlight from the kit. Press it and use the red light to guide you outside if needed. Bring the kit with you, including the data worksheet and a pencil (use a pencil so you can use the data sheet multiple times).

Allow your eyes to adjust to the night sky, and then use the planisphere to find a constellation.

On the Globe at Night data sheet, write down the data, time and location. Make a note of the Constellation you’re observing and the sky conditions as outlined on the data sheet.

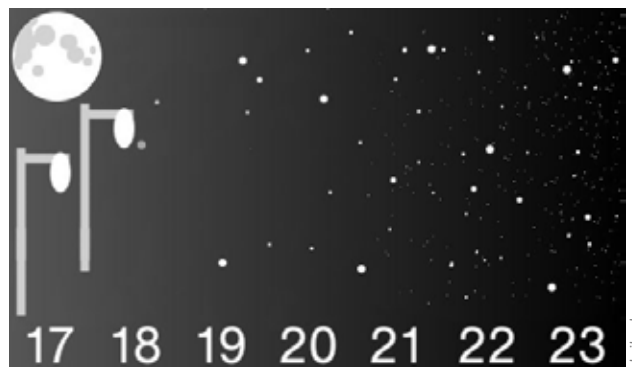
Jot down the email address you used to create your SciStarter account, where noted at the bottom of the sheet.

Press the power button on the Sky Quality Meter (don’t face it directly at light such as the moon or a street light; review the SQM printed instructions again if needed). The lower the number on the SQM, the higher the light pollution. Write the SQM’s serial number and light magnitude number on the data sheet.

When you’re ready to add data to Globe at Night, go to globeatnight.org/webapp and enter the data from your data sheet. Don’t forget to include your SciStarter email in the online Globe at Night data form to get credit for your contributions in your SciStarter Dashboard. On the Globe at Night website, you can also review data from around the world!

Thank you for participating in citizen science!

Turn off the SQM and LED light and return all the materials to the kit, except the data sheet, which you can keep. If you can, continue recording light pollution data while you have the kit and as weather permits.



LOOKING FOR MORE?

Find more projects on your SciStarter Dashboard: SciStarter.org/dashboard

KIT MATERIALS



STANDALONE PRINTABLES

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Adventure Begins at Your Library!

Call for Volunteers

for the 2024 Summer Library Program

Dear Parents and Friends:

We are looking for volunteers to help us offer more activities for our summer program.

“Adventure Begins at Your Library!” is designed to encourage children to continue reading during vacation so that valuable reading skills will not be lost. In addition, we hope to offer a variety of activities for children, teens, and adults. If you are interested in helping, please fill out the form below and return it by _____.

Yes, I want to help at the library this summer. I am willing to:

- ___ Help with registration and recording reading logs.
- ___ Solicit donations of incentive prizes from local businesses.
- ___ Assist the librarian with storytime or other programs.
- ___ Offer or help with a craft program.
- ___ Help with games or sports activities.
- ___ Create a display or help decorate the room.
- ___ Chaperone a reading party or field trip.
- ___ Provide refreshments for a special event.
- ___ Offer a workshop using a special skill I have.
- ___ Translate during a bilingual program.

Name: _____

Address: _____

Telephone: _____

Email: _____



¡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:

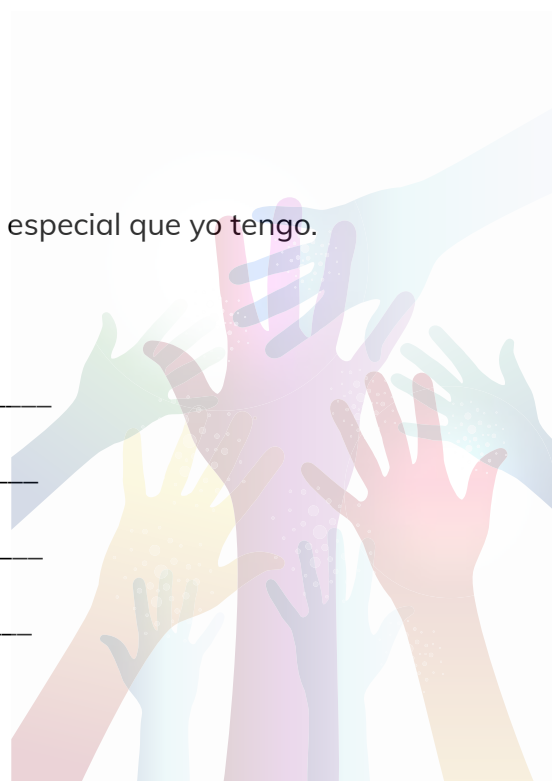
- ___ Ayudar con la inscripción y registro de los libros leídos por los niños.
- ___ Solicitar donaciones para premios de incentivo de negocios locales.
- ___ Ayudar a la bibliotecaria con las historias u otros programas.
- ___ Ofrecer o ayudar con el programa de arte.
- ___ Crear una cartelera o ayudar 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: _____



Adventure Begins at Your Library!

Permission to Record and/or Photograph

Permission is not required to participate in library events.

I, _____, am 18 years or older.
(name, please print)

I, _____, am the parent/guardian of _____.
(name, please print) (name, please print)

I understand that the _____ may record or photograph the event or activity in which I am (or my child is) participating for the purpose of promoting its services and programs. I give permission with the following understanding: No compensation of any kind will be paid to me (or my child) at this time or in the future for the use of my (or my child's) likeness.

Signature _____ Date: _____

Address: _____ Zip Code: _____

Phone or email: _____

Adventure Begins at Your Library!

Permission to Record and/or Photograph

Permission is not required to participate in library events.

I, _____, am 18 years or older.
(name, please print)

I, _____, am the parent/guardian of _____.
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Signature _____ Date: _____

Address: _____ Zip Code: _____

Phone or email: _____

¡La aventura comienza en tu biblioteca!

Permiso para filmar y/o fotografiar

No se necesita permiso para participar en los eventos de la ciudad.

Yo, _____, tengo por lo menos 18 años de edad.
(nombre, en imprenta)

Yo, _____, soy padre o tutor legal de _____.
(nombre, en imprenta) (nombre, en imprenta)

Comprendo que _____ puede fotografiar o filmar los eventos o actividades en las cuales you estoy (o mi hijo está) participando. Doy permiso para utilizar fotografías o filmaciones mías (o de mi hijo) con el propósito de promocionar sus servicios/programas. Doy permiso y tengo claro lo siguiente: No se me pagará compensación de ningún tipo (ni tampoco a mi hijo) en esta oportunidad ni en el futuro por la utilización de mi imagen (o la imagen de mi hijo).

Firma: _____ Fecha: _____

Dirección : _____ Zip: _____

Teléfono o email _____

¡La aventura comienza en tu biblioteca!

Permiso para filmar y/o fotografiar

No se necesita permiso para participar en los eventos de la ciudad.

Yo, _____, tengo por lo menos 18 años de edad.
(nombre, en imprenta)

Yo, _____, soy padre o tutor legal de _____.
(nombre, en imprenta) (nombre, en imprenta)

Comprendo que _____ puede fotografiar o filmar los eventos o actividades en las cuales you estoy (o mi hijo está) participando. Doy permiso para utilizar fotografías o filmaciones mías (o de mi hijo) con el propósito de promocionar sus servicios/programas. Doy permiso y tengo claro lo siguiente: No se me pagará compensación de ningún tipo (ni tampoco a mi hijo) en esta oportunidad ni en el futuro por la utilización de mi imagen (o la imagen de mi hijo).

Firma: _____ Fecha: _____

Dirección : _____ Zip: _____

Teléfono o email _____

Adventure Begins at Your Library!

Activity Log

Complete the activities below.

**Read a
wordless book.**

Sing the ABCs.

**Play with a
friend.**

**Attend a library
program.**

**Recite some
nursery rhymes.**

**Dance to fun
music.**

**Check out a
book.**

**Read a bedtime
story.**



¡La aventura comienza en tu biblioteca!

Registro de actividades

Completar las siguientes actividades.

Leer un libro sin
palabras.

Cantar una
canción de ABC.

Jugar con un
amigo.

Ir a un
programa de la
biblioteca.

Recitar algunas
canciones de
cuna.

Baila al ritmo
canción.

Sacar un libro de
la biblioteca.

Leer un cuento
para antes de
dormir.



loved this book

Adventure Begins at Your Library!



loved this book

Adventure Begins at Your Library!



loved this book

Adventure Begins at Your Library!



amaba este libro

¡La aventura comienza en tu biblioteca!



amaba este libro

¡La aventura comienza en tu biblioteca!



amaba este libro

¡La aventura comienza en tu biblioteca!



Adventure Begins at Your Library!

Adventure Bingo



Go somewhere
new.

Put some
treasure in a
box.

Read a book
about going on
vacation.

Make a blanket
fort.

Talk to a new
person.

Try a new
instrument.

Draw a picture
with your eyes
closed.

Sing a new
song.

Look for wildlife
outside.

¡La aventura comienza en tu biblioteca!

Bingo aventura



Ve a un sitio nuevo.

Guarda un tesoro en una caja.

Lee un libro sobre las vacaciones.

Haz una cobija.

Habla con una persona nueva.

Toca un instrumento nuevo.

Haz un dibujo con los ojos cerrados.

Canta una canción nueva.

Busque fauna en el exterior.

REED WANTS TO READ

Reed Books is ready for his next adventure! Help him find his way out of the maze without running into any letters.

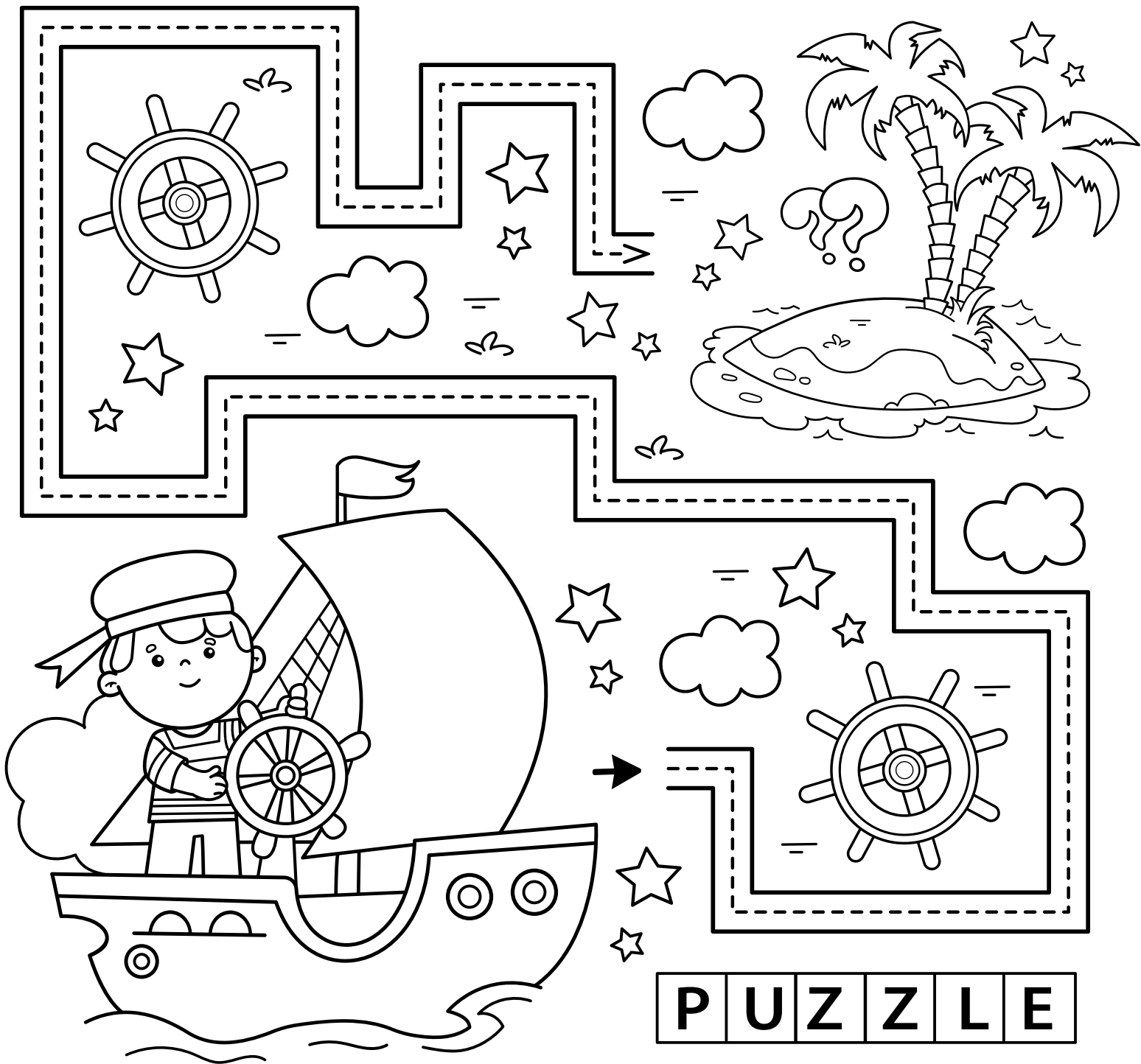


REED QUIERE LEER

¡Reed Books está listo para su próxima aventura! Ayúdalo a encontrar la salida del laberinto sin encontrándose con alguna letra.



Move along the path without going over the edges

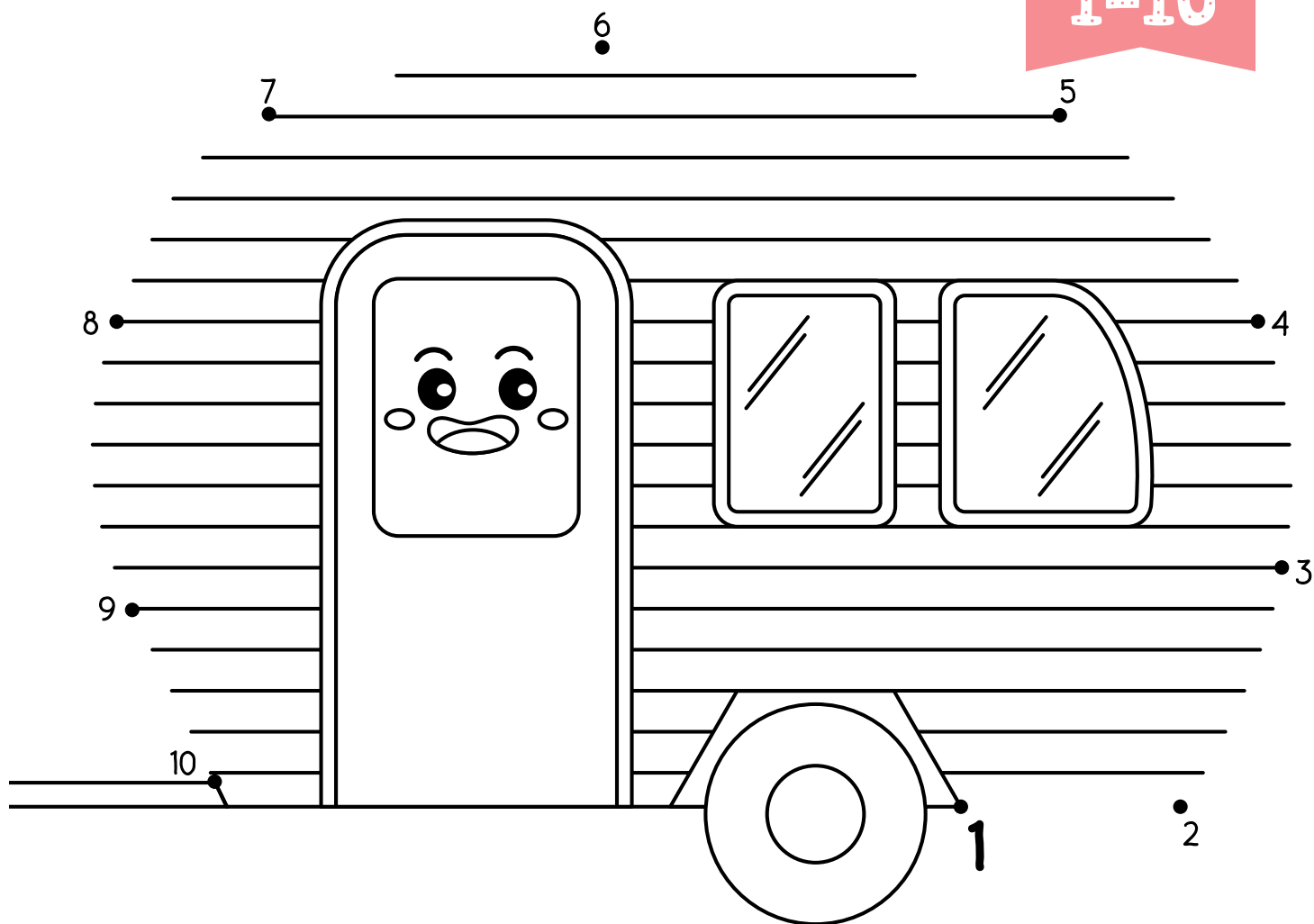


Dot to Dot

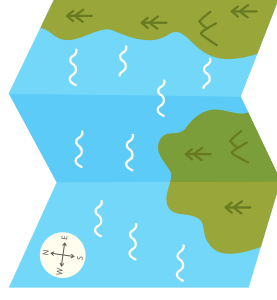
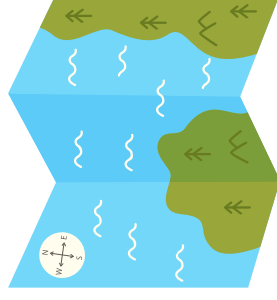
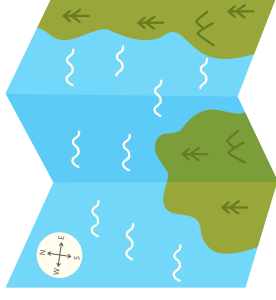


Camper

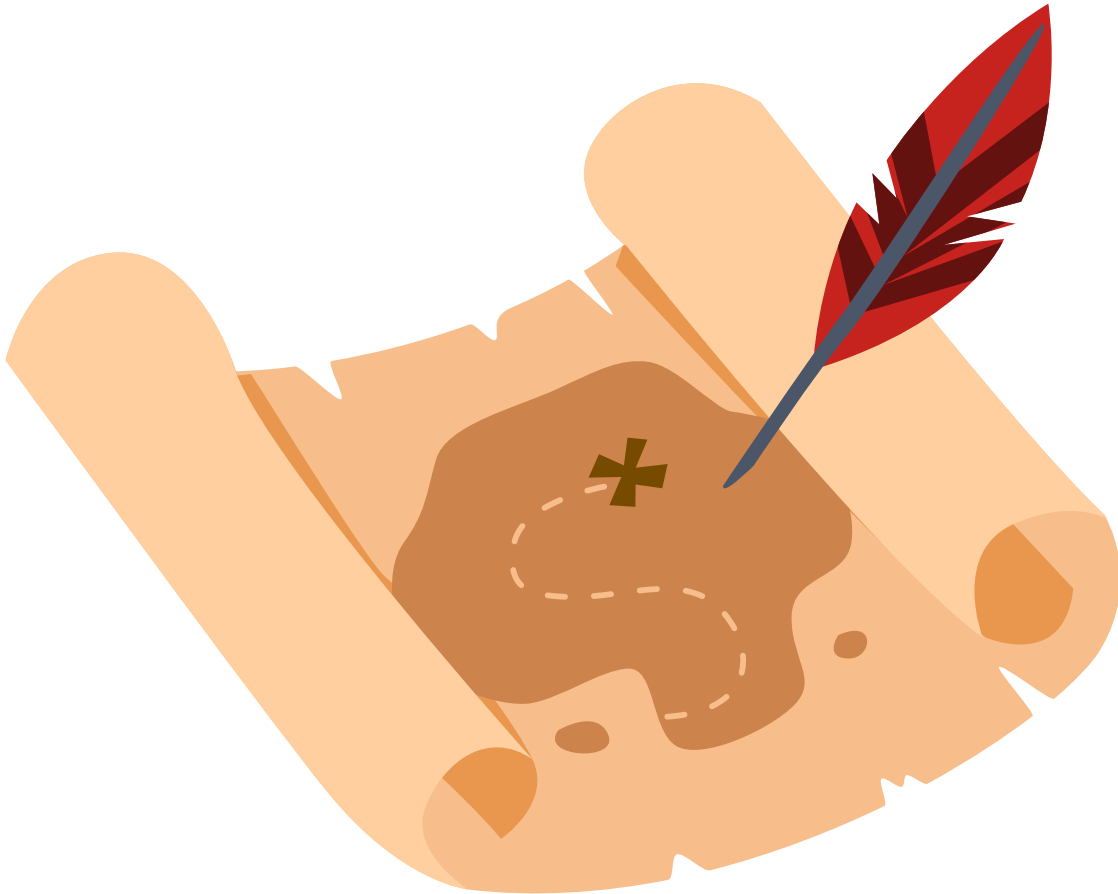
1-10



HANDWRITING PRACTICE



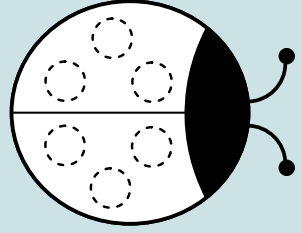
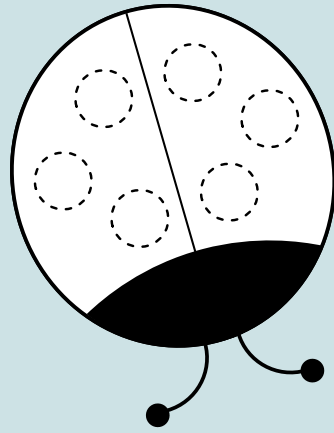
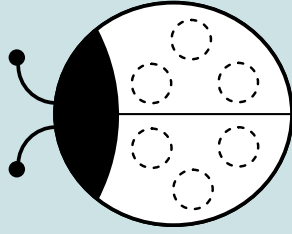
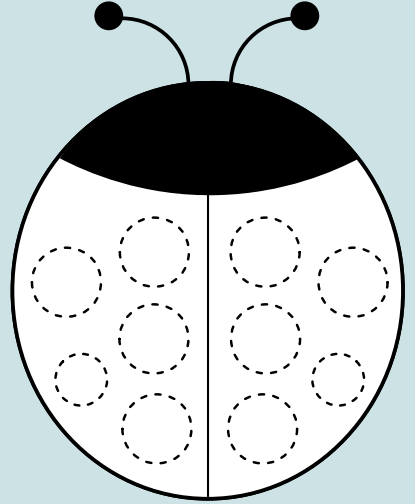
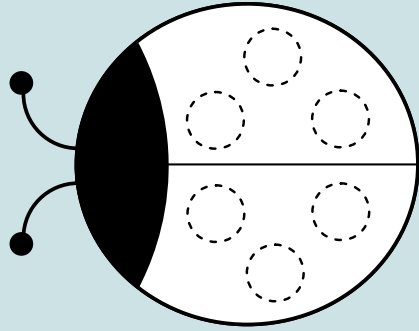
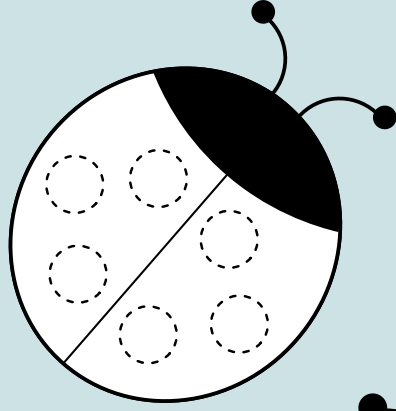
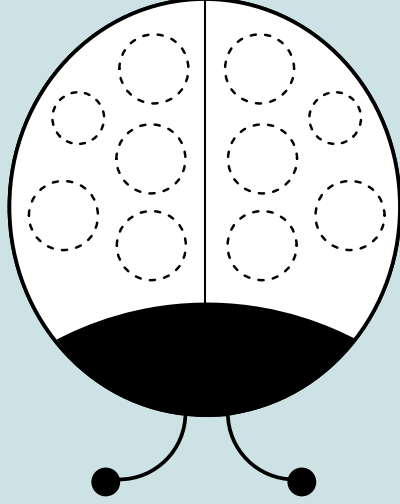
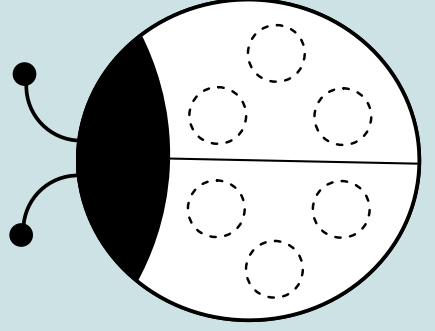
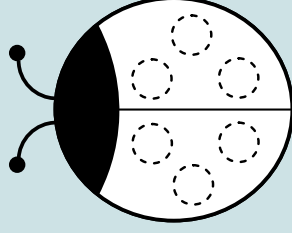
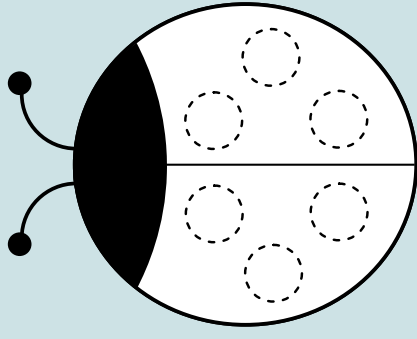
TRACE THE LETTERS

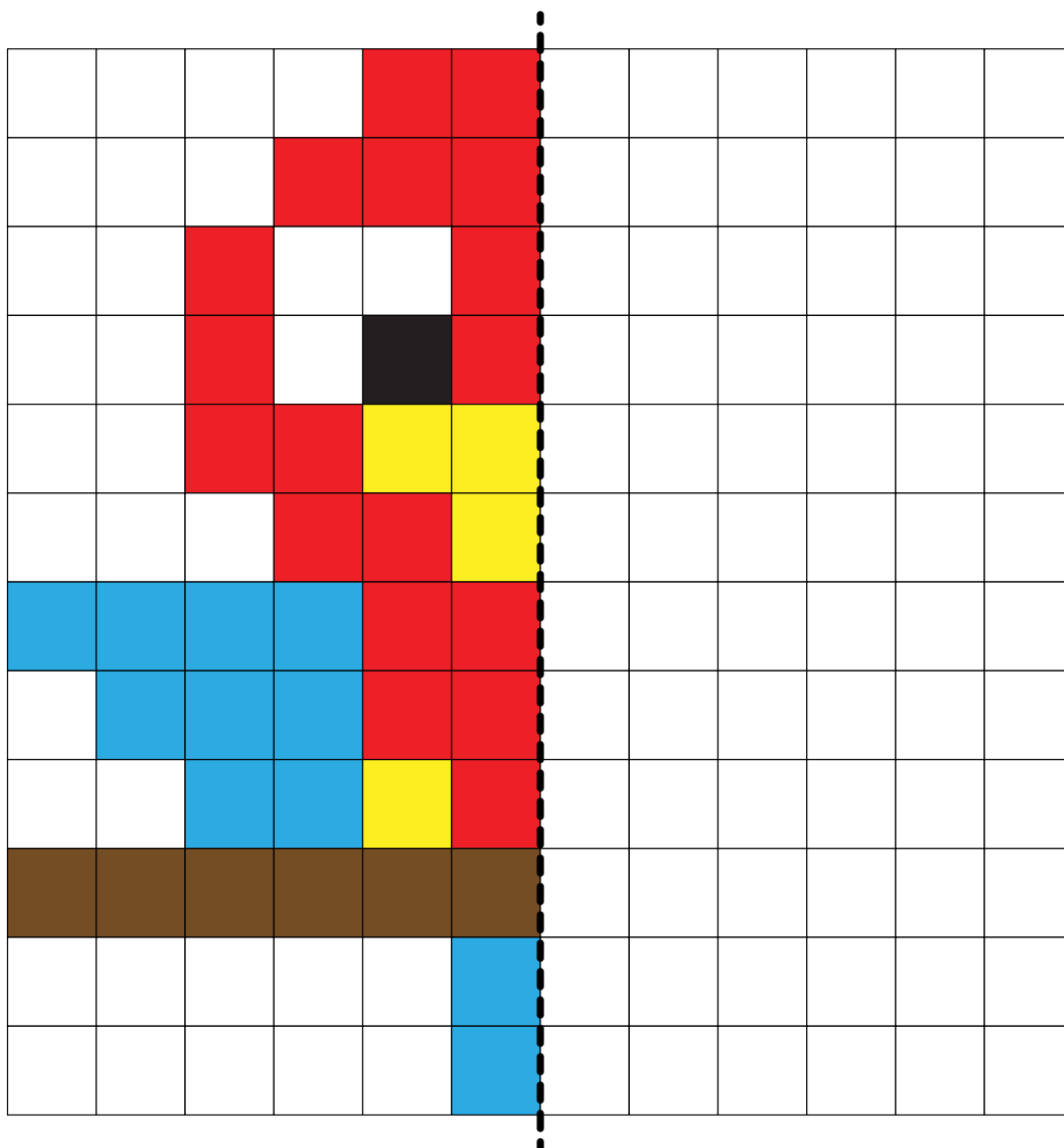


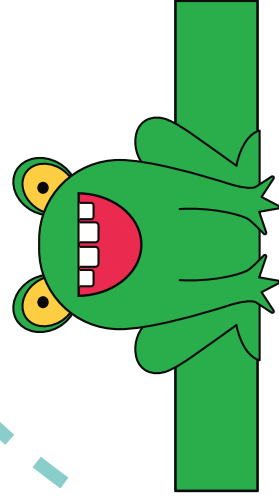
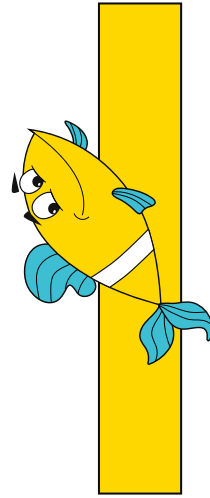
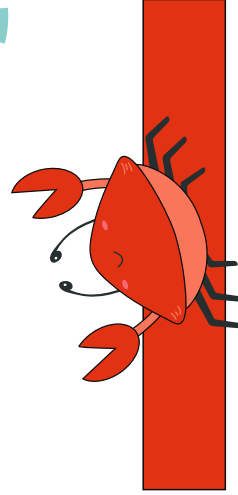
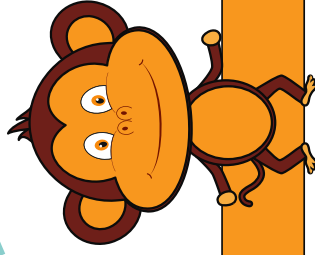
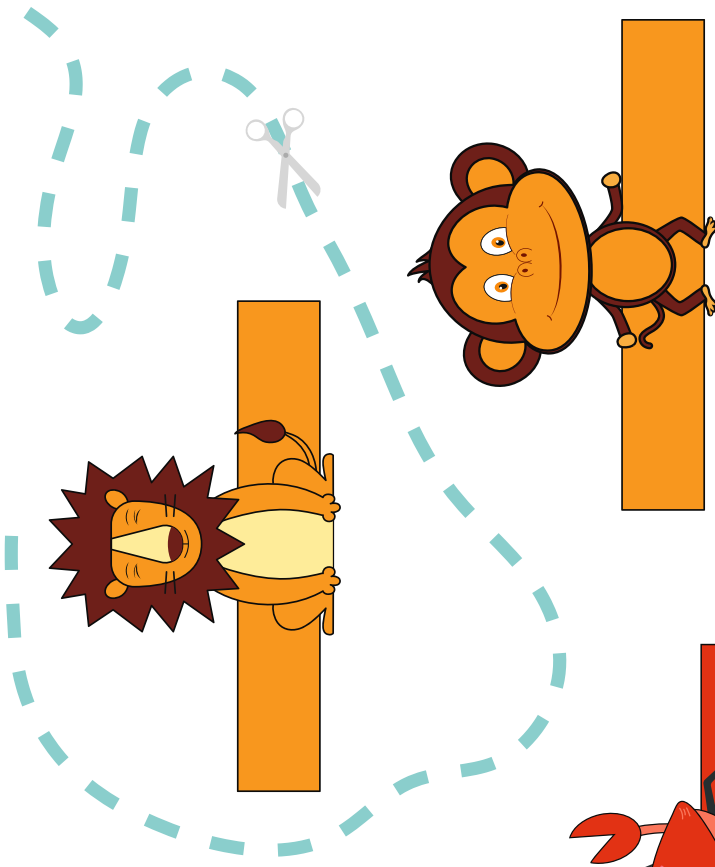
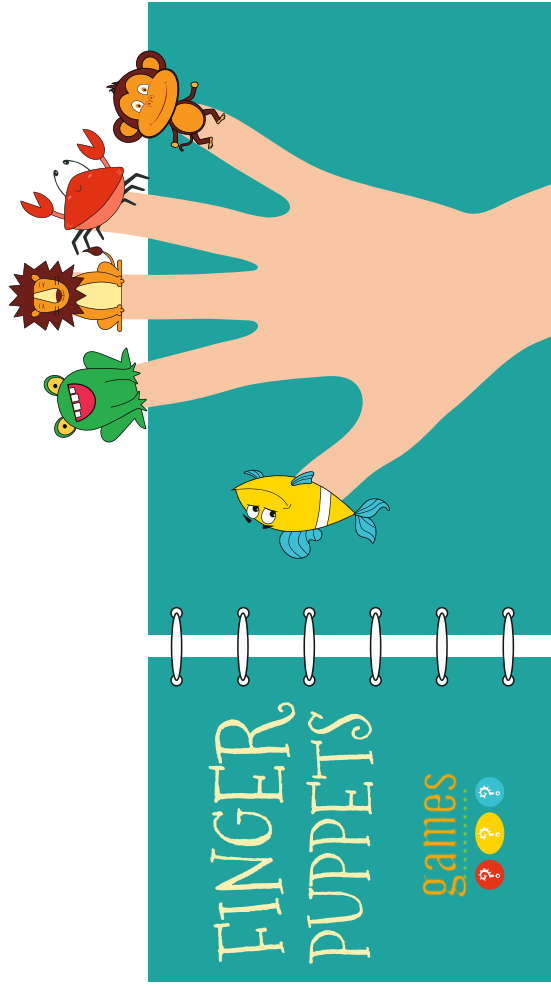
M A P

Lady Bug

Trace the circles and color the lady bugs

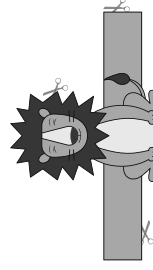




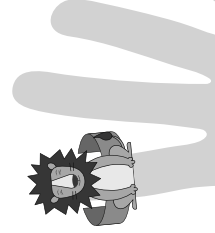


tips

Cut out the puppet
with scissors





























Wrap it around
your finger and
fasten the open
ends with glue























Fill in the box.


























												
A	B	C	D	E	F	G	H	I	J	K	L	M

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

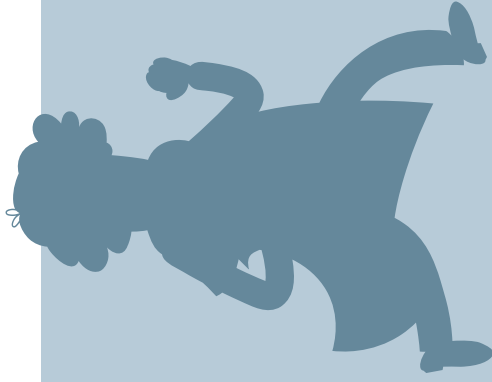
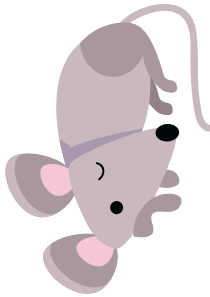
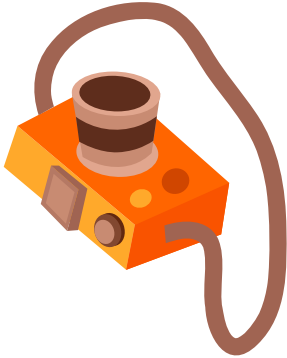
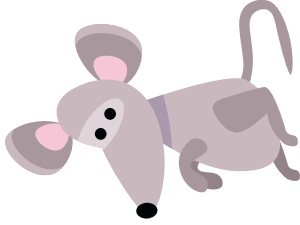
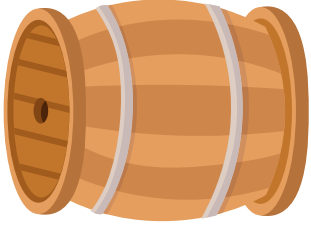
										





											



GAME
FOR KIDS



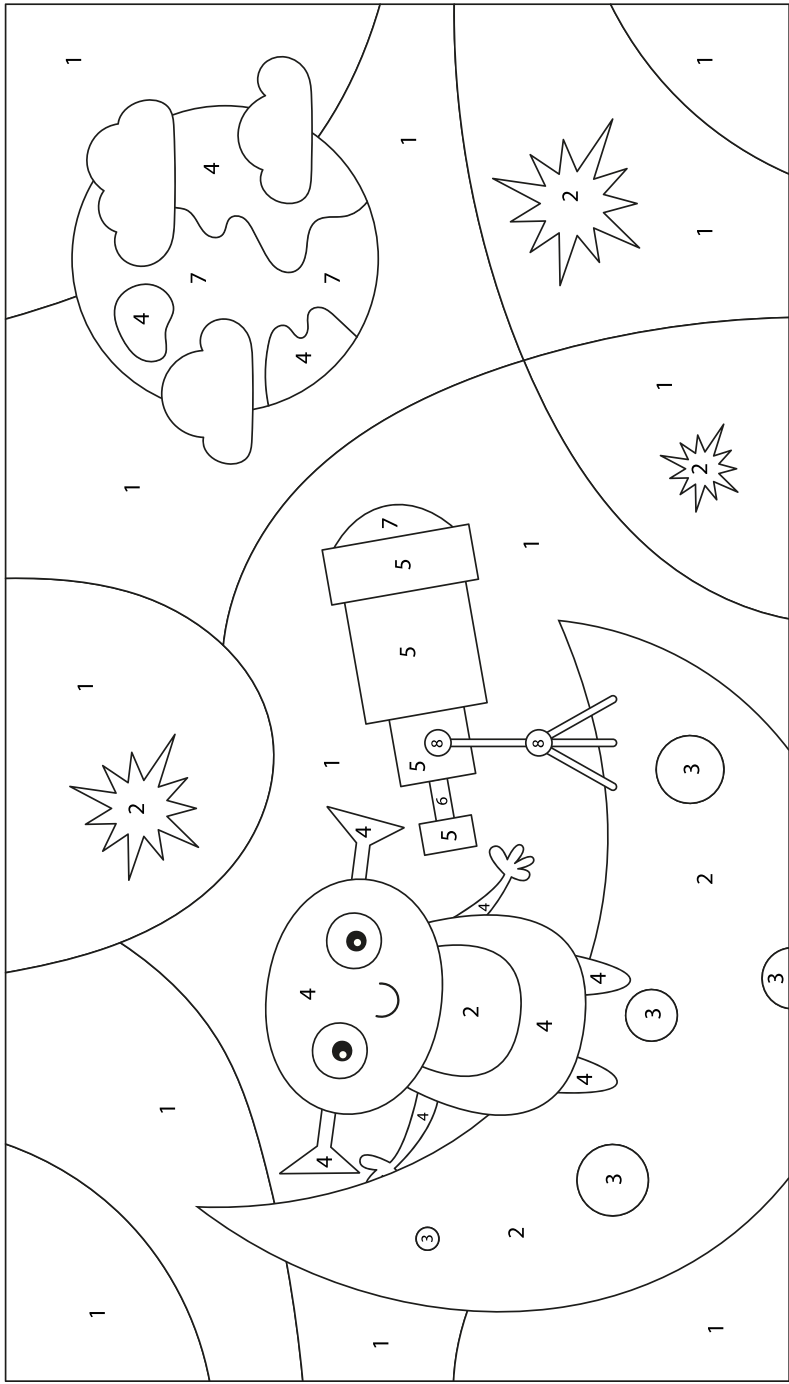


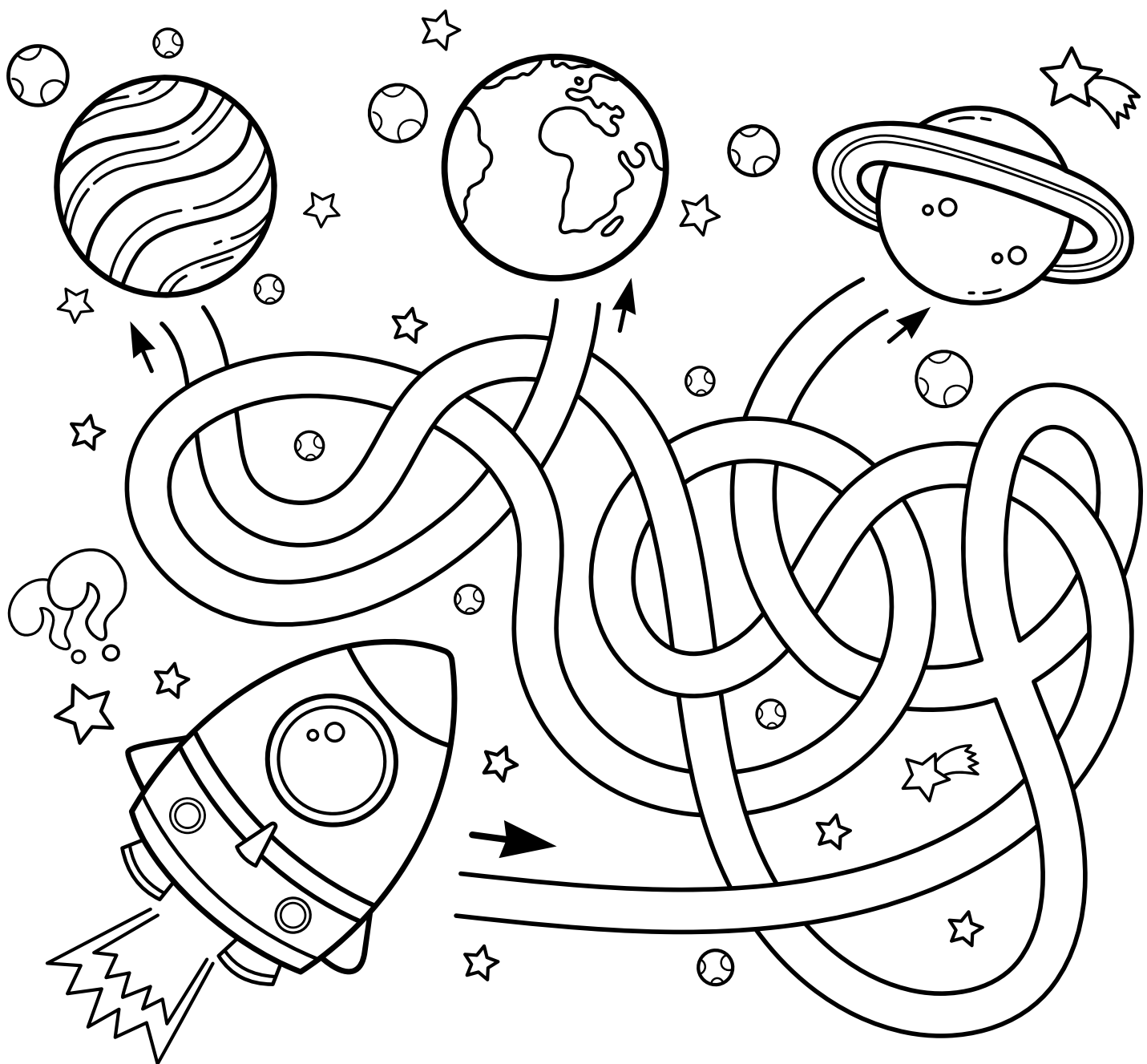
Follow this pattern    
to help the pig return home.





COLOR BY NUMBERS

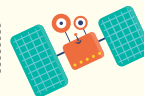




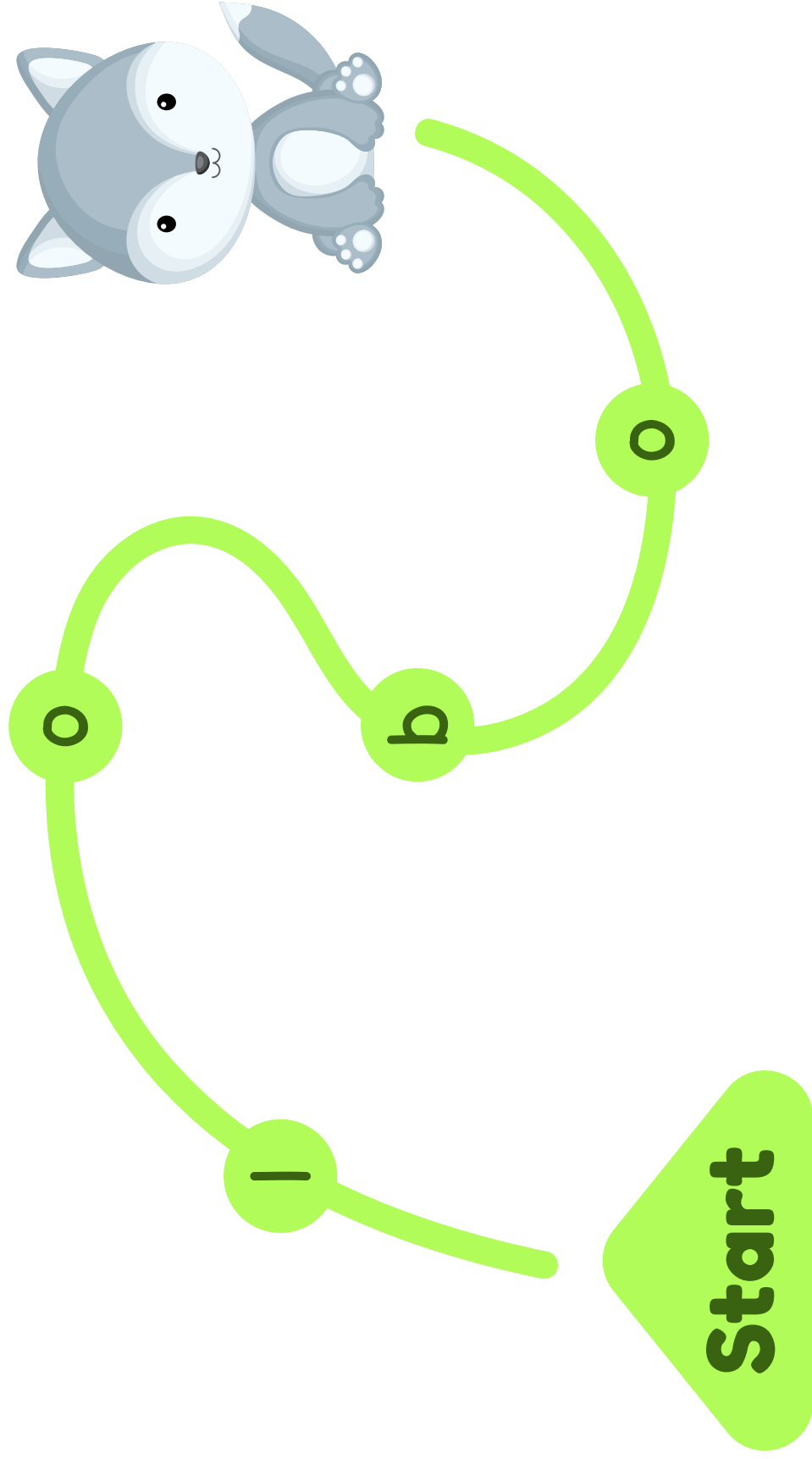
SPACE I-SPY



HOW MANY CAN YOU FIND?



DELETREA LA PALABRA



Registration

for the 2024 Summer Library Program:
Adventure Begins at Your Library!

Reader's name: _____ Age: _____

Address: _____

Parent phone or email: _____

School: _____ Grade in September: _____

Circle one: independent reader family reader

Completed program: ☐ Yes ☐ No

Reading Contract

for the 2024 Summer Library Program:
Adventure Begins at Your Library!



I, _____, agree to read _____ books, minutes, or
pages (circle one) this summer as part of the 2024 summer library program.

Signature of reader: _____ Date: _____

Signature of librarian: _____

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: _____

Adventure Begins at Your Library!

Counting Pages Reading Log

Name: _____

Date	Title of Book, Magazine, or Newspaper	Number of Pages
	Total number of pages read	

¡La aventura comienza en tu biblioteca!

Registro de conteo de paginas leídas

Nombre:_____

[illegible]

This book is recommended by

Adventure Begins at Your Library!



This book is recommended by

Adventure Begins at Your Library!



This book is recommended by

Adventure Begins at Your Library!



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!



Adventure Begins at Your Library!

SUMMER ADVENTURE BINGO



TRAVEL TO ANOTHER WORLD (IN A BOOK)	ATTEND A COMMUNITY EVENT	WATCH A MOVIE ABOUT AN ADVENTURE	GO TO AN AMUSEMENT PARK	READ A BOOK ABOUT MOVING TO A NEW HOUSE
COLLECT FIVE SHELLS OR ROCKS	GO FOR A HIKE IN THE WOODS	WRITE A SHORT ADVENTURE STORY	ATTEND AN EVENT AT THE LIBRARY	START A NEW COLLECTION (OF ANYTHING!)
READ A BOOK ABOUT AN ADVENTURE	VISIT A FRIEND	LISTEN TO MUSIC YOU'VE NEVER HEARD BEFORE	DRAW SOMETHING YOU'VE NEVER DRAWN BEFORE	PLANT SOMETHING
VISIT ANOTHER CITY OR TOWN	LEARN ABOUT THE BIRDS IN YOUR NEIGHBORHOOD	DAYDREAM / USE YOUR IMAGINATION	TRAVEL TO ANOTHER WORLD (IN A MOVIE)	GO TO A PARK
PLAY A BOARD GAME	PLAY A GAME OUTSIDE	READ A BOOK THAT FEATURES A BOAT	PHOTOGRAPH A BEAUTIFUL LANDMARK	WATCH A TV SHOW SET IN ANOTHER COUNTRY

¡La aventura comienza en tu biblioteca!

BINGO DE VERANO DE AVENTURAS

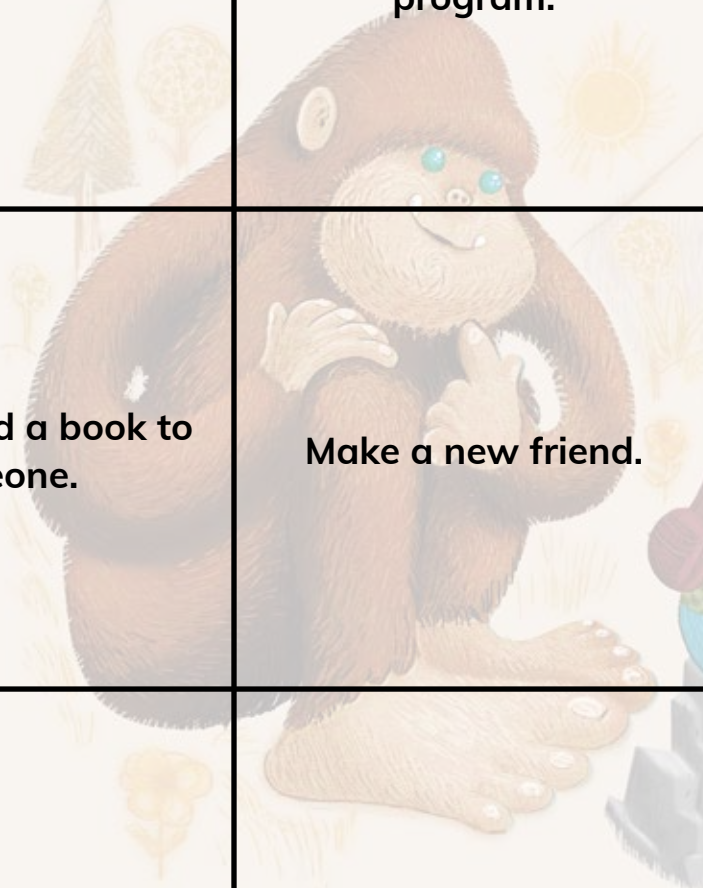

VIAJAR A OTRO MUNDO (EN UN LIBRO)	IR A DAR UNA CAMINATA EN EL BOSQUE	ESCRIBE UNA HISTORIA CORTA DE AVENTURAS.	ASISTIR A UN EVENTO COMUNITARIO	JUGAR UN JUEGO DE MESA
RECOGE CINCO CONCHAS O ROCAS.	VISITAR A UN AMIGO	VISITA OTRA CIUDAD O PUEBLO	APRENDE SOBRE LAS AVES DE TU VECINDARIO	VER UNA PELÍCULA SOBRE 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

Summer Reading Bingo

Adventure Begins at Your Library!

Complete all nine squares.

Name: _____

 <p>Read one hour.</p>	<p>Attend a library program.</p>	<p>Volunteer at the library one hour.</p>
<p>Recommend a book to someone.</p>	<p>Make a new friend.</p>	 <p>Read one hour.</p>
<p>Read one hour.</p>	<p>Ask a librarian a question.</p>	<p>Read one hour.</p>

Bingo de lectura de verano

¡La aventura comienza en tu biblioteca!

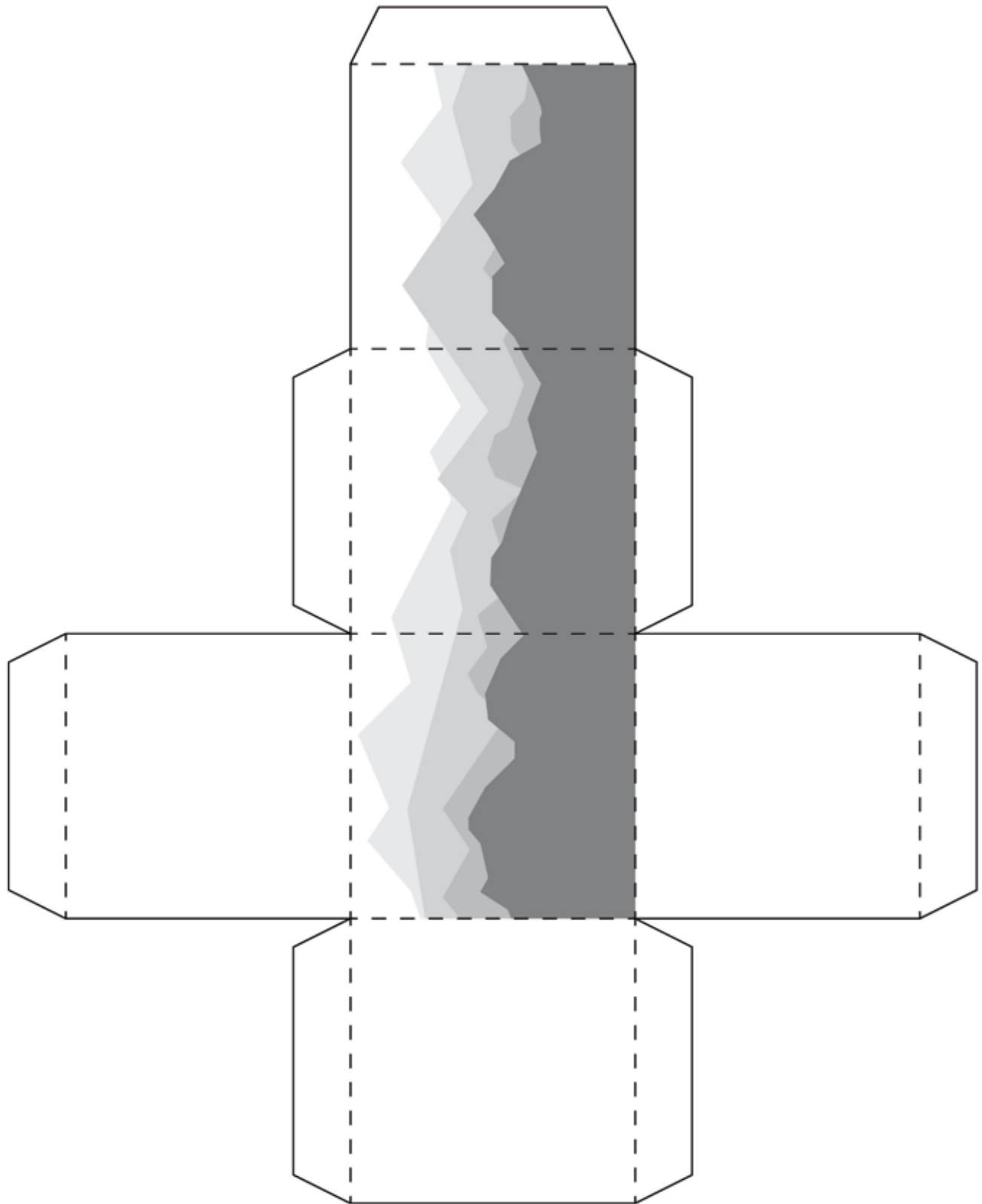
Completa todos los nueve cuadrados.

Nombre: _____

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

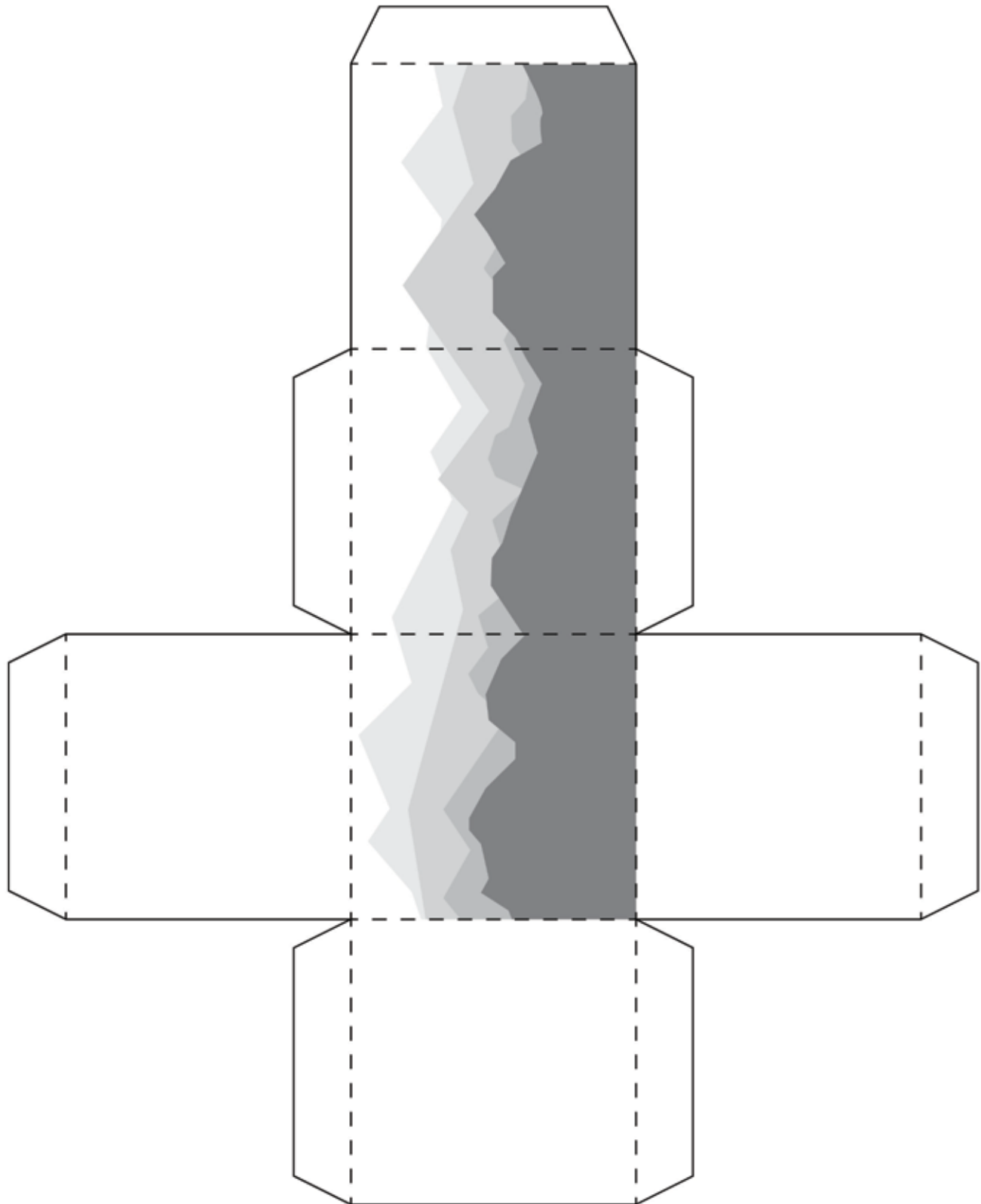
MAKE A 3D MOUNTAINSCAPE!

Add an adventure to this mountainscape, then cut along the solid lines. Fold along the dotted lines, and tape to secure it in place.



¡HAZ UN PAISAJE MONTAÑOSO EN 3D!

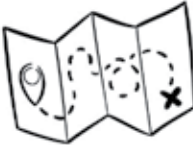














Agregue una aventura a este paisaje montañoso, luego recórtelo en una sola pieza (a lo largo de las líneas continuas). Doble a lo largo de las líneas punteadas, luego pegue con cinta adhesiva para asegurarlo en su lugar.



OUTDOOR ADVENTURE SUDOKU

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














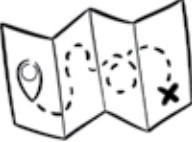



SUDOKU DE AVENTURAS AL AIRE LIBRE

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

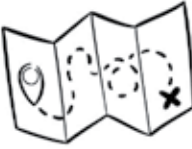













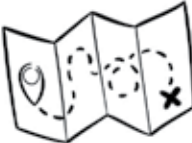







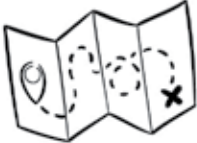










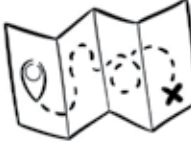




OUTDOOR ADVENTURE SUDOKU - ANSWERS

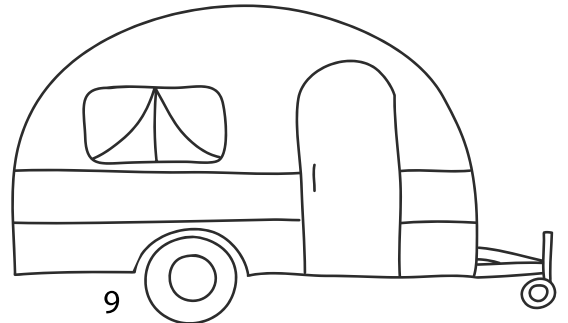
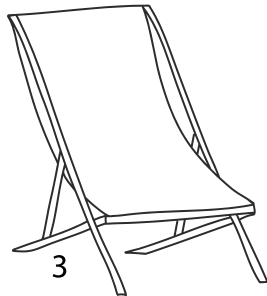
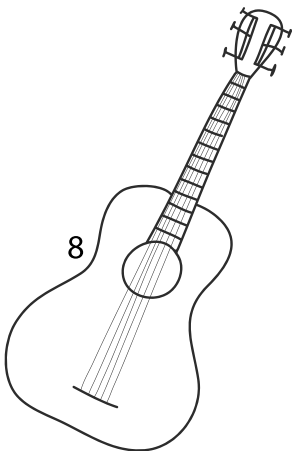
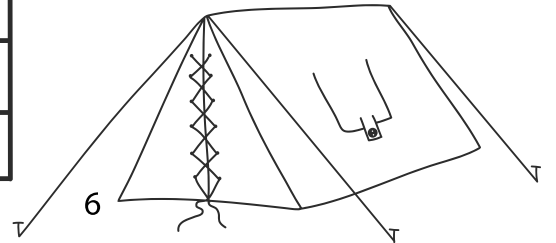
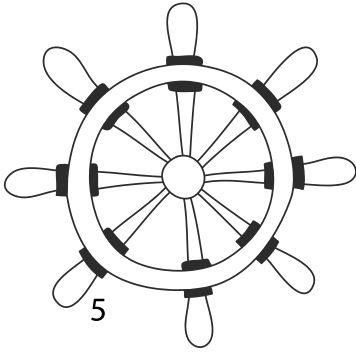
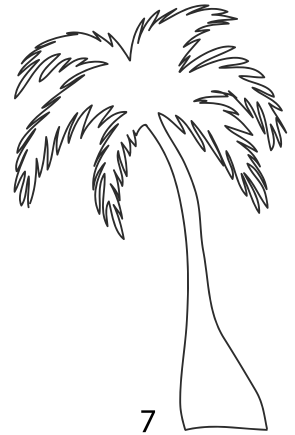
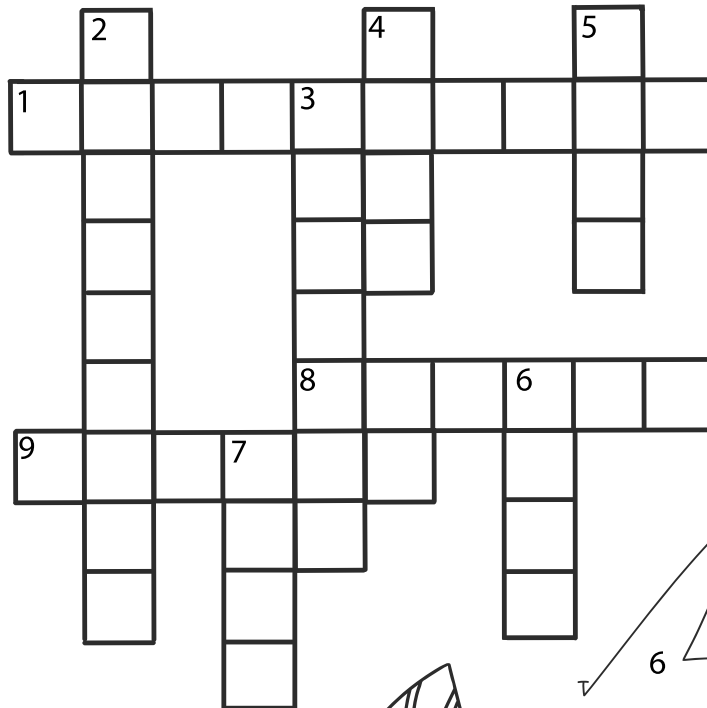
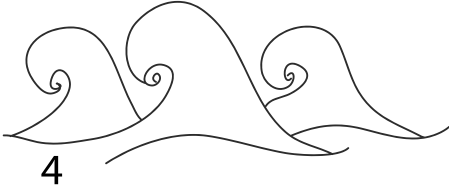
Fill in the grid with six outdoor items. Each row, column, and square must contain one of each.

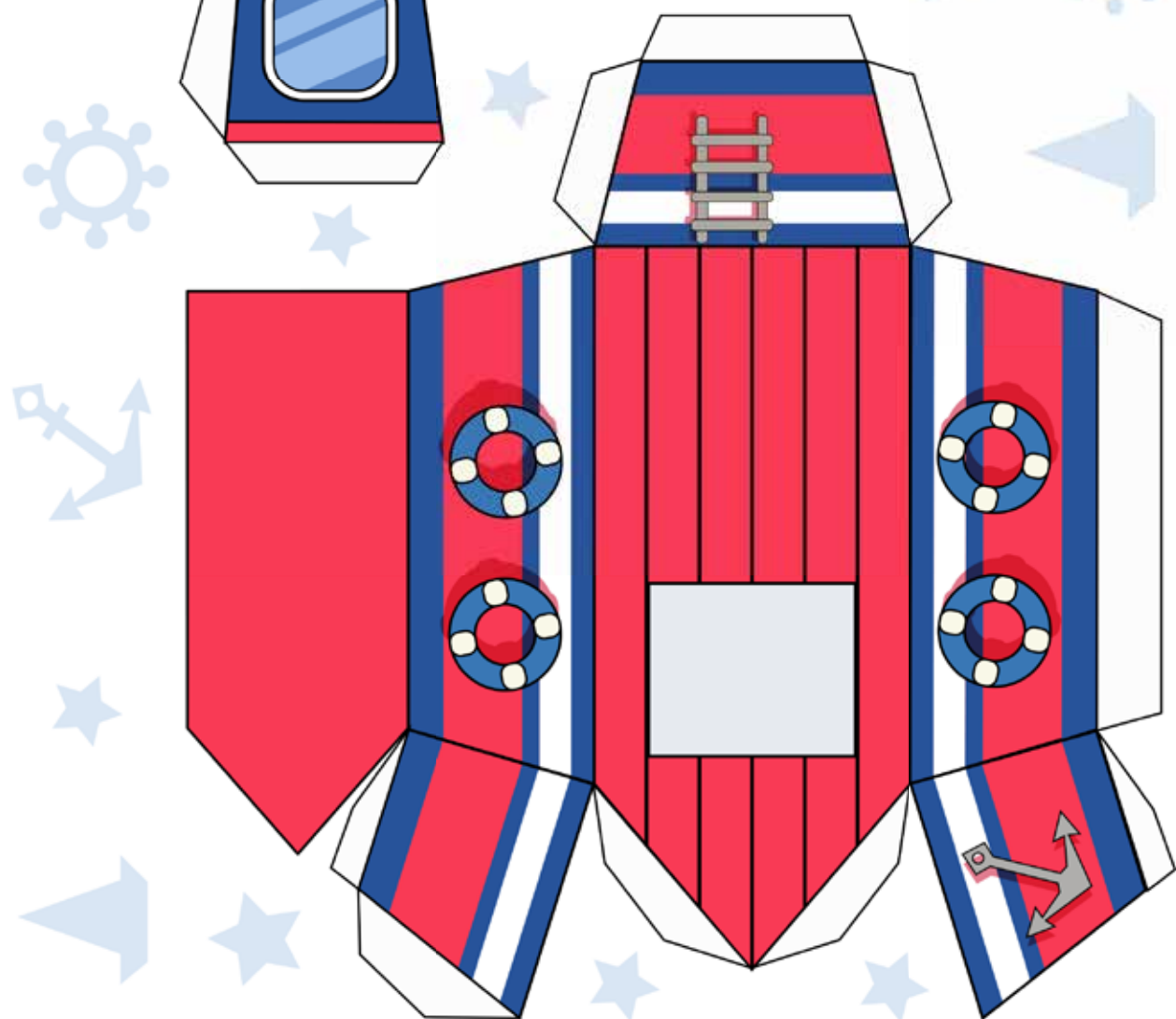
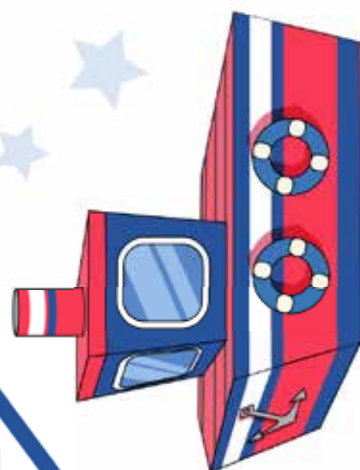
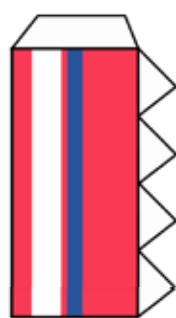
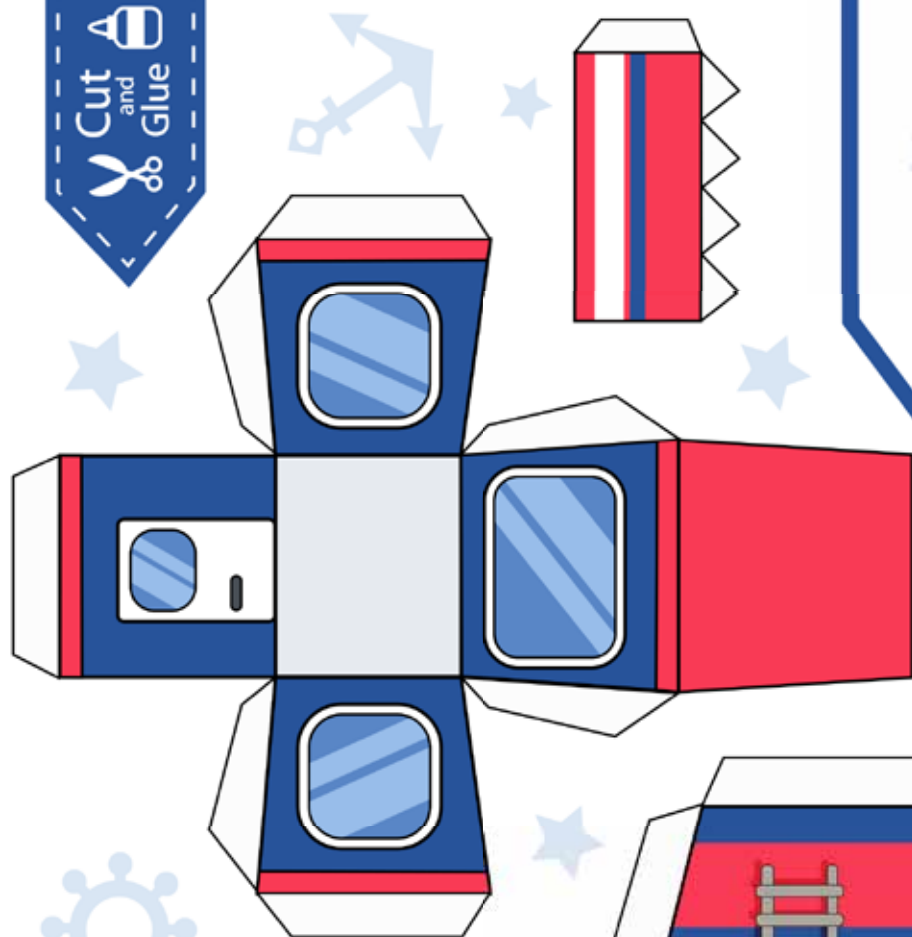


CROSSWORD

7 palm
8 guitar
9 camper
4 wave
5 helm
6 tent
1 sunglasses
2 surfboard
3 lounge

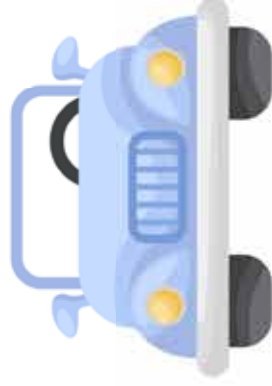
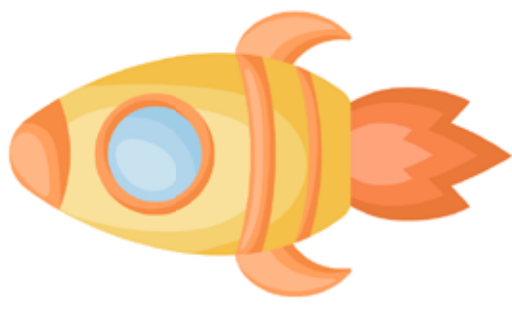




Rompecabezas de búsqueda de palabras

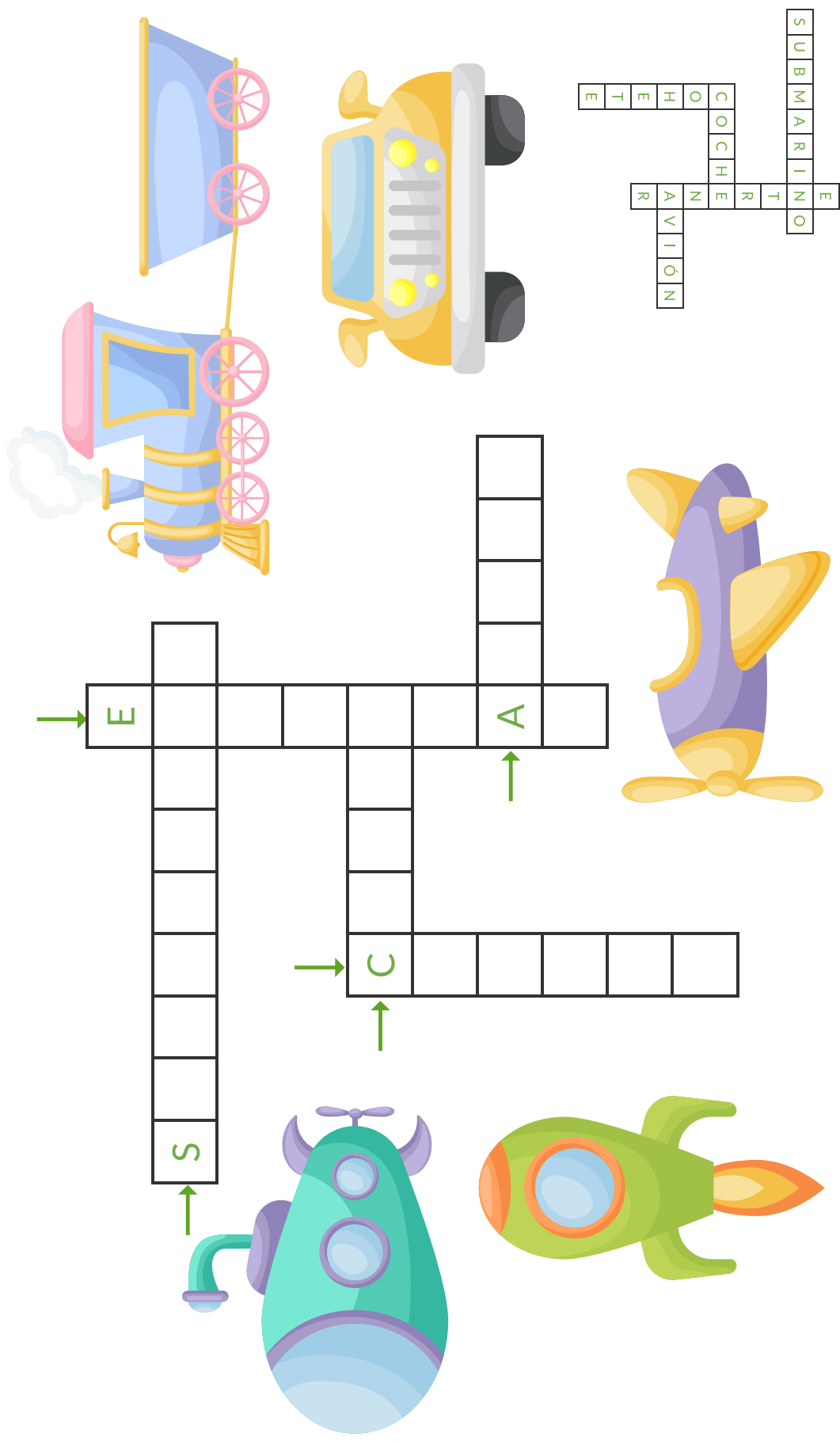


U	C	O	C	H	A	N	O	N	E	D	X	K	T
E	J	P	S	S	A	N	C	Z	D	B	M	É	Ñ
K	O	E	S	U	B	M	T	G	R	O	Z	T	Z
C	S	A	J	V	Ó	P	F	G	I	N	A	V	Y
O	H	Ü	Ü	P	F	D	R	R	O	F	N	Ó	P
H	E	T	E	R	R	O	F	N	Ó	P	H		



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

Crucigrama para niños

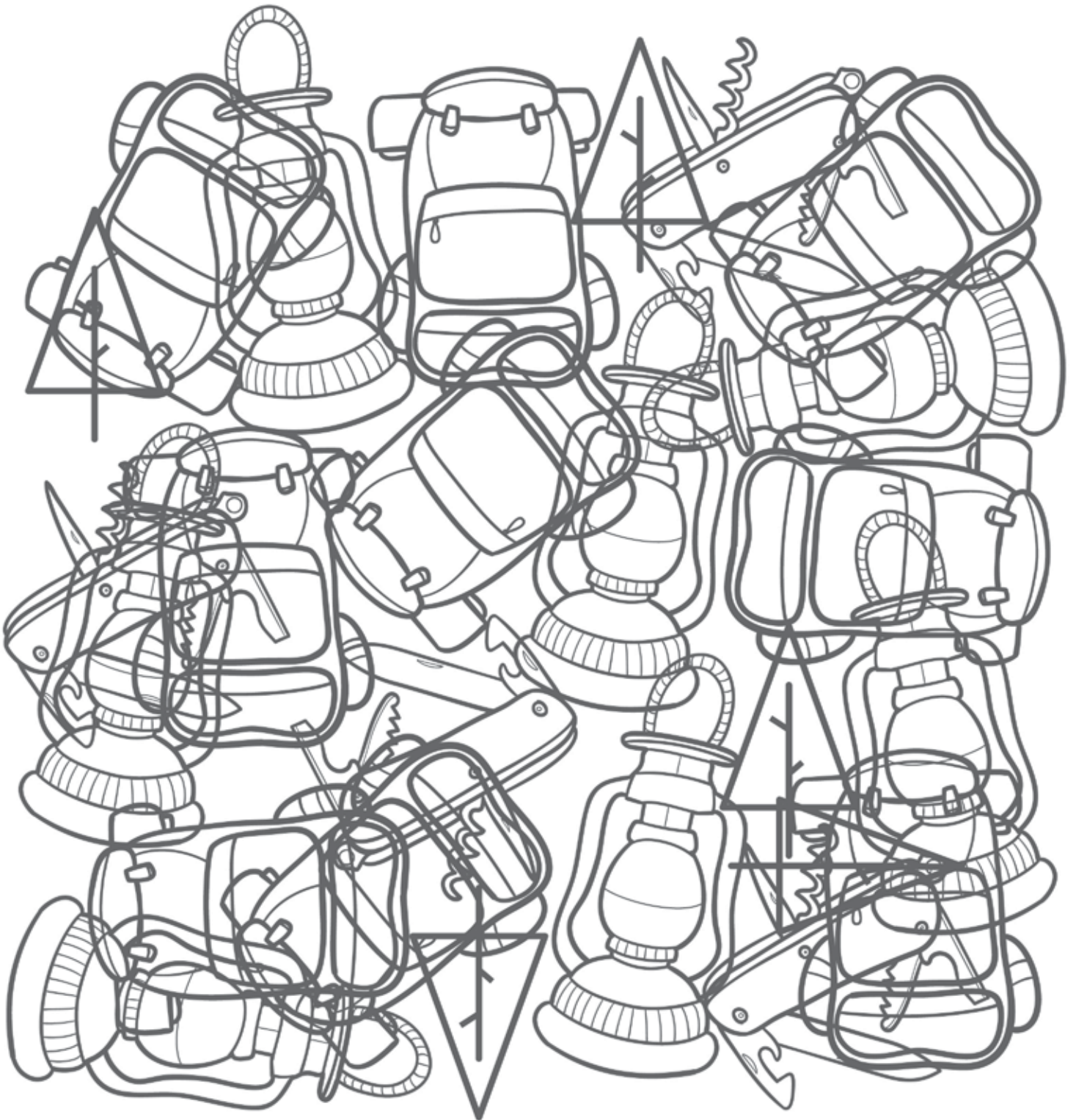




CAMPING JUMBLE

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

Backpacks _____ Swiss Army Knife _____ Lanterns _____



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





CAMPING CHECKLIST



- ☐ Tent
- ☐ Sleeping bag
- ☐ Chairs
- ☐ Books
- ☐ Bug repellent
- ☐ Sunscreen
- ☐ Water
- ☐ Food
- ☐ Matches

- ☐ Flashlight
- ☐ First aid kit
- ☐ _____
- ☐ _____
- ☐ _____



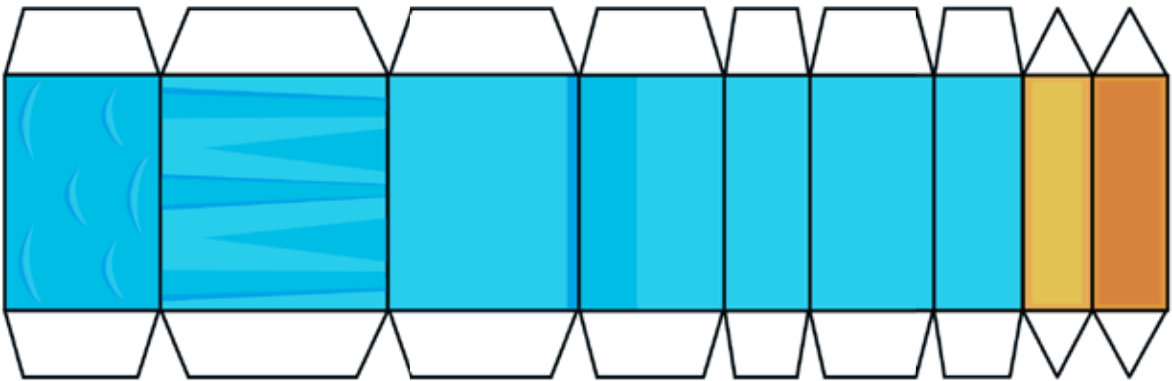
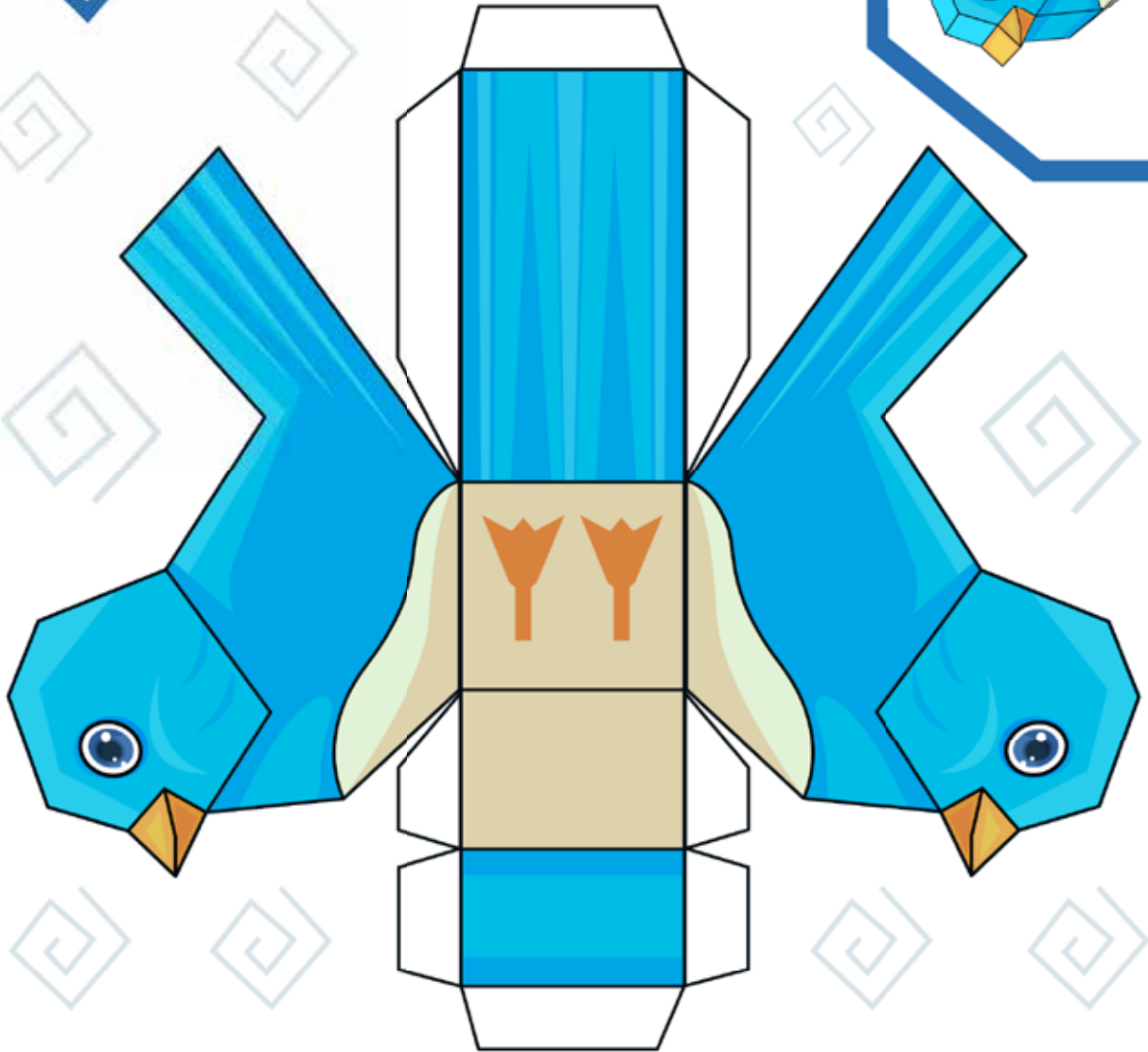
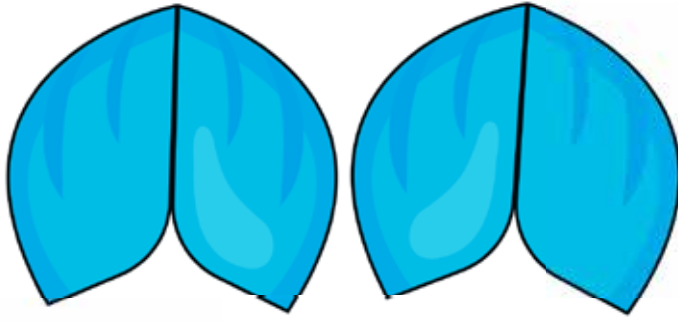


LISTA DE VERIFICACIÓN PARA ACAMPAR

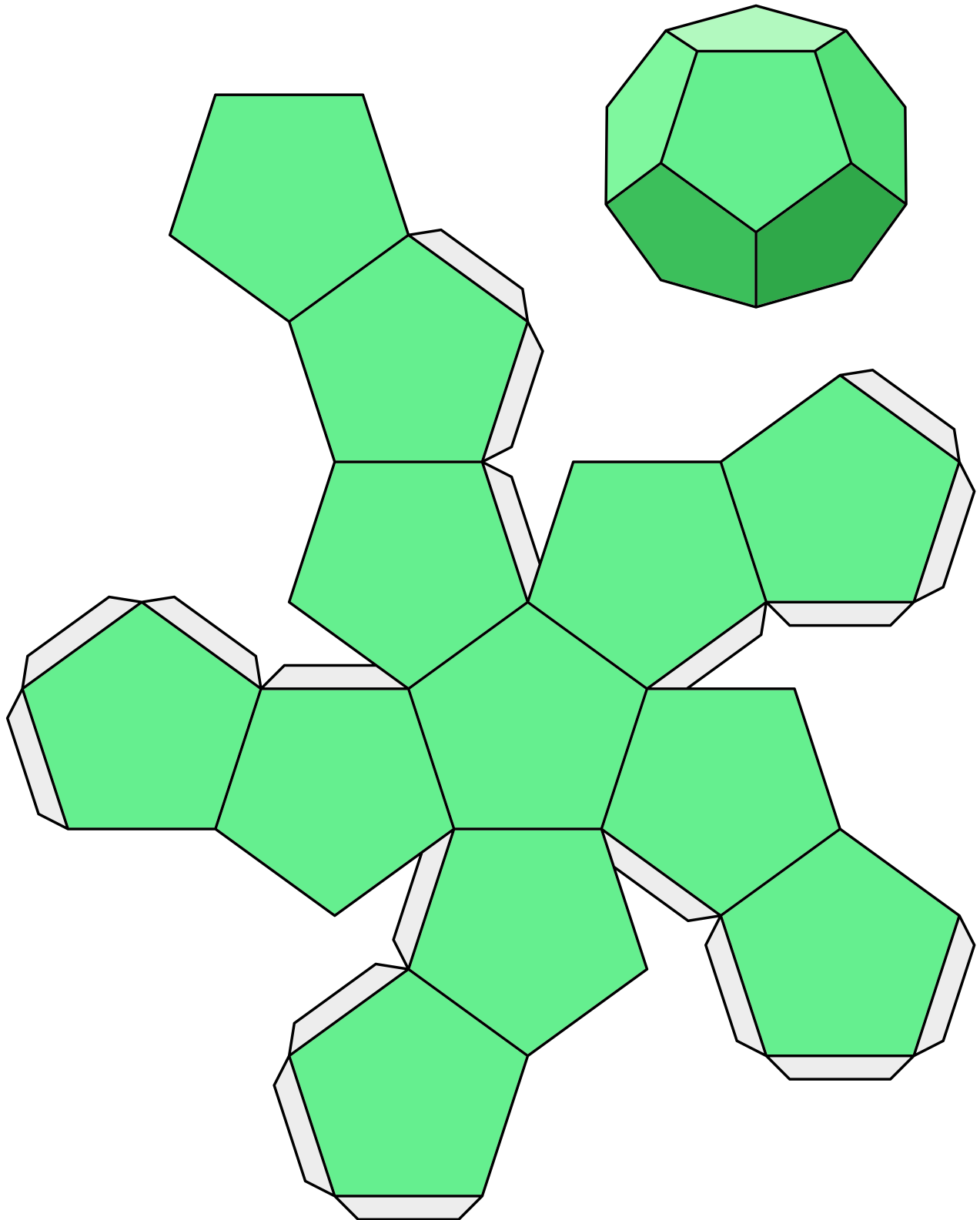


- | | |
|--|---|
| <input type="checkbox"/> Carpa | |
| <input type="checkbox"/> Bolsa de dormir | |
| <input type="checkbox"/> Sillas | |
| <input type="checkbox"/> Libros | |
| <input type="checkbox"/> Repelente de insectos | <input type="checkbox"/> Linterna |
| <input type="checkbox"/> Protector solar | <input type="checkbox"/> Kit de primeros auxilios |
| <input type="checkbox"/> Agua | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Alimento | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Partidos | <input type="checkbox"/> _____ |





Cut & Glue





Puzzle game for kids

Solve the Sudoku puzzle

Fill in the free cells with numbers from 1 to 8, so that in each row, each column and a small square, the number occurs only 1 time.



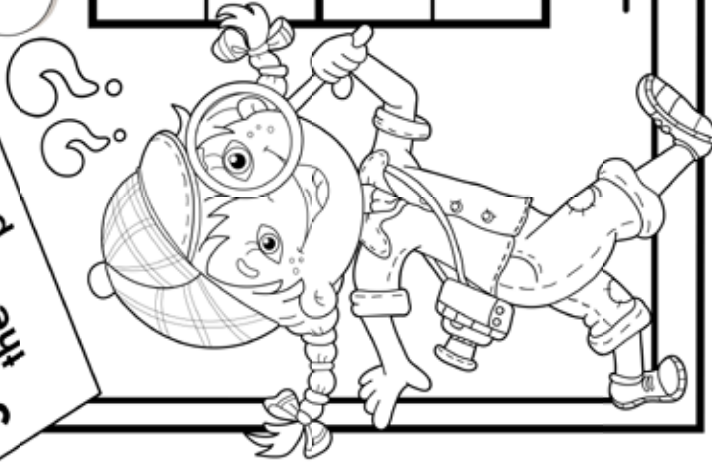
1		3		6		8		6
	4			8				
2					7			
	3					8		5

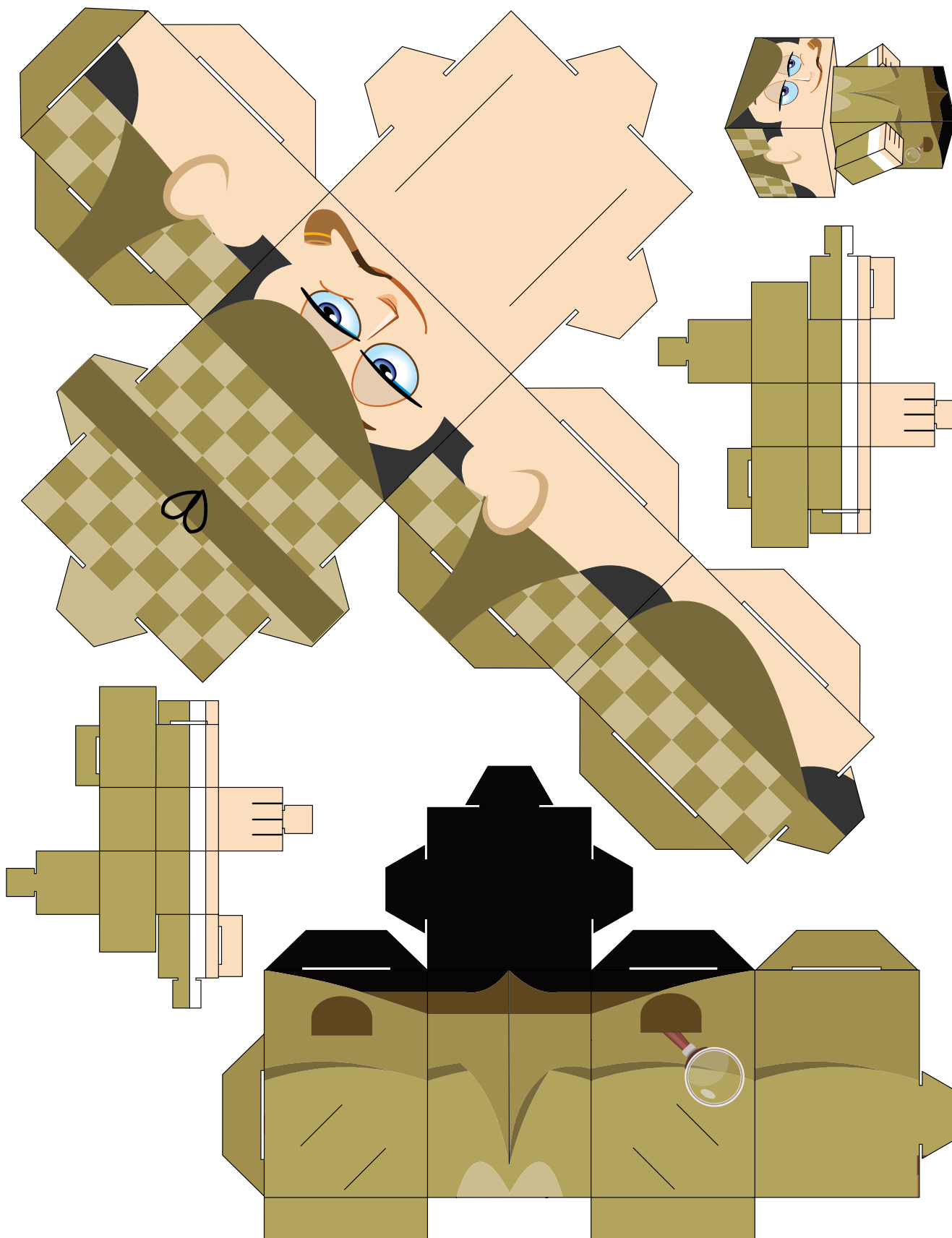
1	2	3	4
3	4	2	1
2	1	4	3
4	3	1	2

6	5	8	7
8	7	5	6
5	6	7	8
7	8	6	5

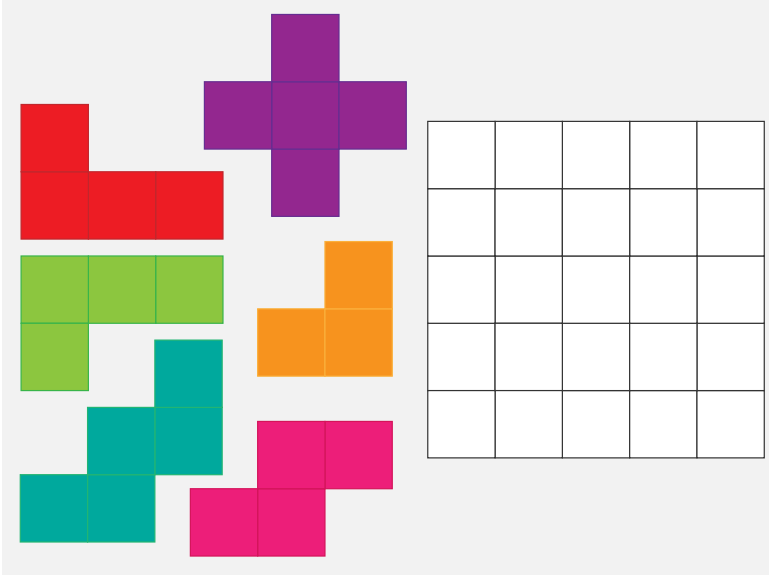


Answer


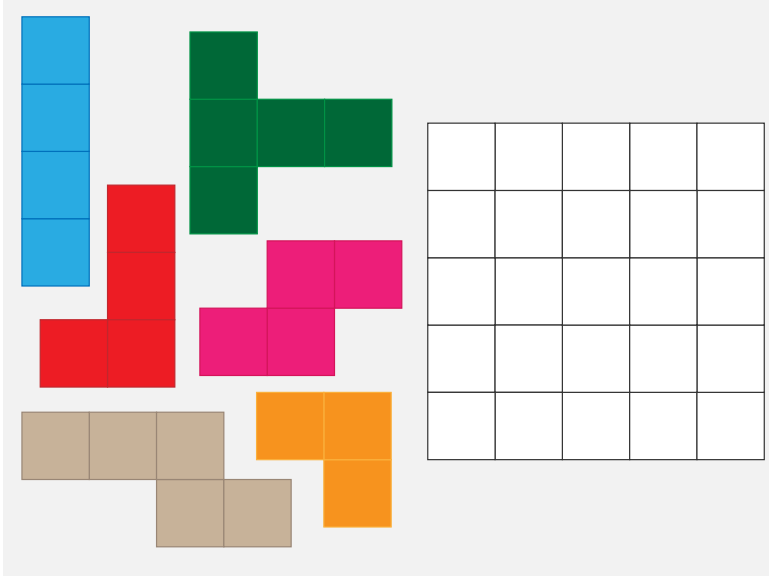




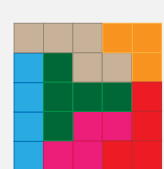
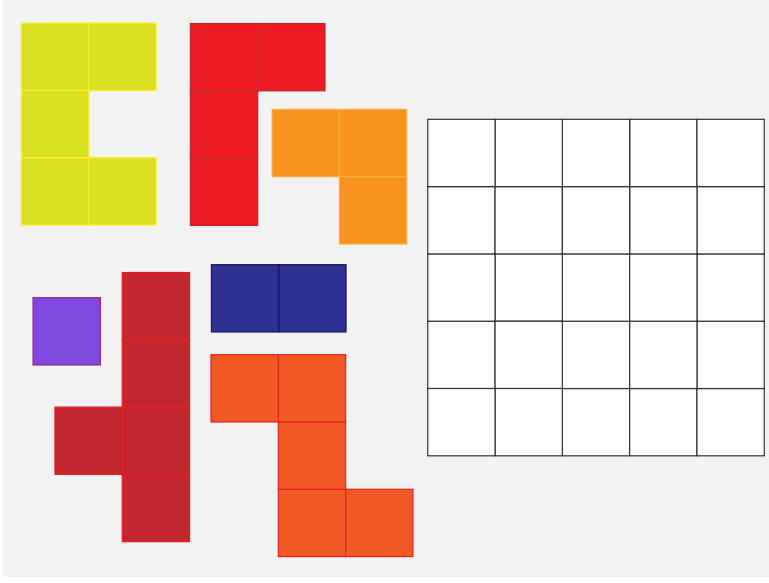
Complete the square from the details



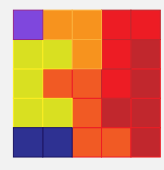
Answer

Answer

Answer





SLEEPOVER CHECKLIST

☐ Sleeping bag

☐ Pillow

☐ Toothbrush

☐ Toothpaste

☐ Pajamas

☐ Change of clothes

☐ Snacks

☐ Notebook

☐ Games

☐ Craft supplies

☐ _____

☐ _____

☐ _____



LISTA DE VERIFICACIÓN DE LA FIESTA DE PIJAMA

- | | |
|---|--|
| <input type="checkbox"/> Bolsa de dormir | <input type="checkbox"/> Computadora portátil |
| <input type="checkbox"/> Almohada | <input type="checkbox"/> Juegos |
| <input type="checkbox"/> Cepillo de dientes | <input type="checkbox"/> Suministros para manualidades |
| <input type="checkbox"/> Pasta dental | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Pijama | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Cambio de ropa | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Aperitivos | |



Teen Registration

2024 Summer Library Program *Adventure Begins at Your Library!*

Name: _____ Age: _____

Address: _____

Phone or email: _____

School: _____ Grade in September: _____

My favorite book genres (check all that apply):

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> mystery | <input type="checkbox"/> romance |
| <input type="checkbox"/> fantasy | <input type="checkbox"/> science fiction |
| <input type="checkbox"/> classics | <input type="checkbox"/> suspense |
| <input type="checkbox"/> nonfiction | <input type="checkbox"/> graphic novels |
| <input type="checkbox"/> dystopian | <input type="checkbox"/> books in a series |
| <input type="checkbox"/> horror | <input type="checkbox"/> biography |
| <input type="checkbox"/> detective | <input type="checkbox"/> other _____ |

Completed program: ☐ Yes ☐ No



Teen Reading Contract

2024 Summer Library Program

Adventure Begins at Your Library!

I, _____, do hereby promise to read _____ books or minutes (circle one) between _____ and _____ of the year 2024. I am of junior high or high school age. Furthermore, I state the the aforementioned pages or minutes will relate to titles that are appropriate for my age and sensibilities.

Signed this _____ day of _____, 2024.

Signature of reader

Signature of librarian

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 | _____ romance |
| _____ fantasía | _____ ciencia ficción |
| _____ clásico | _____ suspenso |
| _____ no-ficción | _____ novela gráfica |
| _____ distopia | _____ los libros en saga |
| _____ horror | _____ biografía |
| _____ detective | _____ 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



Name:_____

Date	Title of Book, Magazine, or Newspaper	Number of Minutes
	Total number of minutes read	

¡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	

BOOKS OR AUDIOBOOKS



Adventure Begins at Your Library!



READING LOG

NAME: _____

LIBROS O AUDIOLIBROS



¡La aventura
comienza en tu
biblioteca!



DIARIO DE LECTURAS

NOMBRE: _____

This book is recommended by

Adventure Begins at Your Library!



This book is recommended by

Adventure Begins at Your Library!



This book is recommended by

Adventure Begins at Your Library!



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!



Book Genre Bingo

Adventure Begins at Your Library!



Name: _____

Read any five in a row (across, down, or diagonal).

biography	translated from a foreign language	novel in verse	thriller	historical fiction
classic	true crime	steampunk	a book in a series	magic realism
science fiction	horror	YOUR CHOICE	dystopian	sports fiction
graphic novel	fantasy	autobiography	suspense	nonfiction
mystery	romance	detective	adventure	made into a movie

Bingo de libros

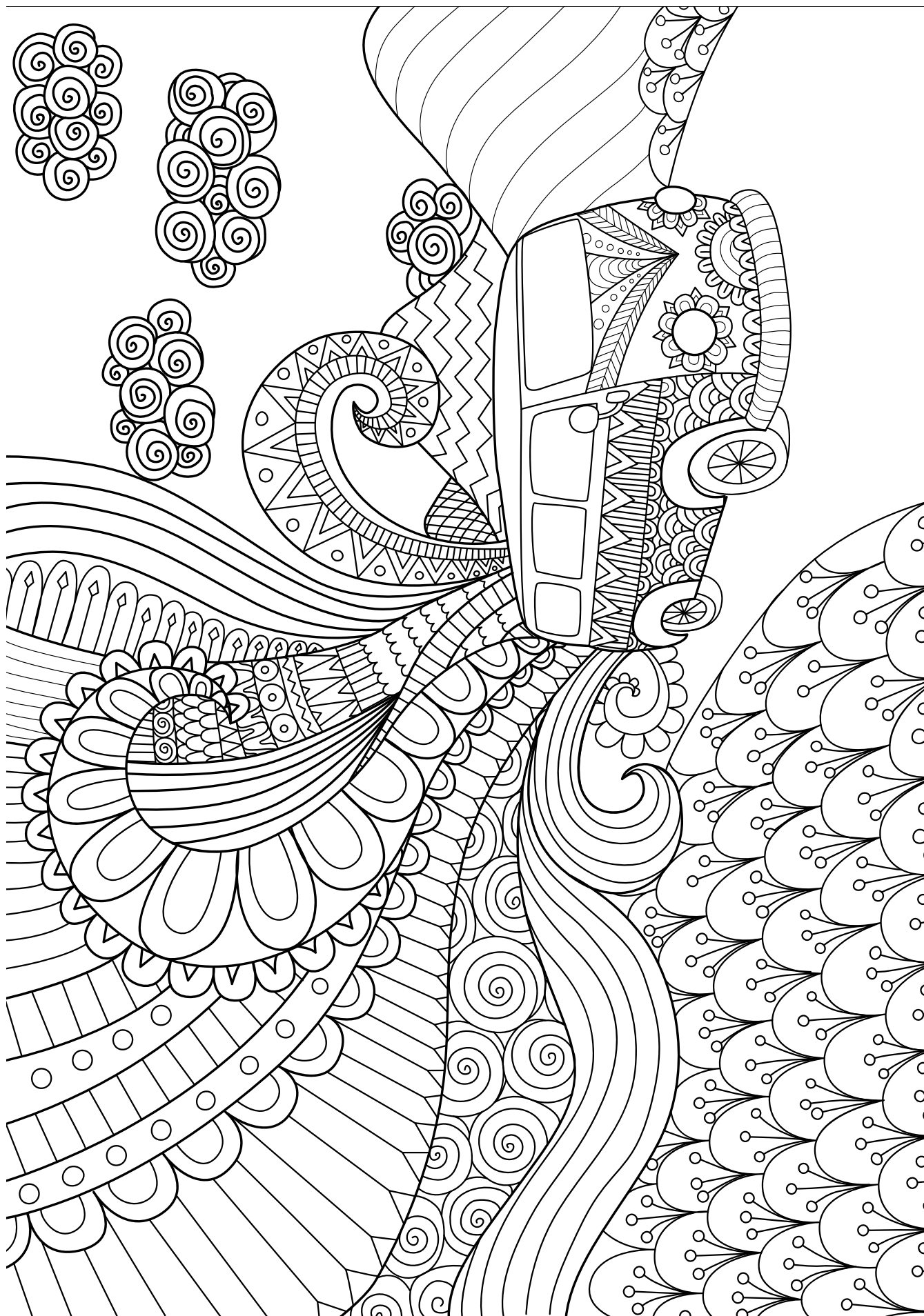
¡La aventura comienza en tu biblioteca!

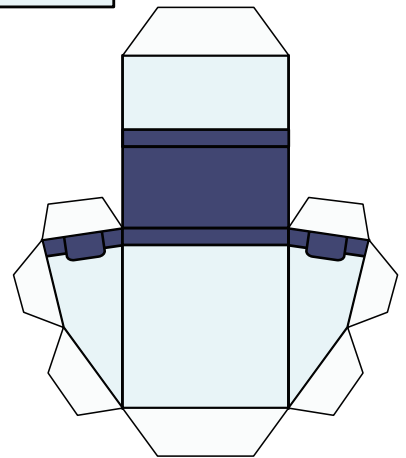
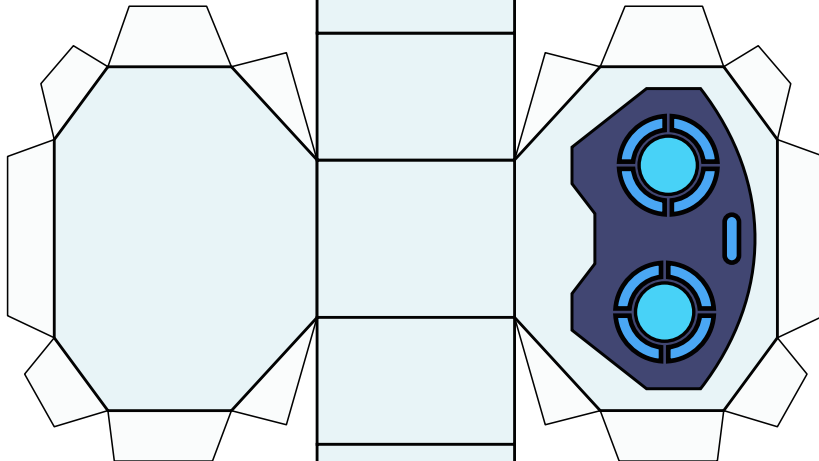
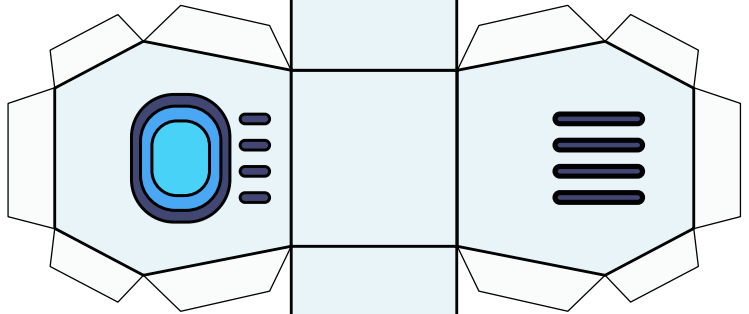
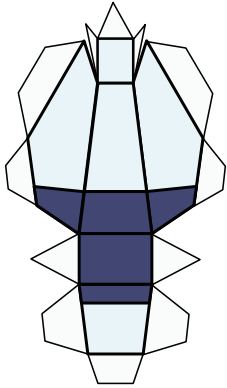
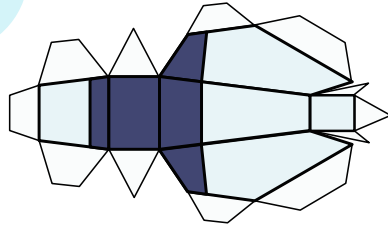
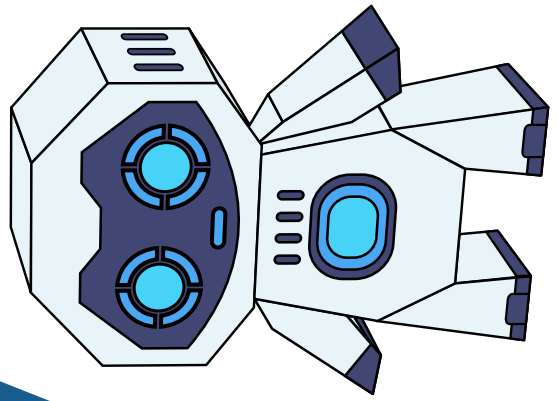
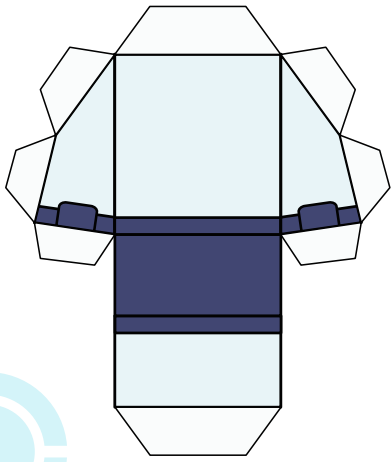


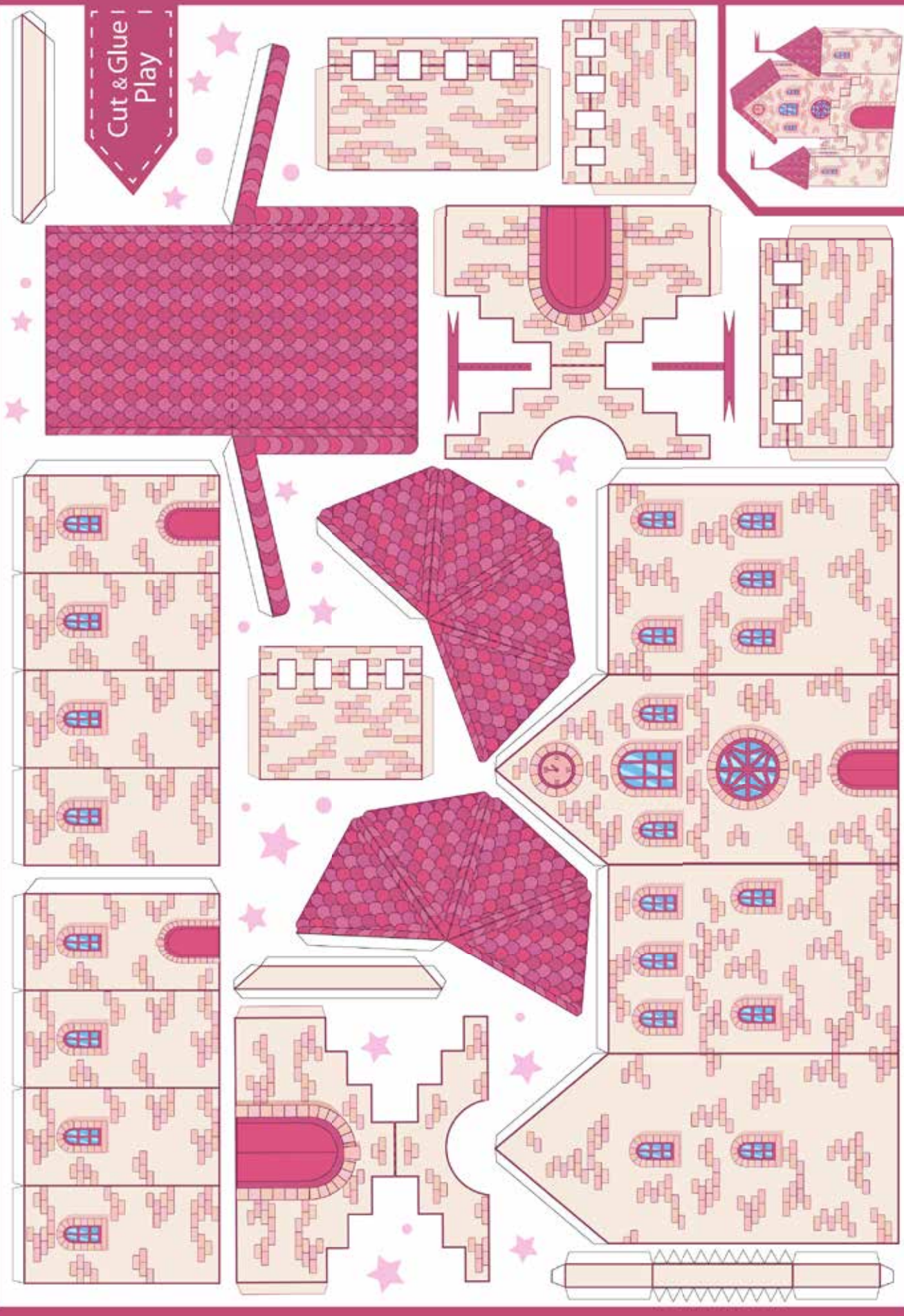
Nombre: _____

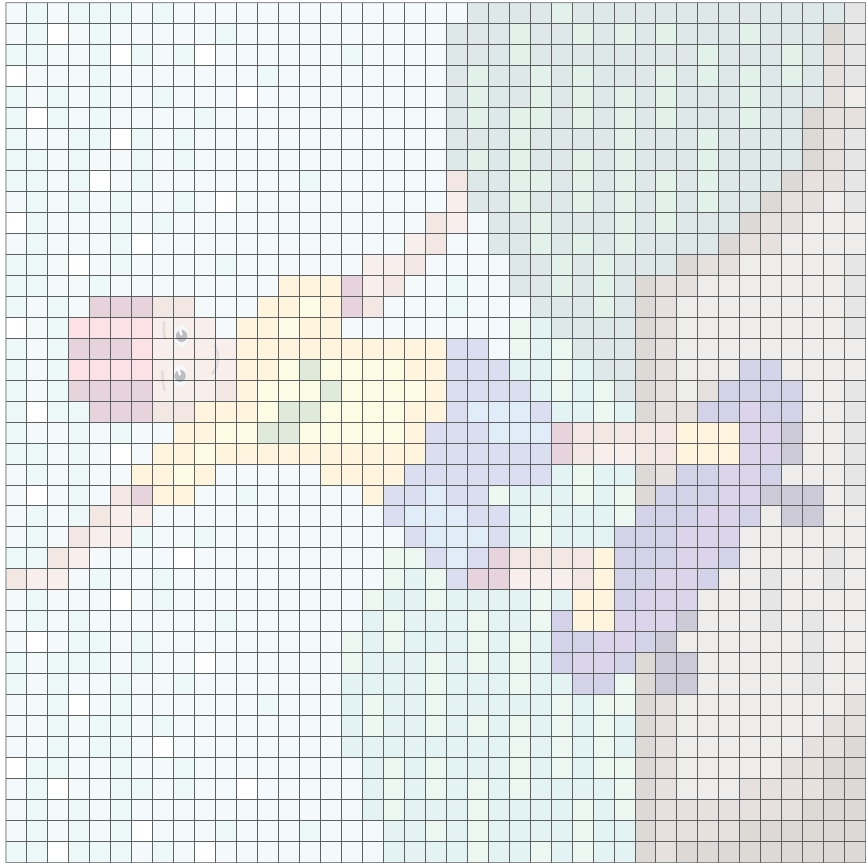
Lea cualquiera de los cinco en fila (a través, abajo, o diagonalmente).

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

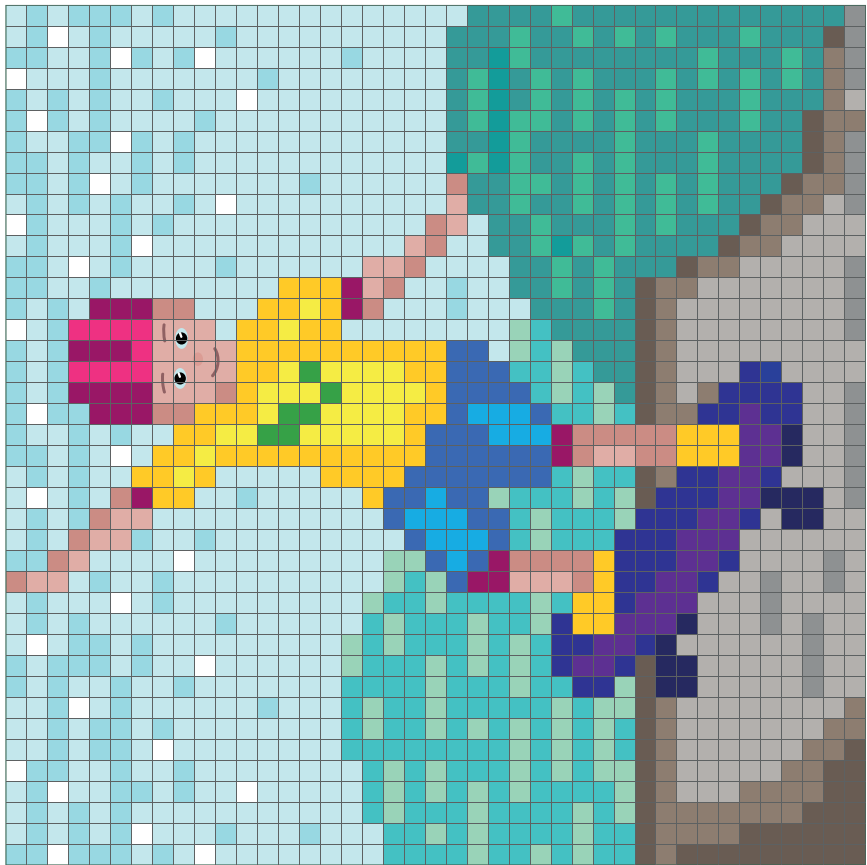








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BOOK LIST BY AUTHOR—ALL PROGRAMS

Books with * are available in an accessible format from the National Library Service for the Blind and Print Disabled (NLS) and their regional libraries across the United States and territories.

EARLY LITERACY PICTURE BOOKS

Babies—In English

Asim, Jabari and illustrated by LeUyen Pham. *Whose Knees Are These?* 2019.

Asim, Jabari and illustrated by LeUyen Pham. *Whose Toes Are Those?* 2019.

Bailey, Annie and illustrated by Dawn Lo. *Hush, Little Hero*, 2022.

Boswell, Addie and illustrated by Alexander Mostov. *Go, Bikes, Go!* 2019.

*Brown-Wood, JaNay and illustrated by Elissambura. *Shhh! The Baby's Asleep*, 2021. (BR 23892)

Carle, Eric. *The Very Hungry Caterpillar's Forest Hide & Seek*, 2021.

Charman, Katrina and illustrated by Nick Sharratt. *The Whales on the Bus*, 2020.

Charman, Katrina. *Go, Go, Pirate Boat*, 2019.

Elmquist, Laurie and illustrated by Ashley Barron. *City Baby*, 2021.

Flett, Julie. *We All Play*, 2021.

Hall, Kirsten and illustrated by Isabelle Arsenault. *The Honeybee*, 2018.

Hayes, Susan and illustrated by Susanna Rumiz. *Zoom Rainforest Adventure (Zoom #4)*, 2021.

Henn, Sophy. *Let's Go, Ted!* 2018.

Higgins, Ryan T. *Peek-a-Bruce*, 2019.

McQuinn, Anna and illustrated by Ruth Hearson. *Leo, Rise And Shine!* 2022.

Meyok, Rosemarie Avrana and illustrated by Michelle Simpson. *I Can See You*, 2022.

Minor, Florence and illustrated by Wendell Minor. *If You Were a Penguin*, 2022.

Pixton Amy and illustrated by Ekaterina Trukhan. *Let's Go Outside! (Indestructibles)*, 2020.

Portis, Antoinette. *I'm Still Up!* 2022.

Rascal. *Pablo*, 2021.

Wynter, Anne and illustrated by Alea Marley. *Hands On!* 2022.

Babies—Spanish or Bilingual

*123 Andrés and illustrated by Sara Palacios. *Ten Little Birds, Diez Pajaritos*, 2021. Bilingual. (DB 112100)

Barner, Bob. *Look, Look, Look! ¡Mira, Mira, Mira!* 2020. Bilingual.

Coppo, Marianna. *Petra / Petra*, 2020. Separate Spanish and English editions.

Cottage Door press and illustrated by Anna Jones. *¡Hola, Perrito! / Puppy Peek-a-Boo*, 2021. Separate Spanish and English editions.

*Dominguez, Angela. *How Are You? ¿Como estas?* 2018. Bilingual. (DBC 15006)

*Dr. Suess *¡Cuántos, cuántos pies! / The Foot Book*, 2019. Separate Spanish and English editions. (English: BR 16722)

Fallon, Jimmy and Jennifer Lopez, and illustrated by Andrea Campos. *Con Pollo: A Bilingual Playtime Adventure*, 2022. Bilingual.

Jaramillo, Susie. *La Bamba*, 2021. Bilingual.

Raúl the Third. *My Party, Mi fiesta (World of ¡Vamos!)*, 2022. Bilingual.

Ray, Mary Lyn and illustrated by Rebecca Malone. *Goodnight, Good Dog / Buenas noches, perrito bueno*, 2020. Bilingual.

Rodriguez, Patty et al. *¡Vámanos! (L'il Libros series)* 2020–21. Bilingual.

Thompson, Carol and Teresa Mlawer. *Amazing*

Me! / ¡Soy sorprendente! series, 2019.

Toddlers—In English

*Archer, Micha. *Wonder Walkers*, 2021. (DB 106723)

Bernstein, Ariel and illustrated by Scott Magoon. *Where Is My Balloon?* 2019.

Biddulph, Rob. *Odd Dog Out*, 2019.

Burach, Ross. *Truck Full of Ducks*, 2018.

Corcoran, Catherine and illustrated by Natalie Lundeen. *Treasure Isle*, 2021.

*Denise, Christopher. *Knight Owl*, 2022. (BR 24405; DB 113183)

DiPucchio, Kelly and illustrated by Jay Fleck. *We're Going on a Treasure Hunt*, 2019.

Hayes, Susan and illustrated by Susanna Rumiz. *Zoom Space Adventure (Zoom #1)*, 2020.

Houppert, Anne Maria and illustrated by Daniel Wiseman. *What About X? An Alphabet Adventure*, 2021.

Howard, Kim and illustrated by Megan Lotter. *Grace and Box*, 2021.

Ivinson, Yvonne. *Fox and the Box*, 2019.

Jardine, Hanna and illustrated by Zoe Warring. *Max's Rainforest Adventure*, 2019.

Kang, Anna and illustrated by Christopher Weyant. *Hudson and Tallulah Take Sides*, 2021.

Kleyn, Tim. *Set Sail for Pancakes*, 2022.

Kousky, Vern. *Milo Is Missing Something*, 2021.

Larios, Julia and illustrated by Julie Paschkis. *EEK! A Noisy Journey From A To Z*, 2020.

Laure, Estelle and illustrated by Paola Zakami. *Before the World Wakes*, 2022.

Lê, Minh and illustrated by Dan Santat. *The Blur*, 2022.

Lee, Seou. *Bye, Penguin*, 2020.

Liu, Katrina and illustrated by Heru Setiawan. *Let's Go on a Hike!* 2020.

Marino, Gianna. *Night Animals Need Sleep Too*, 2020.

McGlaulin, Conor. *Sock on the Loose*, 2021.

McLaughlin, Eoin and illustrated by Polly Dunbar. *The Roar (Hedgehog and Friends #4)*, 2022.

Meganck, Margaux. *People Are Wild!* 2022.

Morley, Taia. *Wake Up, Color Pup*, 2019.

Najjar, Taghreed A. and illustrated by Charlotte Shama. *What Shall We Play Now?* 2022.

Naylor-Ballesteros, Chris. *The Suitcase*, 2020.

*Norman, Kim and illustrated by Pierre Collet-Derby. *One-osaurus, Two-osaurus*, 2021. (DBC 19999)

Oswald, Pete. *Hike*, 2020.

Peterson, Isaac. *Gray Fox in the Moonlight*, 2023.

Poskitt, Kjartan and illustrated by Alex Willmore. *The Runaway Pea*, 2019.

Powell-Tuck, Maudie and illustrated by Karl James Mountford. *The Moonlight Zoo*, 2022.

Rothman, Scott and illustrated by Pete Oswald. *Blue Bison Needs a Haircut*, 2022.

Rowe, Thereza. *Stay, Benson!* 2019.

Smith, Danna and illustrated by Jon Anderson. *Wake Up, Freight Train*, 2022.

*Smith, Renée Felice and Chris Gabriel, and illustrated by Sydney Hanson. *Hugo and the Impossible Thing*, 2021. (BR 23885; DBC 24419)

Stutzman, Jonathan and illustrated by Jay Fleck. *Tiny T. Rex and the Very Dark Dark*, 2020.

*Underwood, Deborah and illustrated by Cindy Derby. *Outside In*, 2020. (BR 23728)

Underwood, Deborah and illustrated by Sam Wedelich. *Bearplane!* 2022.

*Wilson, Ciarra and Russel, and illustrated by Jessica Gibson. *Why Not You?* 2022. (DB 109643)

Yoon, Helen. *Off-Limits*, 2021.

Toddlers—Spanish or Bilingual

Blackstone, Stella and illustrated by Melanie Williamson. *Las ruedas del autobús / The Wheels on the Bus*, 2017. Bilingual.

*Blackstone, Stella. *Abuelita fue al mercado / My Granny Went to Market*, 2007. Separate

Spanish and English editions. (English: BR 16351)

Dominguez, Angela. *Me gusta*, 2022. Bilingual
Guzmán, D. *Milo + Niko*, 2022. Bilingual.

James, Jesse and Tamara Anegón. *Speak Out, Leonard! ¡Habla, Leonard!* 2022. Bilingual.

James, Jessie. *Look Out, Leonard! ¡Cuidado, Leonard!* 2021. Bilingual.

Jaramillo, Susie. *Tiny Travelers series*, 2019–20. In English with Spanish words.

Laínez, René Colato and illustrated by Nomar Perez. *Let's Be Friends / Seamos amigos*, 2021. Bilingual.

Mañas, Pedro and illustrated by Toni Galmés. *El cesto de los tesoros*, 2022. In Spanish.

Oud, Pauline. *La casa de Lily y Milo*, 2022. In Spanish.

Ramos, Eric. *Super Torta*, 2019. Bilingual.

Tillman, Nancy. *La noche en que tú naciste*, 2015. In Spanish.

Preschoolers—in English

Aki. *The Nature Girls*, 2019.

*Allen, Kari and illustrated by G. Brian Karas. *The Boy Who Loved Maps*, 2022. (DB 109247)

Arena, Jen and illustrated by Jessica Gibson. *Acorn Was a Little Wild*, 2022.

Bardhan-Quallen, Sudipta and illustrated by Leeza Hernandez. *Roxie Loves Adventure*, 2022.

Barnaby, Hannah and illustrated by Andrew Joyner. *Garcia and Collette Go Exploring*, 2017.

Bernstein, Galia. *Leyla*, 2019.

Bigwood, Kira and illustrated by Celia Krampien. *Secret, Secret Agent Guy*, 2021.

*Child, Brenda J. and illustrated by Jonathan Thunder. *Bowwow Powwow*, 2018. (BR 22747)

Crute, Josh and illustrated by Jenn Harney. *Hornswoggled!: A Wacky Words Whodunit*, 2021.

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

deGroat, Diane. *The Adventures of Robo-Kid*, 2022.

*Eady, Antwan and illustrated by Gracey Zhang. *Nigel and the Moon*, 2022. (BR 24407; DB 108006)

*Esperanza, C.G. *Boogie Boogie, Y'all*, 2021. (DB 106812)

Ewing, Clothilde and illustrated by Lynn Gaines. *Stella Keeps Up the Sun*, 2022.

Fan, Eric and illustrated by Dena Seiferling. *Night Lunch*, 2022.

*Farrell, Alison. *The Hike*, 2019. (DBC 19156)

Ferry, Beth and illustrated by Chow Hon Lam. *The Brave, Bold Bunny*, 2020.

Ferry, Beth. and illustrated by Brigitte Barrager. *The Nice Dream Truck*, 2021.

Fox, Mem. and illustrated by Christine Davenier. *Early One Morning*, 2021.

Goade, Michaela. *Berry Song*, 2022.

Gustavson, Adam. *The Froggies Do Not Want to Sleep*, 2021.

Hare, John. *Field Trip to Volcano Island*, 2022.

Hartman, Brooke and illustrated by John Joseph. *The Littlest Airplane*, 2022.

Hesselberth, Joyce. *Mapping Sam*, 2018.

Jonker, Travis and illustrated by Grant Snider. *Blue Floats Away*, 2021.

*Kelkar, Supriya and illustrated by Noor Sofi. *Brown Is Beautiful*, 2022. (DB 112422)

Kim, Erica. *Kimchi, Kimchi Every Day*, 2022.

Lê, Minh and illustrated by Dan Santat. *Lift*, 2020.

Lee, Emeline and Alina Chau. *Bonnie's Rocket*, 2022.

MacLeod, Mrs. and Mr. *How to Eat a Book*, 2022.

McLaughlin, Eoin and illustrated by Marc Boutavant. *Not an Alphabet Book: The Case of the Missing Cake*, 2020.

Michalak, Jamie and illustrated by Sabine Timm. *Come On In: There's a Party in This Book!* 2022.

Morrison, Frank. *Kick Push*, 2022.

Perdew, Larua and illustrated by Adelina Lirius. *The Fort*, 2020.

Sherman, Charlotte Watson and illustrated by Geneva Bowers. *Mermaid Kenzie: Protector of the Deep*s, 2022.

Staaque, Bob. *The Path*, 2022.

Thurman, Brittany J. and illustrated by Anna Cunha. *Fly*, 2022.

Viau, Nancy and illustrated by Jorge Lacera. *Pruette and Soo*, 2022.

Willems, Mo. *The Pigeon Will Ride the Rollercoaster!* 2022.

*Williams, Serena and illustrated by Yesenia Moises. *Adventures of Qai Qai*, 2022. (DB 110945)

Wilson-Max, Ken. *Astro Girl*, 2019.

*Woodson, Jacqueline and illustrated by Rafael López. *The Year We Learned to Fly*, 2022. (DB 111924)

*Young, Emile and illustrated by Chioma Ebinama. *Emile and the Field*, 2022. (DB 107706)

Preschoolers—Spanish or Bilingual

Alessandri, Alexandra and illustrated by Courtney Dawson. *Isabel and Her Colores Go to School*, 2021. In English with Spanish words.

Argueta, Jorge et al. *Viento viento / Wind Little Wind*, 2022. Trilingual English, Spanish, and Nahuat.

Barba Higuera, Donna and illustrated by Juliana Perdomo. *El Cukey Is Scared, Too!* 2021. In English with Spanish words.

Brenner, Tom and illustrated by Jaime Kim. *Entonces llega el verano / And Then Comes Summer*, 2021. Separate Spanish and English editions.

Carle, Eric. *El gallo sale a ver el mundo / Rooster's Off to See the World*, 2018. Separate Spanish and English editions.

Catasús Jennings, Terry and illustrated by Raúl Colón. *La casita del esperanza / The Little House of Hope*, 2022. Separate Spanish and English editions.

Colón, Raúl. *Imagine!* 2018.

de Regil, Tania. *Un verano especial con la abuela / Something About Grandma*, 2022. Separate Spanish and English editions.

Delacre, Lulu. *Cool Green / Verde fresco*, 2023. Separate Spanish and English editions.

Dorros, Abuela and illustrated by Elisa Kleven. *Abuela*, 1997. Separate Spanish and English editions; English edition has sprinkle Spanish.

Gómez, Blanca. *Día de disfraces / Dress-Up Day*, 2022. Separate Spanish and English editions.

*Gorman, Amanda and illustrated by Loren Long. *La canción del cambio / Change Sings*, 2022. Separate Spanish and English editions. (DB 111635, Spanish; DB 105158, English)

*Harmony, Cynthia and illustrated by Teresa Martínez. *Mi ciudad canta / My City Sings*, 2022. Separate Spanish and English editions; English edition has Spanish words throughout. (Spanish: DB 113649)

Mancillas, Mónica and illustrated by Erika Meza. *Mariana and her Familia*, 2022. In English with Spanish words.

*Martinez-Neal, Juana. *La selva de Zonia / Zonia's Rain Forest*, 2021. Separate Spanish and English editions. (DB 111748, Spanish; DB 112503, English)

*McClintock, Joanna and illustrated by Juana Medina. *La víspera de orgullo / 'Twas the Night Before Pride*, 2022. Separate Spanish and English editions. (English: DB 112189)

Min, Cat. *La tímida Willow / Shy Willow*, 2021. Separate Spanish and English editions.

Parra, John. *Cultivando a Una Artista*, 2022. Separate Spanish and English editions; English edition has sprinkle Spanish.

Paul, Miranda, Baptiste Paul, and illustrated by Estelí Meza. *Paz*, 2021. Separate Spanish and English editions.

*Piedra, Tony. *La aventura más grande / The Greatest Adventure*, 2019. Separate Spanish and English editions. (English: DBC 13145)

*Raúl the Third. *¡Vamos! Let's Cross the Bridge*, 2021. In English with Spanish words. (BR

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.

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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.

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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.

de Pomereu, Jean and Daniella McCahey. *Antarctica: A History in 100 Objects*, 2022.

DK Eyewitness. *Unforgettable Journeys: Slow Down and See the World*, 2020.

DK. *The Sports Book*, 2020.

Drabelle, Dennis. *The Power of Scenery: Frederick Law Olmsted and the Origin of National Parks*, 2021.

Habib, Shahnaz. *Airplane Mode: An irreverent History of Travel*, 2023.

Hebertson, Angie. *Face Masks, Scrub Caps, Arm Slings, and More*, 2020.

Holmes, Cas. *Embroidering the Everyday*, 2023.

*Jost, Colin. *A Very Punchable Face: A Memoir*, 2020. (DB 99679)

Khounnoraj, Aounna. *Visible Mending: A Modern Guide to Darning, Stitching, and Patching the Clothes You Love*, 2020.

Leung, Wendy. *The Boba Cookbook: Delicious, Easy Recipes for Amazing Bubble Tea*, 2020.

Lonely Planet. *Epic Hikes of the World: Explore the Planet's Most Thrilling Treks and Trails*, 2018.

Long, Cully. *How to Puzzle Cache*, 2nd edition, 2019.

Luong, QT. *Treasured Lands: A Photographic Odyssey Through America's National Parks*, 2022.

McDougall, Len. *The Ultimate Guide to Hiking*, 2021.

Meadows. *The First Code Talkers: Native American Communicators in WWI*, 2022.

*Nabongo, Jessica. *The Catch Me If You Can: One Woman's Journey to Every Country in the World*, 2022. (DB 112198)

*Nez, Chester and illustrated by Judith Schiess Avila. *Code Talker: The First and Only Memoir by One of the Original Navajo Code Talkers of WWII*, 2012. (DBC 04951)

*Rinella, Steven. *Outdoor Kids in an Inside World*, 2022. (DB 108513)

Rodabaugh, Katrina. *Make Thrift Mend*, 2021.

Sartore, Joel. *National Geographic Photo Basics: The Ultimate Beginner's Guide to Great Photography*, 2019.

Siber, Kate. *100 Hikes of a Lifetime: The World's Ultimate Scenic Trails*, 2020.

Tran, Phuc. *Sigh, Gone: A Misfit's Memoir of Great Books, Punk Rock, and the Fight to Fit In*, 2020.

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