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# 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!

# 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>

# 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

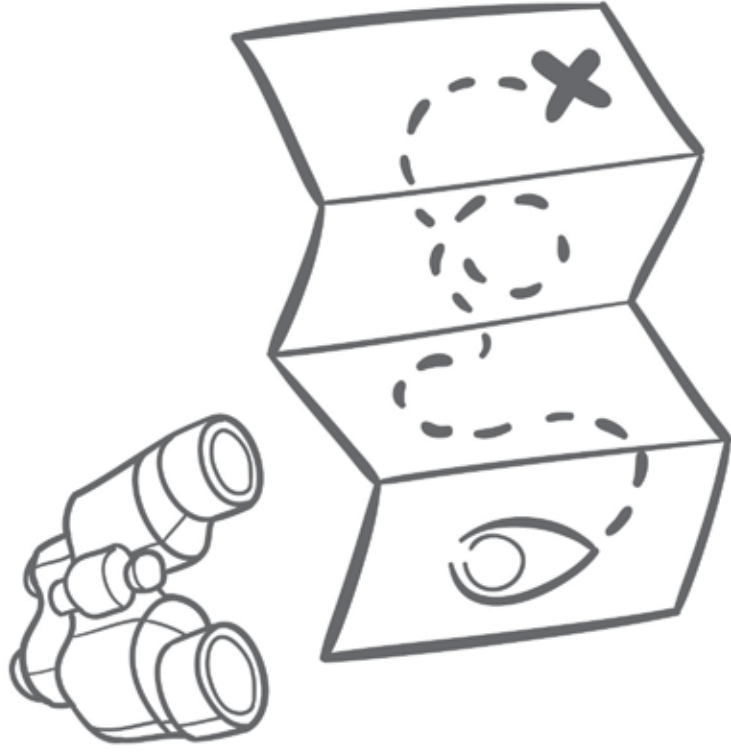
Adventure Journal Cover (in Spanish and English)

Compass Template

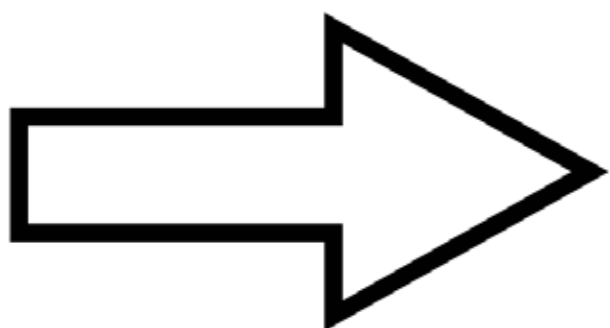
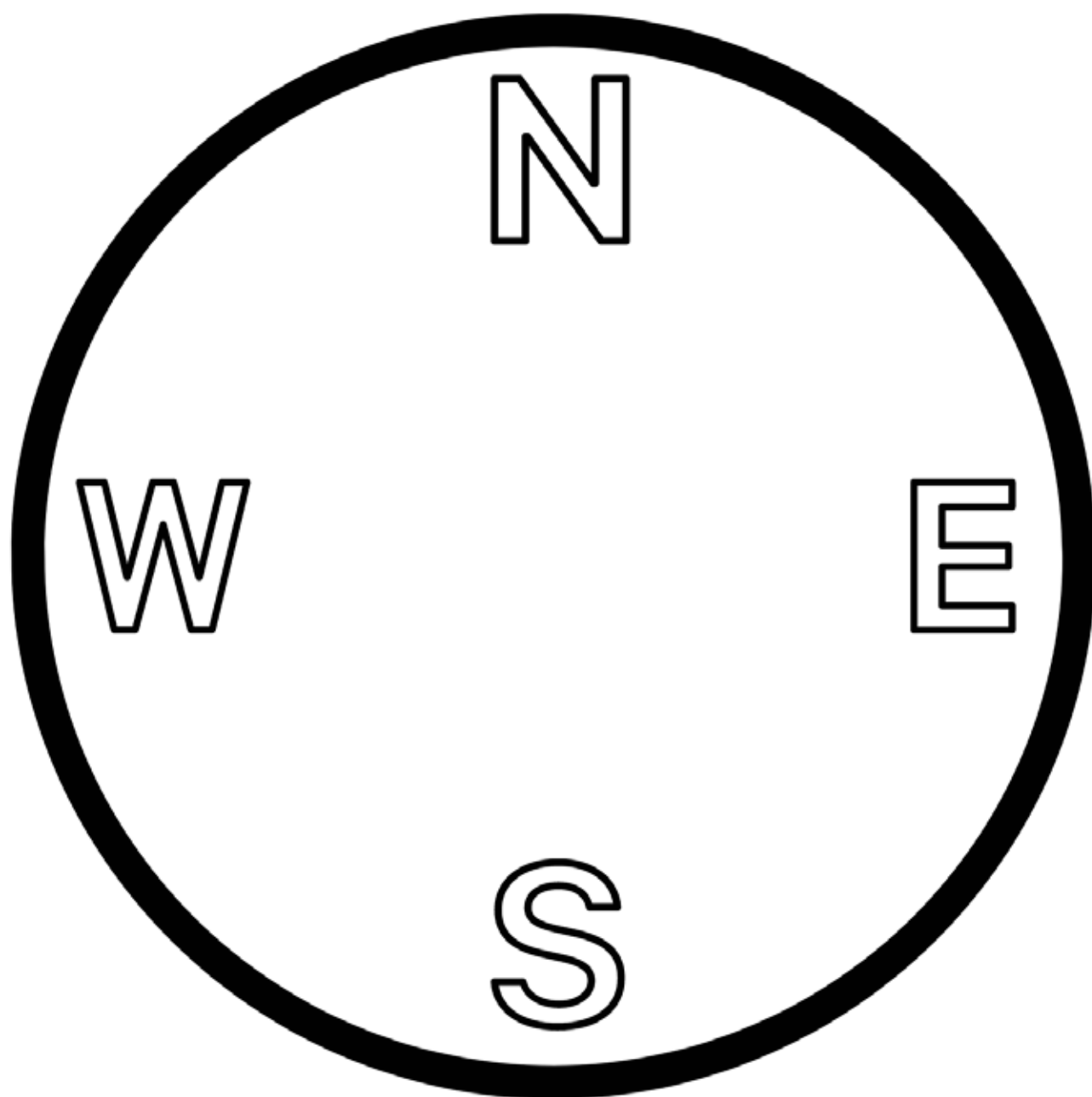
Adventure Calls (in Spanish and English)

# MY ADVENTURE JOURNAL

This journal belongs to:







# ADVENTURE CALLS

What type of adventure could you have in each place?



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# LLAMADAS DE AVENTURA

¿Qué tipo de aventura tendrías en cada lugar?



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# THE WONDERS OF YOUR SUMMER

## AGES

Tweens 9–12

## PROGRAM DESCRIPTION

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

## MATERIALS AND PREPARATION

Preparation:

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

For an in-person program:

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

For take-home programs:

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

### TIP:

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

### TIP:

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



### RESOURCES

#### Web

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

#### Books

##### Nonfiction

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

##### Early Readers

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

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

#### Printables

Modern Wonders Worksheet (in English and Spanish)

## WHERE ARE THE MODERN WONDERS?

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



1 \_\_\_\_\_



5 \_\_\_\_\_



2 \_\_\_\_\_



6 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



7 \_\_\_\_\_

# ¿DÓNDE ESTÁN LAS MARAVILLAS MODERNAS?

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



1 \_\_\_\_\_



5 \_\_\_\_\_



2 \_\_\_\_\_



6 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



7 \_\_\_\_\_

## ARTS &amp; 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 &amp; 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

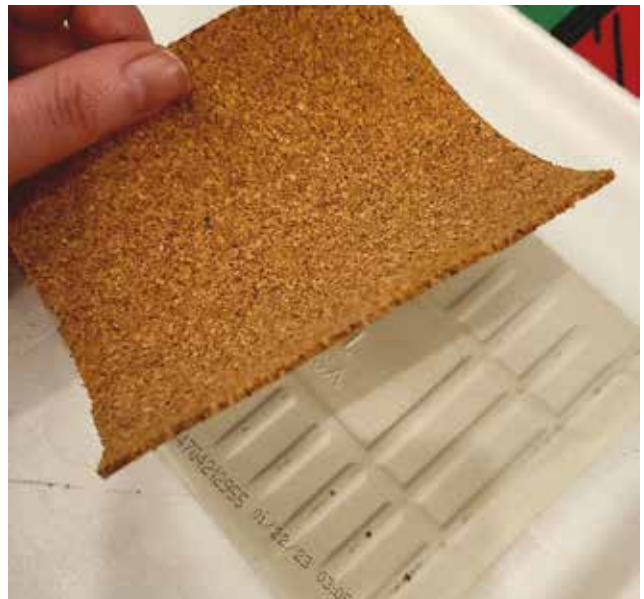


Image source: Megan Edwards of Mooresville Public Library, Mooresville, IN

# 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

## TIP:

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

## ADAPTATION:

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

## ADAPTATION:

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



Image source: Shutterstock

## GAME/ACTIVITY | LOW COST

phones.

Snack ideas:

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

## UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly

## RESOURCES

## Web

Road Trip Planning

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

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

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

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

Road Trip Game Ideas

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

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

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

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

## Books

Road Trip Fiction

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

*Road Tripped* (2019) by Pete Hautman (YA)

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

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

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

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

## Printables

Road Trip Bingo (in Spanish and English)

**TIP:**

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

**TIP:**

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

**TIP:**

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

# ROAD TRIP BINGO

Find these signs on your next road trip!



# BINGO DE VIAJE POR CARRETERA

¡Encuentra estas señales en tu próximo viaje por carretera!



# 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:   |  |

# 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 &amp; 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

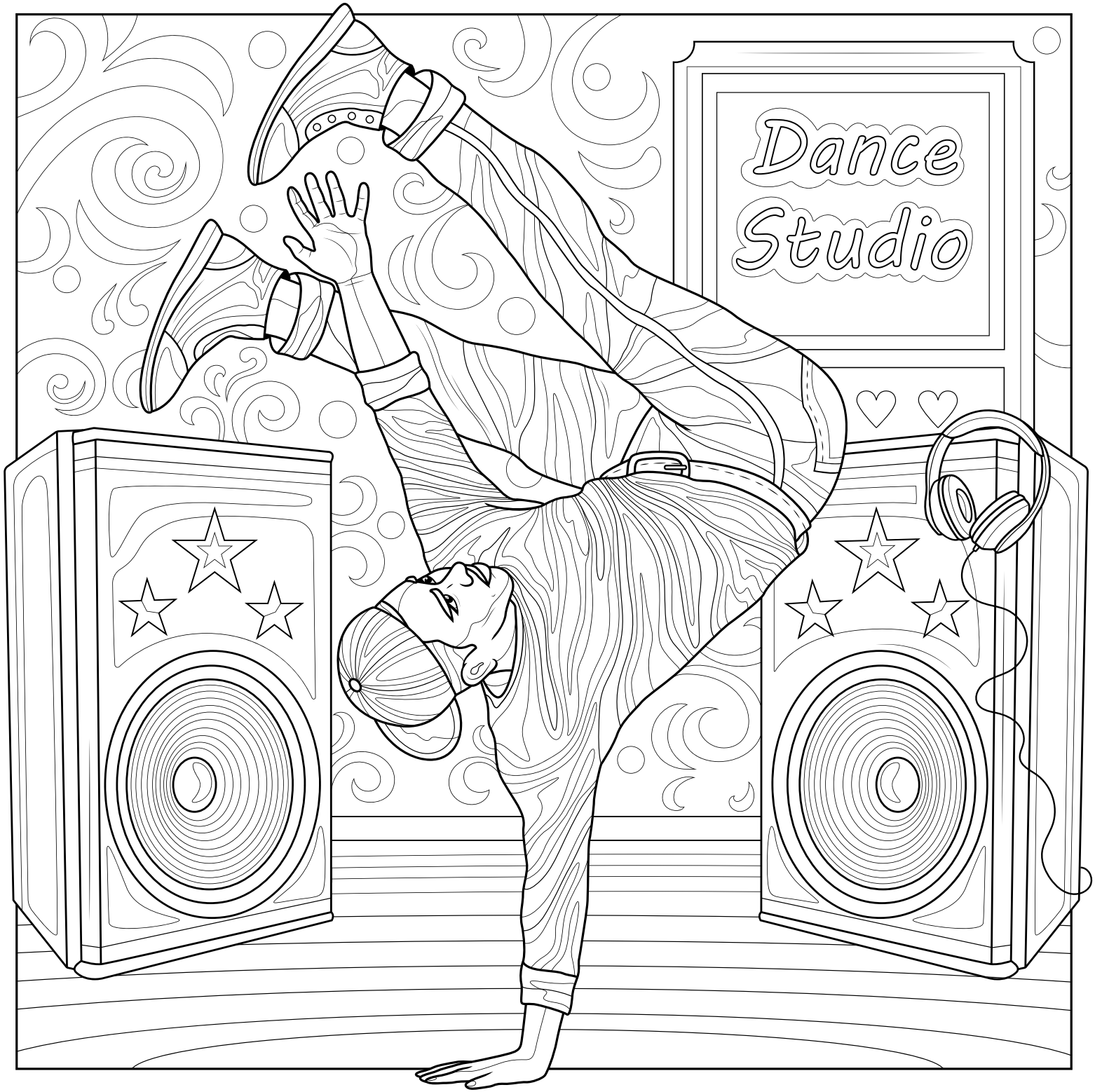
“Davey D” Cook (YA NF)

*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](http://www.nationstates.net)) or *Politics & War* ([www.politicsandwar.com](http://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"
4. In the lefthand bar of the editor, click "Photos," then "Upload Photo" to

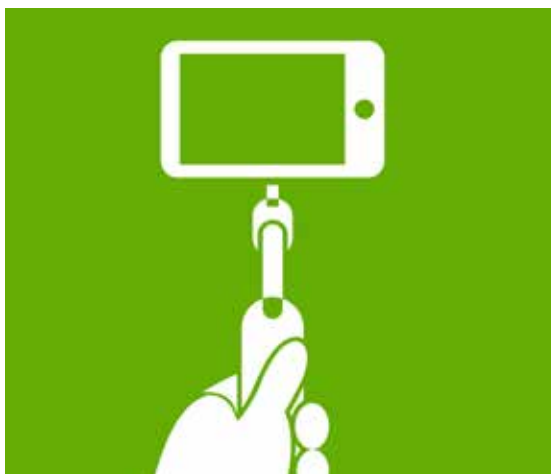


Image source: Shutterstock

## 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

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](http://www.doink.com)

# 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 Milosavljevich 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

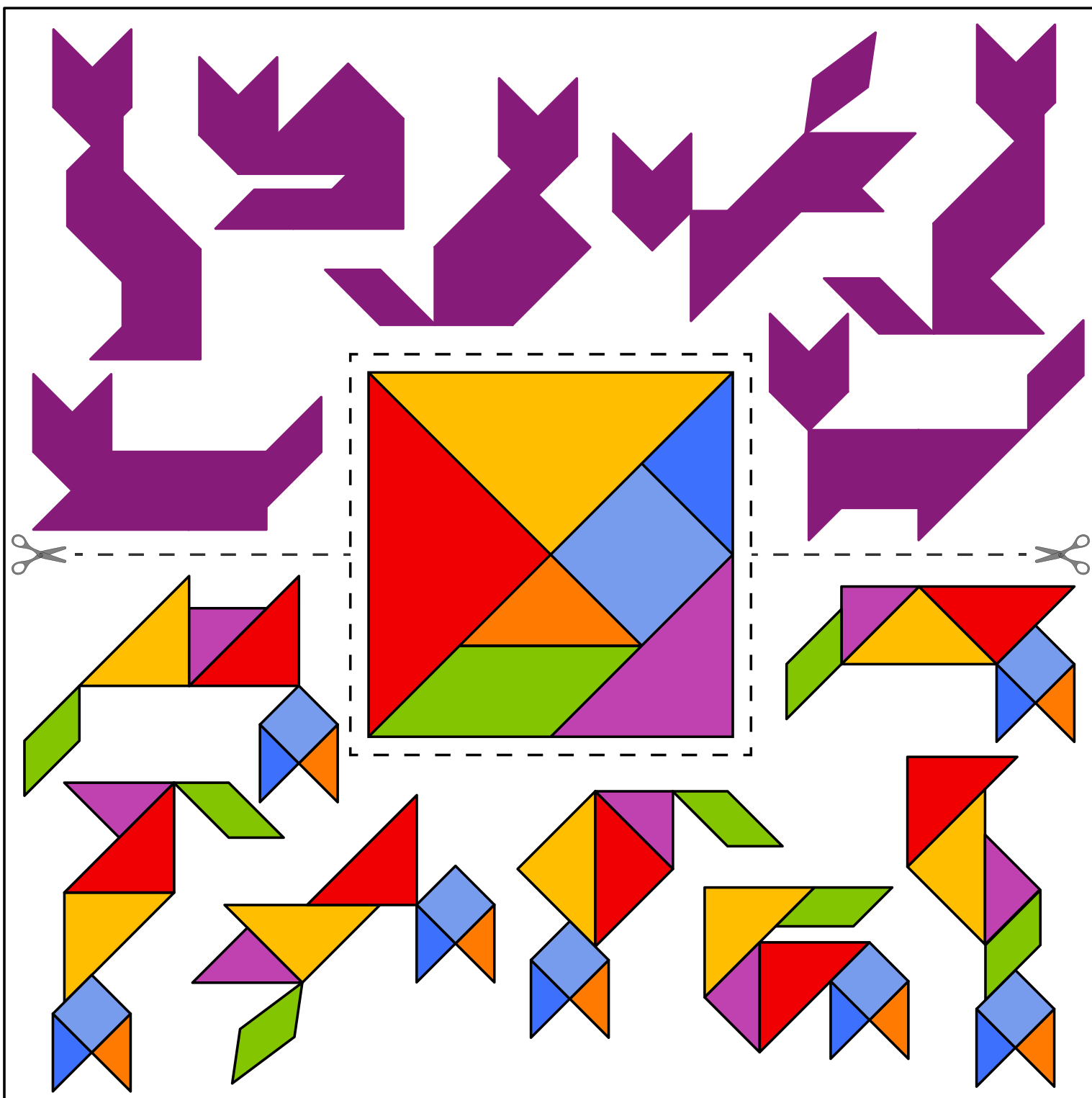
Adventurers series (2018–22) by Jemma Hatt

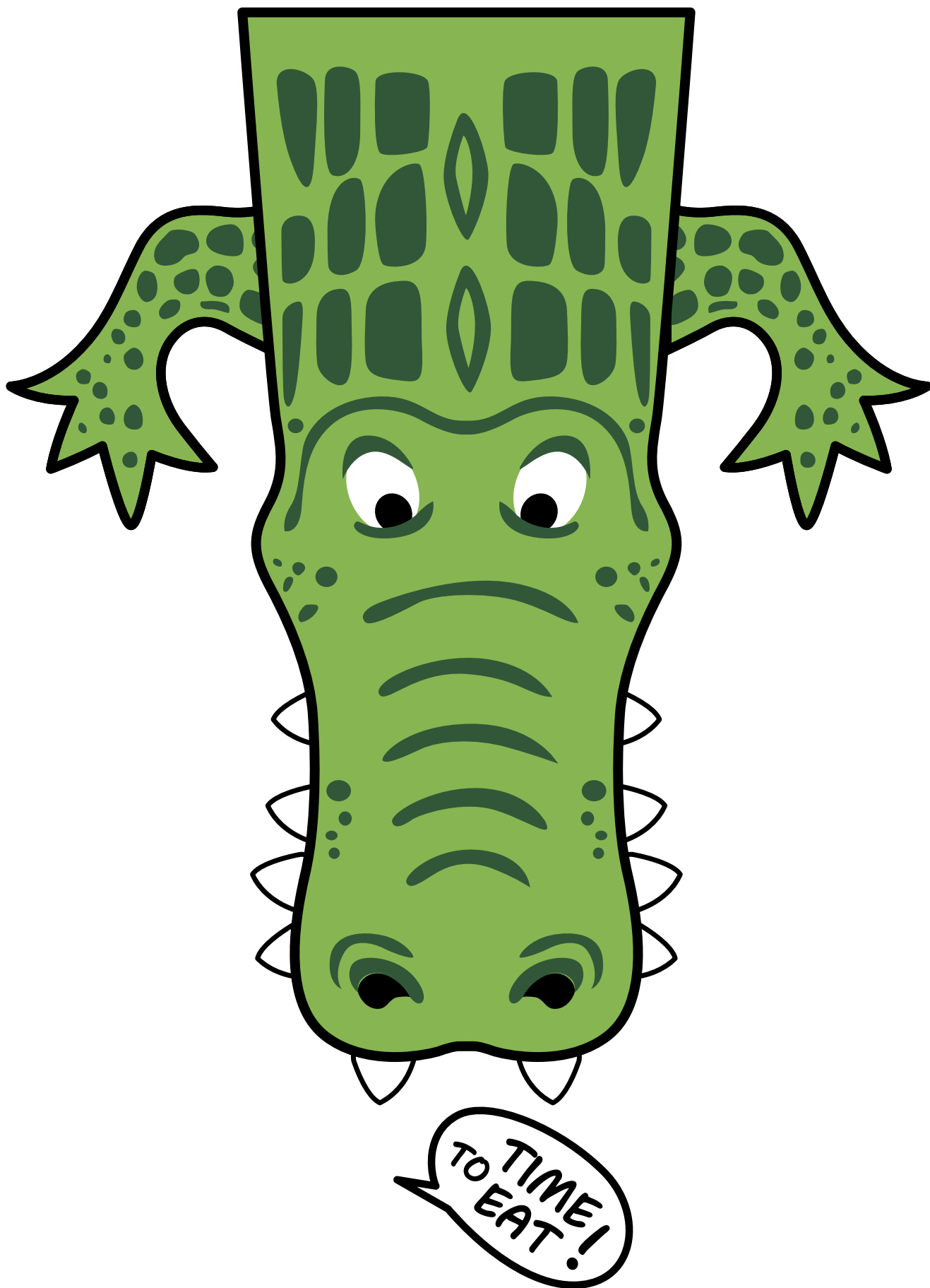
Train to Impossible Places series (2018–21) by P.G. Bell

## 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.



### 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

## PROGRAM DESCRIPTION

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

## MATERIALS AND PREPARATION

Materials:

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

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

## UNIQUE SPACE AND/OR PERSONNEL NEEDS

Solo-librarian friendly.

## RESOURCES

### Books

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

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

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

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

### Printables

My 2024 Time Capsule (in English and Spanish)



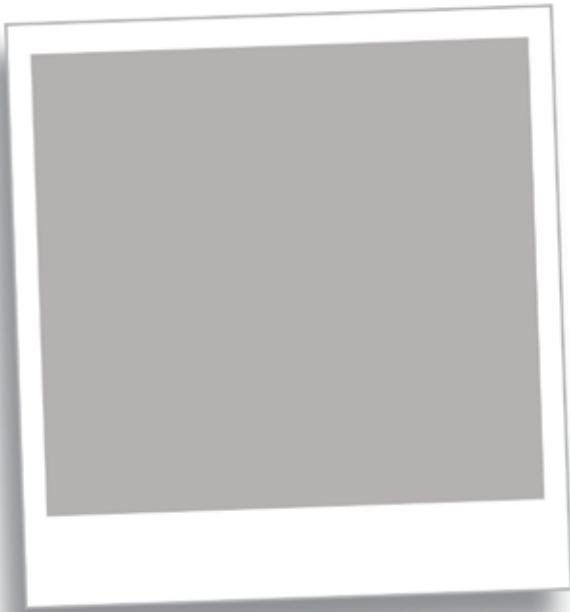
Image source: Shutterstock

## ADAPTATION:

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

## TIP:

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



# MY 2024 TIME CAPSULE

Name \_\_\_\_\_

Date \_\_\_\_\_

Age \_\_\_\_\_ Height \_\_\_\_\_

Grade in school \_\_\_\_\_

Address \_\_\_\_\_

My Friends \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My Favorite color \_\_\_\_\_

My favorite school subject \_\_\_\_\_

My favorite food \_\_\_\_\_

My favorite song \_\_\_\_\_

My favorite TV show \_\_\_\_\_

My favorite movie \_\_\_\_\_

My favorite game \_\_\_\_\_

My favorite sport or team \_\_\_\_\_

My favorite book \_\_\_\_\_

When I grow up I want to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In my free time, I like to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The best thing about this year has been \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My goal for next year is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Nombre \_\_\_\_\_

Fetcha \_\_\_\_\_

Eda \_\_\_\_\_ Altura \_\_\_\_\_

Grado en la escuela \_\_\_\_\_

Dirección \_\_\_\_\_

Mis amigos \_\_\_\_\_

Mi color favorito \_\_\_\_\_

Mi materia favorita de la escuela \_\_\_\_\_

Mi comida favorita \_\_\_\_\_

Mi bebida favorita \_\_\_\_\_

Mi programa de televisión favorito \_\_\_\_\_

Mi película favorita \_\_\_\_\_

Mi juego favorito \_\_\_\_\_

Mi deporte o equipo favorito \_\_\_\_\_

Mi libro favorito \_\_\_\_\_

Quando sea grande, quiero \_\_\_\_\_

En mi tiempo libre me gusta \_\_\_\_\_

Lo mejor de este año ha sido \_\_\_\_\_

Mi meta para el próximo año es \_\_\_\_\_

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

# 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.

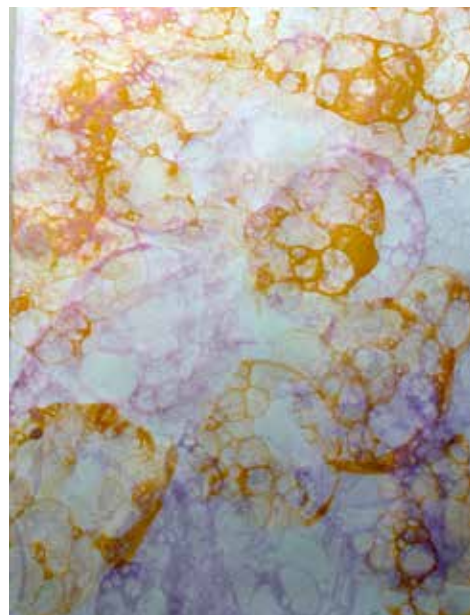


Image source: Azita Frattarelli of Riverview Veterans Memorial Library, Riverview, MI

## 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

### 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

## 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



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

### 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 XX.



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.

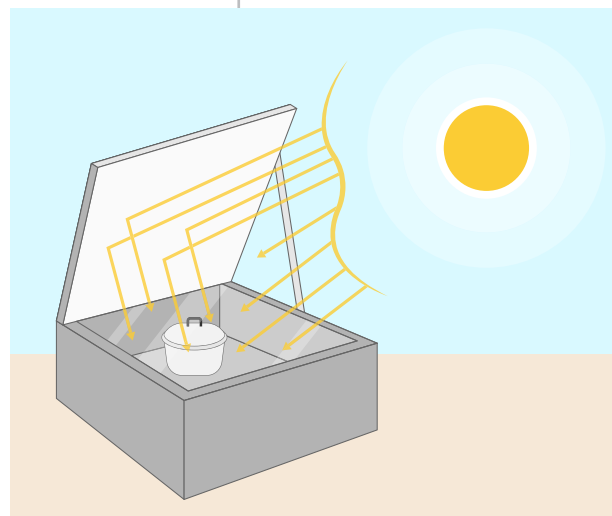


Image source: Shutterstock

## 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 &amp; 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!

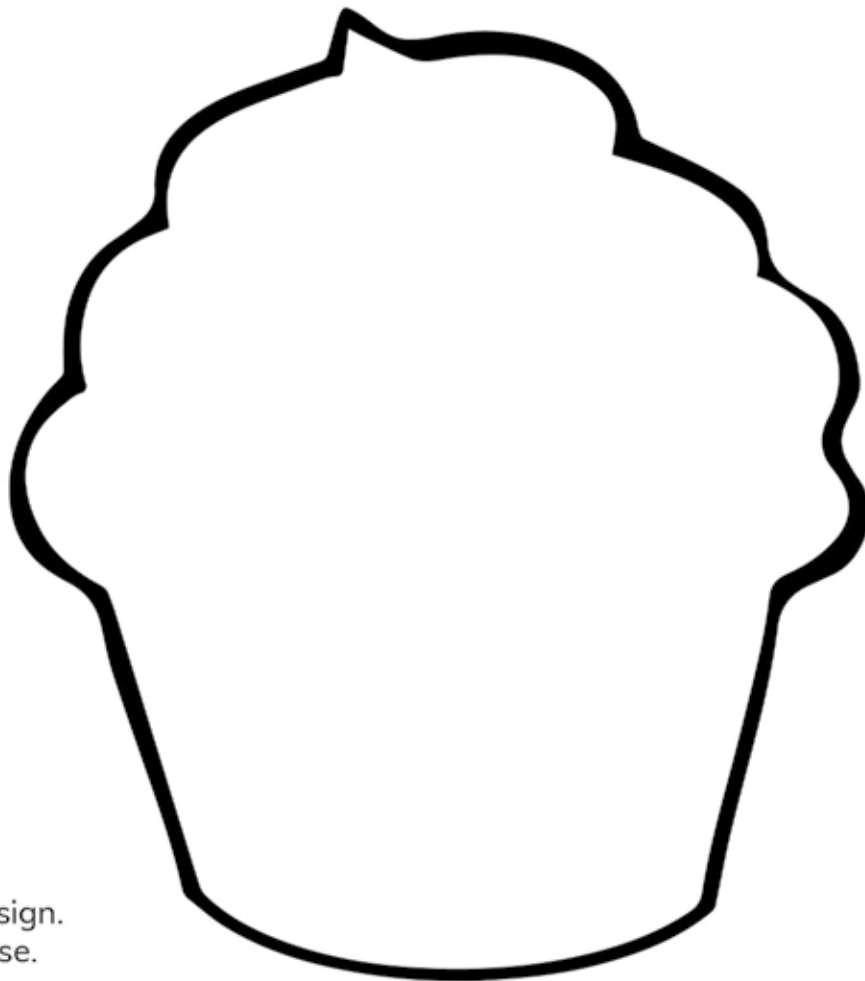
# CUPCAKE JUDGING SHEET

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.

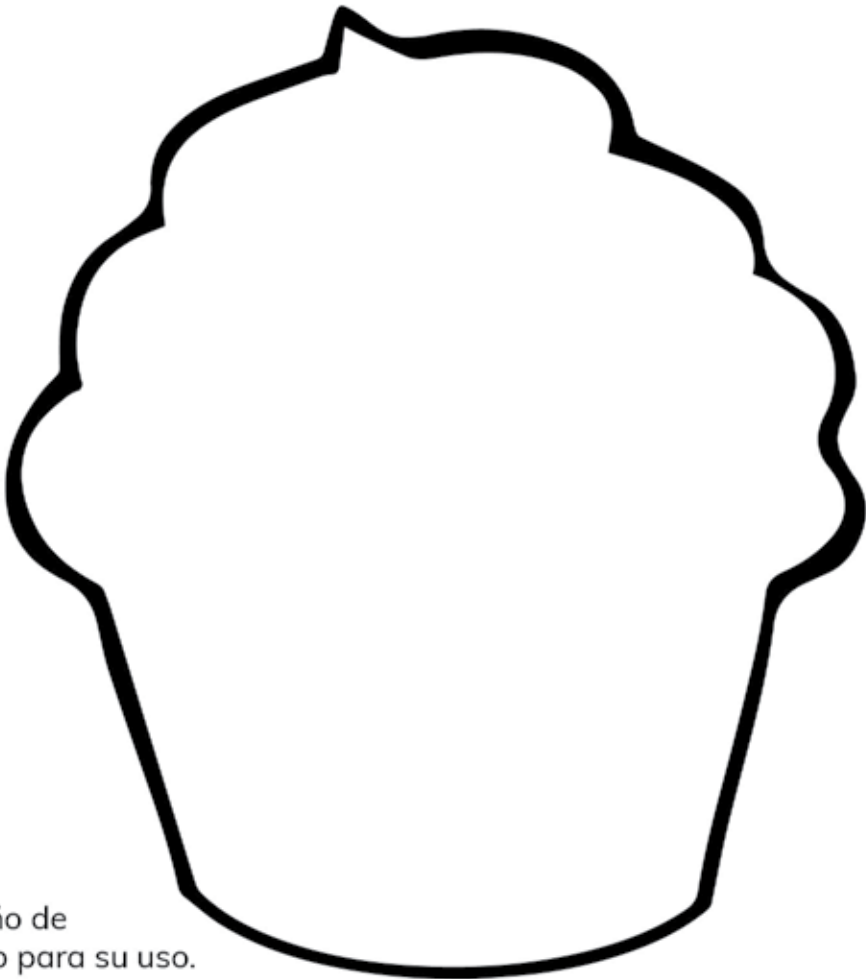
# HOJA DE EVALUACIÓN DE CUPCAKES

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.

# 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 \_\_\_\_\_

**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: \_\_\_\_\_

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The winner will be announced on \_\_\_\_\_

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

Write the number of the adventuremobile  
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*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: \_\_\_\_\_

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El ganador \_\_\_\_\_

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VEHÍCULOS DE AVENTURA RECICLADOS  
QUE BRILLAN EN LA OSCURIDAD**

Escribe aquí el número del motoaventura  
que más te guste: \_\_\_\_\_

**Por favor vota solo una vez. ¡Gracias!**

El ganador \_\_\_\_\_

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

Escribe aquí el número del motoaventura  
que más te guste: \_\_\_\_\_

**Por favor vota solo una vez. ¡Gracias!**

El ganador \_\_\_\_\_

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

Escribe aquí el número del motoaventura  
que más te guste: \_\_\_\_\_

**Por favor vota solo una vez. ¡Gracias!**

El ganador \_\_\_\_\_

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

Full name: \_\_\_\_\_

Age: \_\_\_\_\_

Phone number: \_\_\_\_\_

Adventuremobile Name: \_\_\_\_\_

Where does it glow in the dark? \_\_\_\_\_

\_\_\_\_\_

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

Full name: \_\_\_\_\_

Age: \_\_\_\_\_

Phone number: \_\_\_\_\_

Adventuremobile Name: \_\_\_\_\_

Where does it glow in the dark? \_\_\_\_\_

\_\_\_\_\_

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

Full name: \_\_\_\_\_

Age: \_\_\_\_\_

Phone number: \_\_\_\_\_

Adventuremobile Name: \_\_\_\_\_

Where does it glow in the dark? \_\_\_\_\_

\_\_\_\_\_

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

Full name: \_\_\_\_\_

Age: \_\_\_\_\_

Phone number: \_\_\_\_\_

Adventuremobile Name: \_\_\_\_\_

Where does it glow in the dark? \_\_\_\_\_

\_\_\_\_\_

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

Nombre completo: \_\_\_\_\_

Edad: \_\_\_\_\_

Número de teléfono: \_\_\_\_\_

Nombre del móvil de aventura: \_\_\_\_\_

¿Dónde brilla en la oscuridad? \_\_\_\_\_

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

Nombre completo: \_\_\_\_\_

Edad: \_\_\_\_\_

Número de teléfono: \_\_\_\_\_

Nombre del móvil de aventura: \_\_\_\_\_

¿Dónde brilla en la oscuridad? \_\_\_\_\_

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

Nombre completo: \_\_\_\_\_

Edad: \_\_\_\_\_

Número de teléfono: \_\_\_\_\_

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 &amp; CRAFTS

## RESOURCES

**Books**

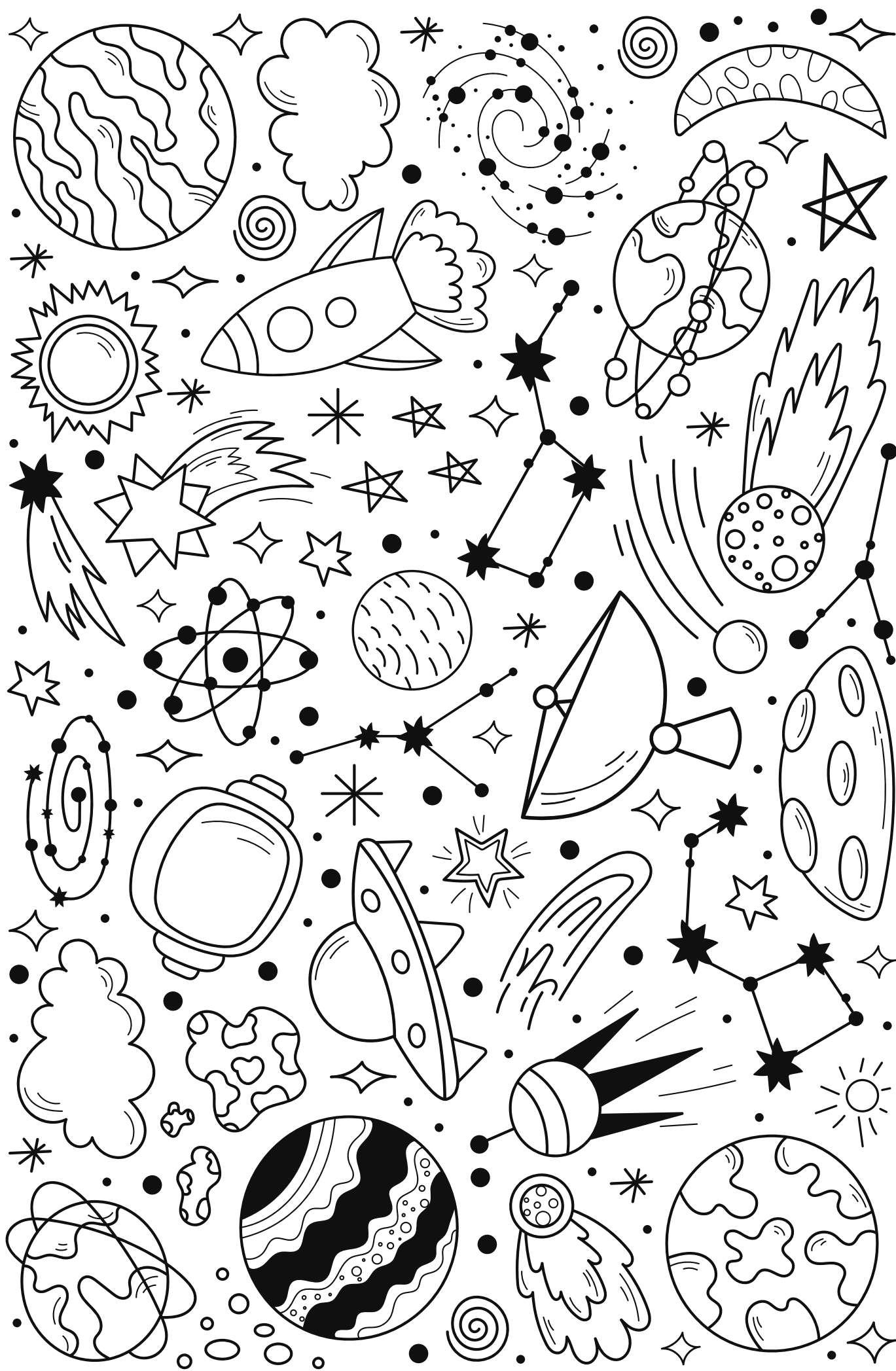
*Constellations for Kids* (2020) by Kelsey Johnson (early reader NF)

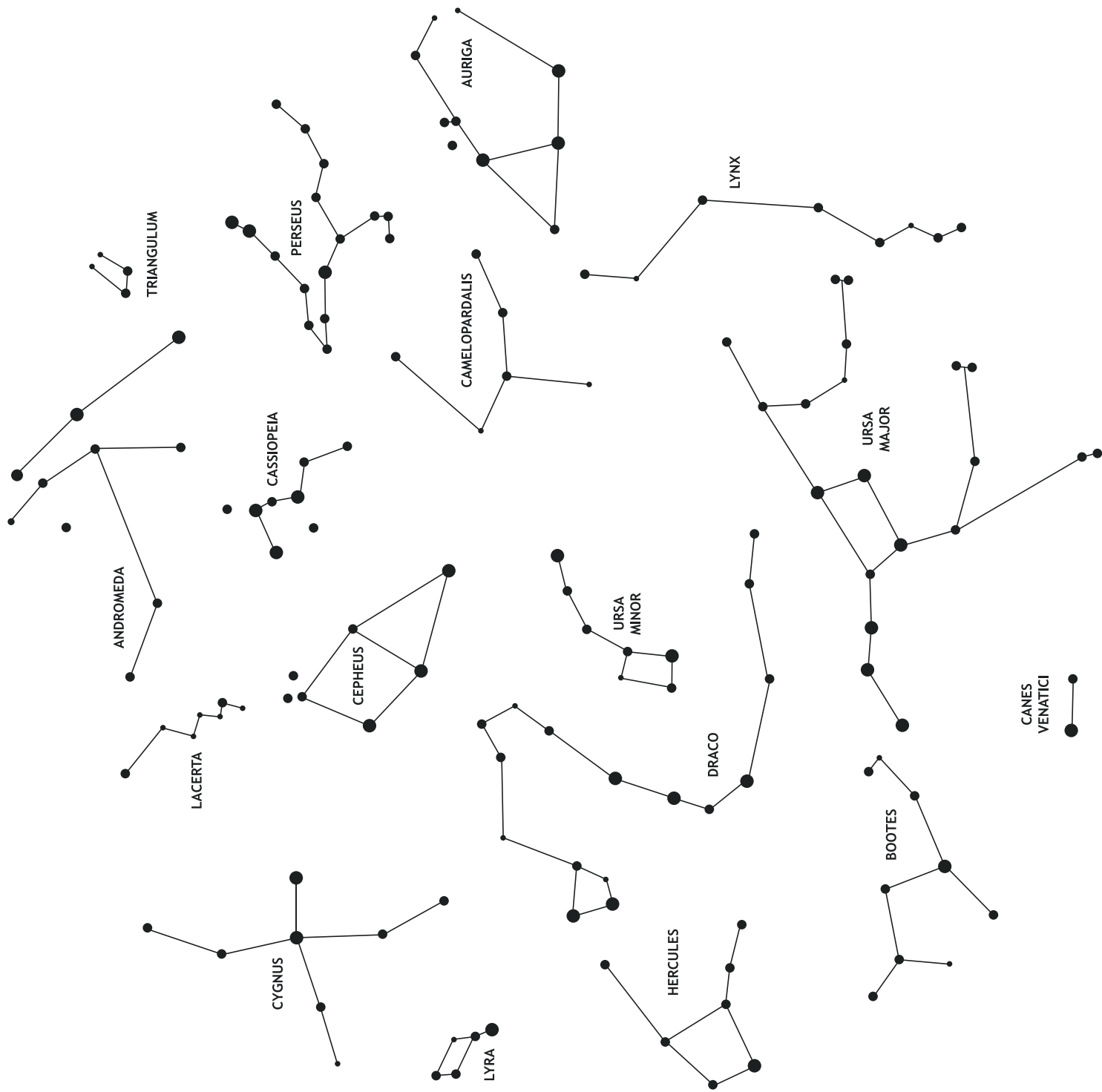
*Where Are the Constellations?* (2021) by Stephanie Sabol (middle grade NF)

**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

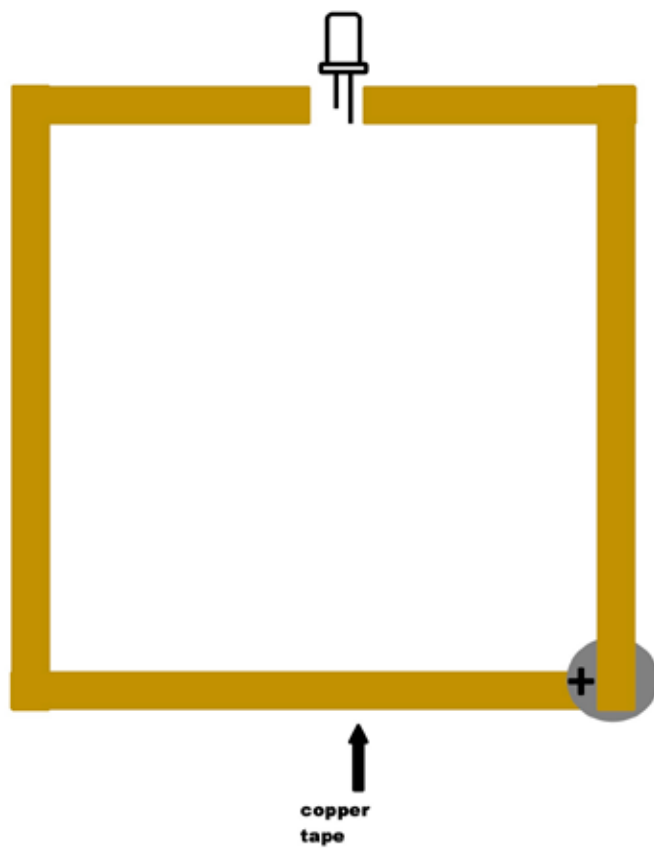
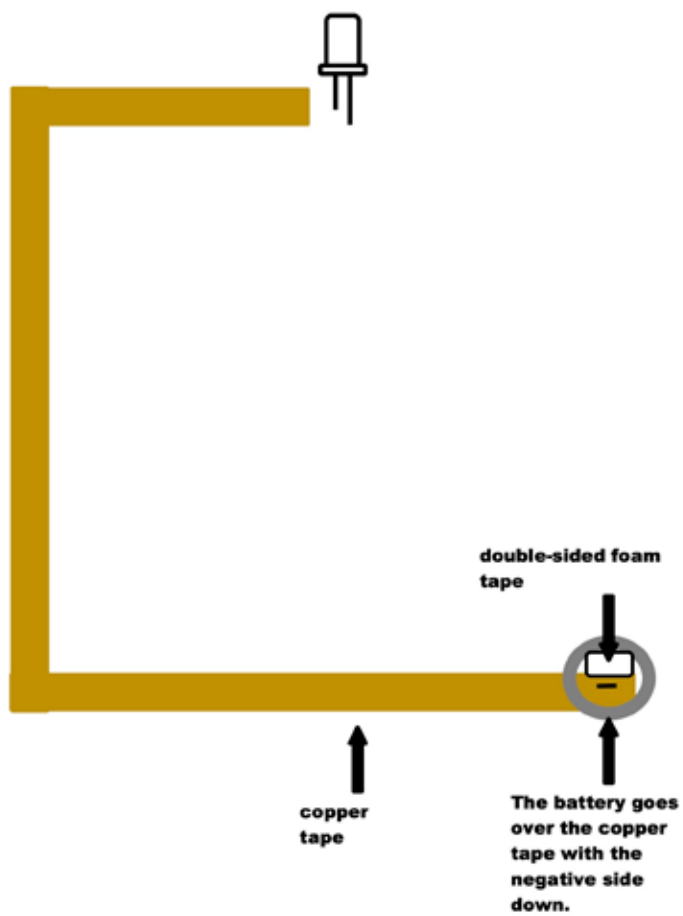
*Making Simple Robots* (2022) by Kathy Ceceri (middle grade NF)

*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 &amp; 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.

# 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 |
|------|---------------------------------------|-----------------|
|      |                                       |                 |
|      |                                       |                 |
|      |                                       |                 |
|      |                                       |                 |
|      |                                       |                 |
|      |                                       |                 |
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|      |                                       |                 |
|      |                                       |                 |
|      |                                       |                 |
|      | 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

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***¡La aventura comienza en tu biblioteca!***



Este libro está recomendado por

\_\_\_\_\_

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Este libro está recomendado por

\_\_\_\_\_

***¡La aventura comienza en tu biblioteca!***



*Adventure Begins at Your Library!*

# SUMMER ADVENTURE BINGO



|                                              |                                                     |                                                    |                                                      |                                                    |
|----------------------------------------------|-----------------------------------------------------|----------------------------------------------------|------------------------------------------------------|----------------------------------------------------|
| TRAVEL TO<br>ANOTHER<br>WORLD (IN<br>A BOOK) | ATTEND A<br>COMMUNITY<br>EVENT                      | WATCH<br>A MOVIE<br>ABOUT AN<br>ADVENTURE          | GO TO AN<br>AMUSEMENT<br>PARK                        | READ A<br>BOOK ABOUT<br>MOVING TO A<br>NEW HOUSE   |
| COLLECT<br>FIVE<br>SHELLS OR<br>ROCKS        | GO FOR<br>A HIKE<br>IN THE<br>WOODS                 | WRITE A<br>SHORT<br>ADVENTURE<br>STORY             | ATTEND<br>AN EVENT<br>AT THE<br>LIBRARY              | START A NEW<br>COLLECTION<br>(OF<br>ANYTHING!)     |
| READ A<br>BOOK<br>ABOUT AN<br>ADVENTURE      | VISIT A<br>FRIEND                                   | LISTEN TO<br>MUSIC YOU'VE<br>NEVER HEARD<br>BEFORE | DRAW<br>SOMETHING<br>YOU'VE NEVER<br>DRAWN<br>BEFORE | PLANT<br>SOMETHING                                 |
| VISIT<br>ANOTHER<br>CITY OR<br>TOWN          | LEARN ABOUT<br>THE BIRDS<br>IN YOUR<br>NEIGHBORHOOD | DAYDREAM<br>/ USE YOUR<br>IMAGINATION              | TRAVEL TO<br>ANOTHER<br>WORLD (IN<br>A MOVIE)        | GO TO A<br>PARK                                    |
| PLAY A<br>BOARD<br>GAME                      | PLAY A<br>GAME<br>OUTSIDE                           | READ A<br>BOOK THAT<br>FEATURES A<br>BOAT          | PHOTOGRAPH<br>A BEAUTIFUL<br>LANDMARK                | WATCH A<br>TV SHOW<br>SET IN<br>ANOTHER<br>COUNTRY |

*¡La aventura comienza en tu biblioteca!*

# BINGO DE VERANO DE AVENTURAS

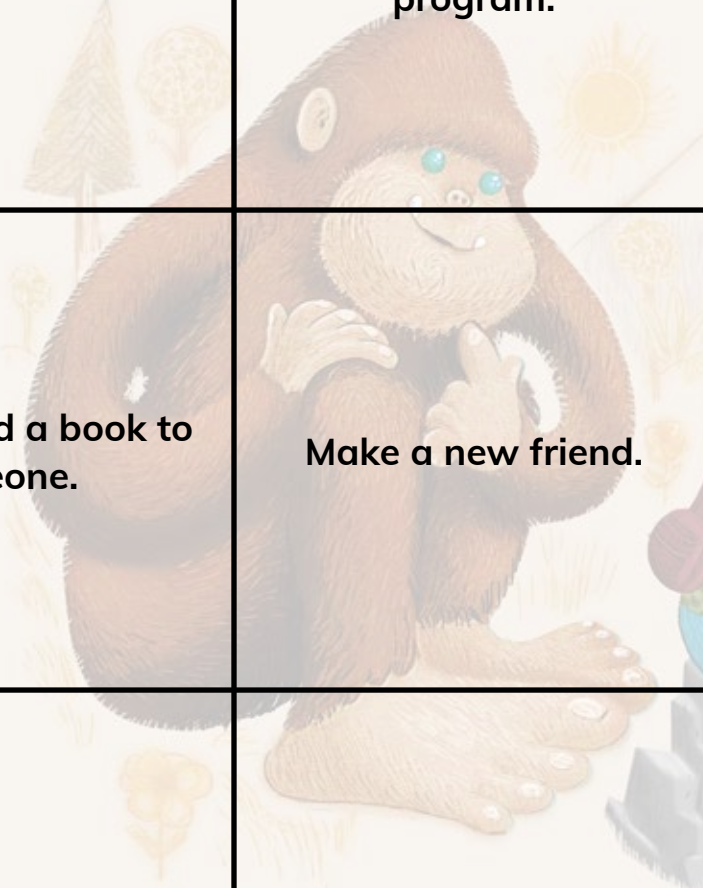
|                                                                   |                                                |                                                          |                                                                   |                                                       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

# Summer Reading Bingo

## *Adventure Begins at Your Library!*

Complete all nine squares.

Name: \_\_\_\_\_

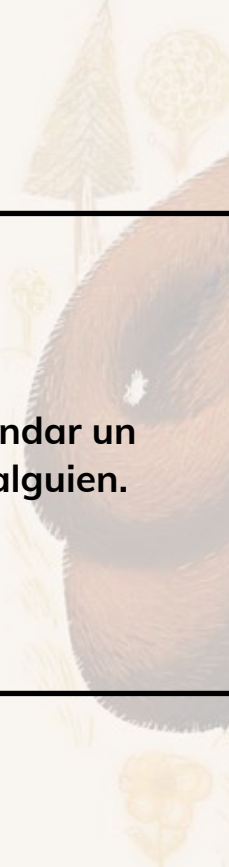
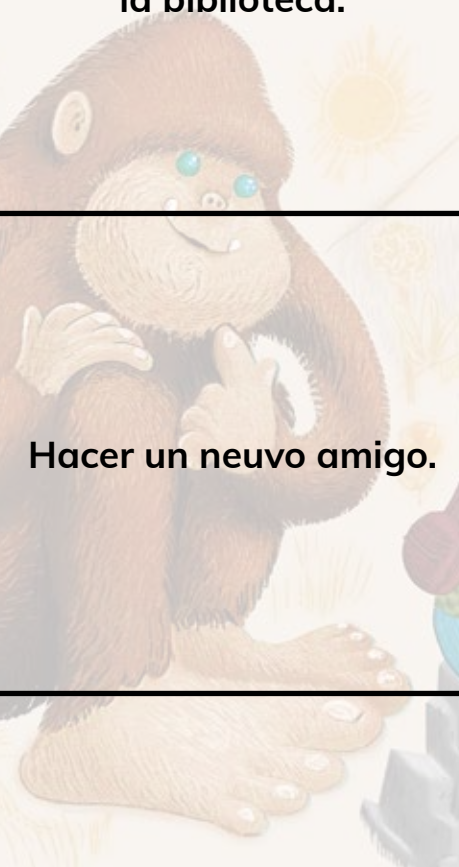
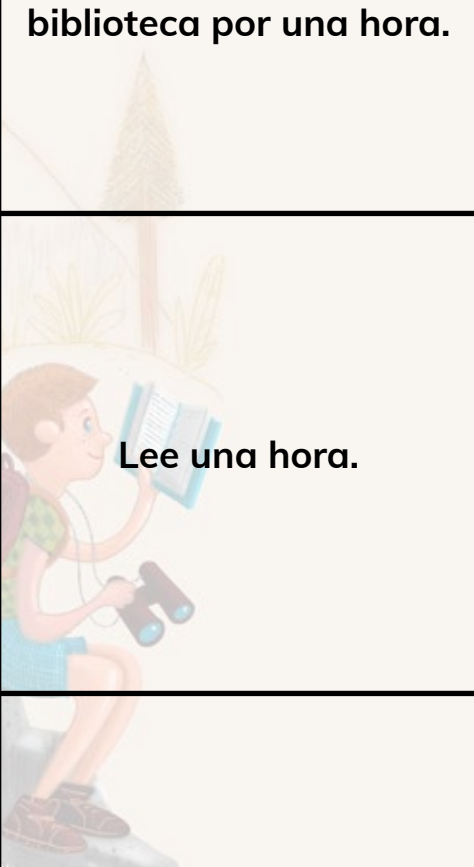
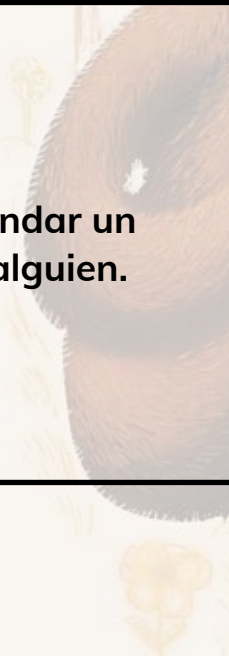
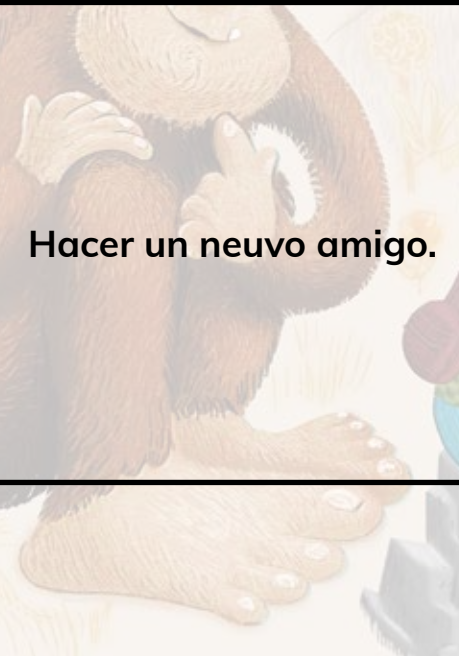
|                                                                                                           |                                    |                                                                                                            |
|-----------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------|
|  <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!*

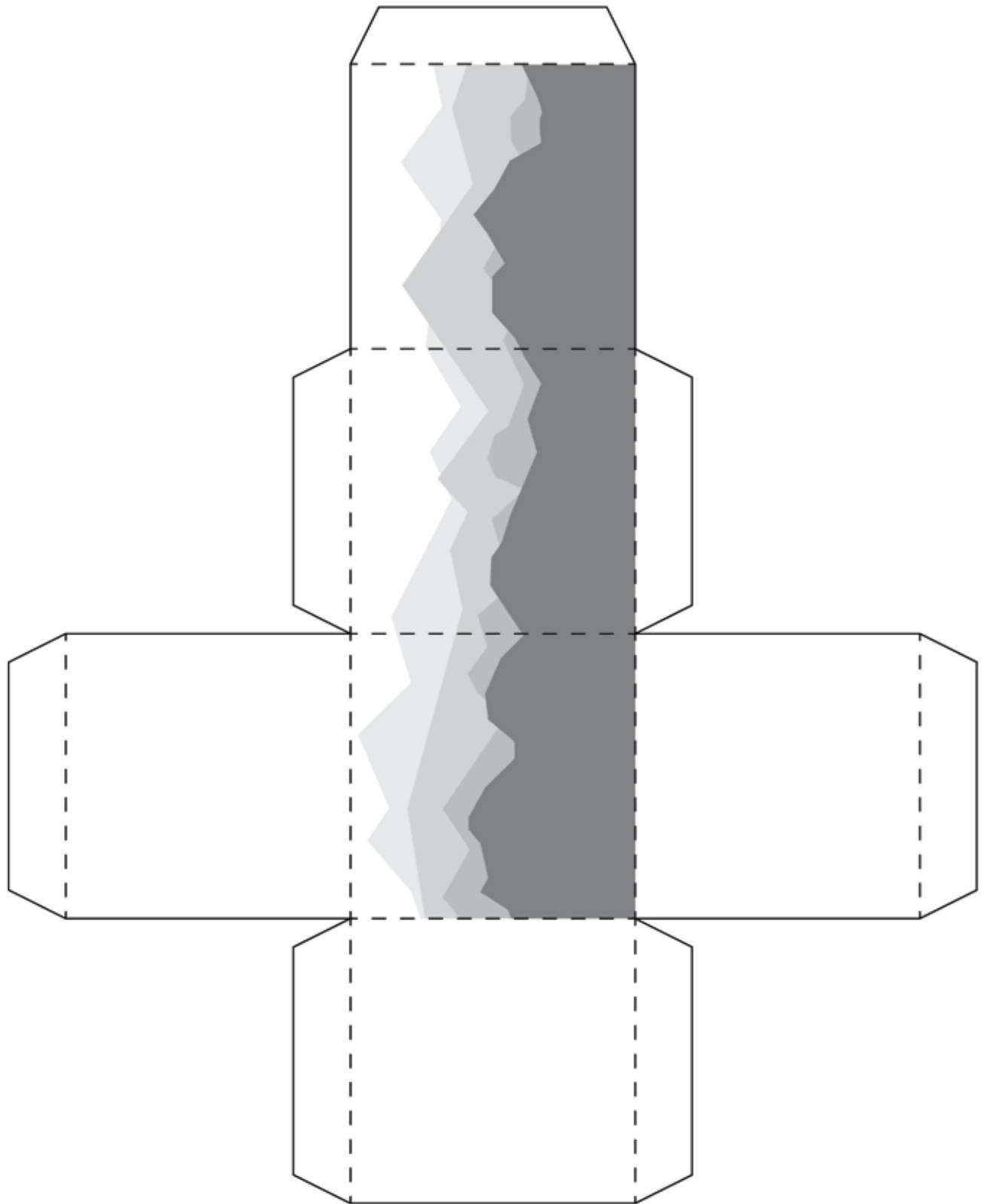
Completa todos los nueve cuadrados.

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>                                                                                                                                 |

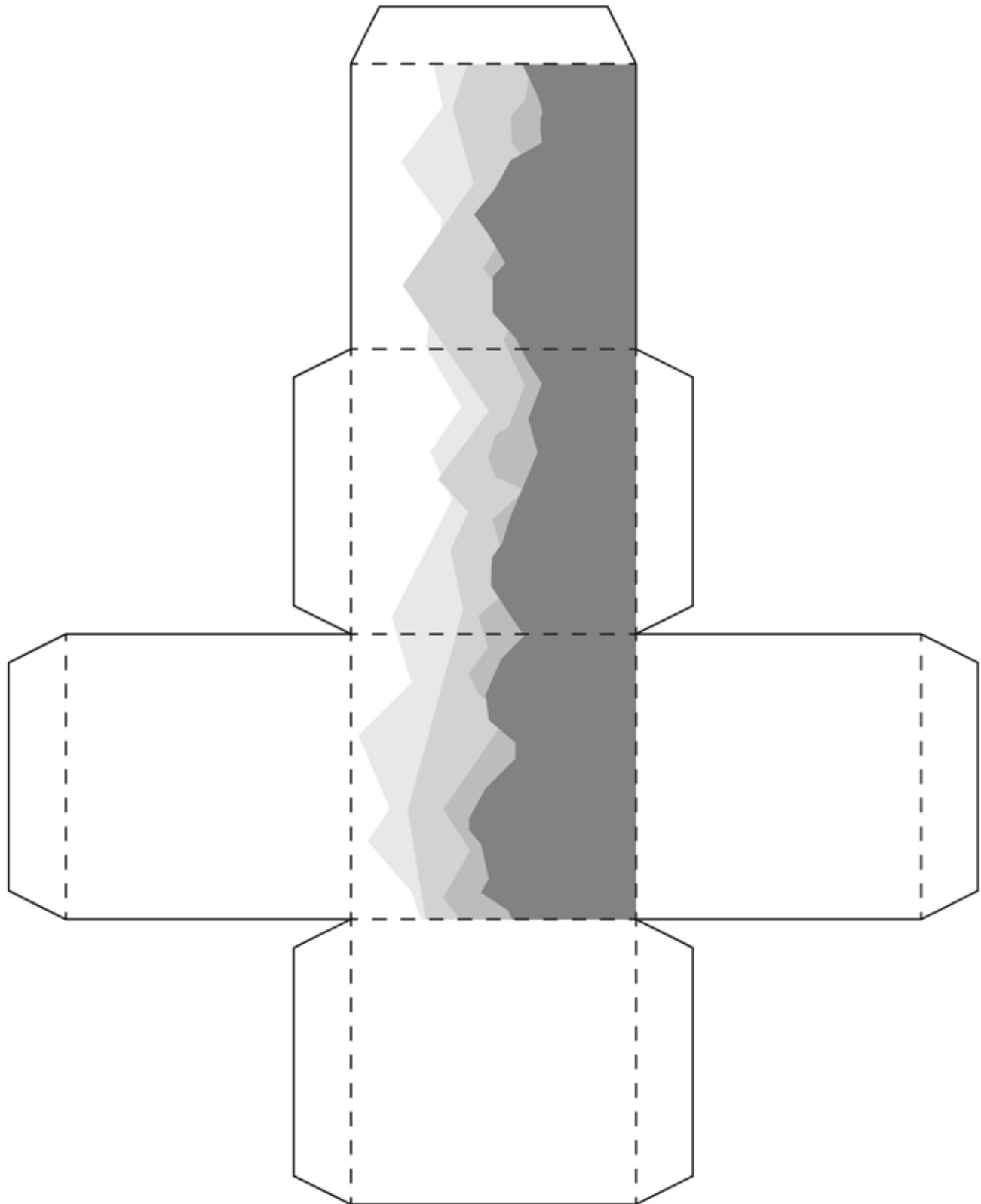
## MAKE A 3D MOUNTAINSCAPE!

Add an adventure to this mountainscape, then cut along the solid lines. Fold along the dotted lines, and tape to secure it in place.



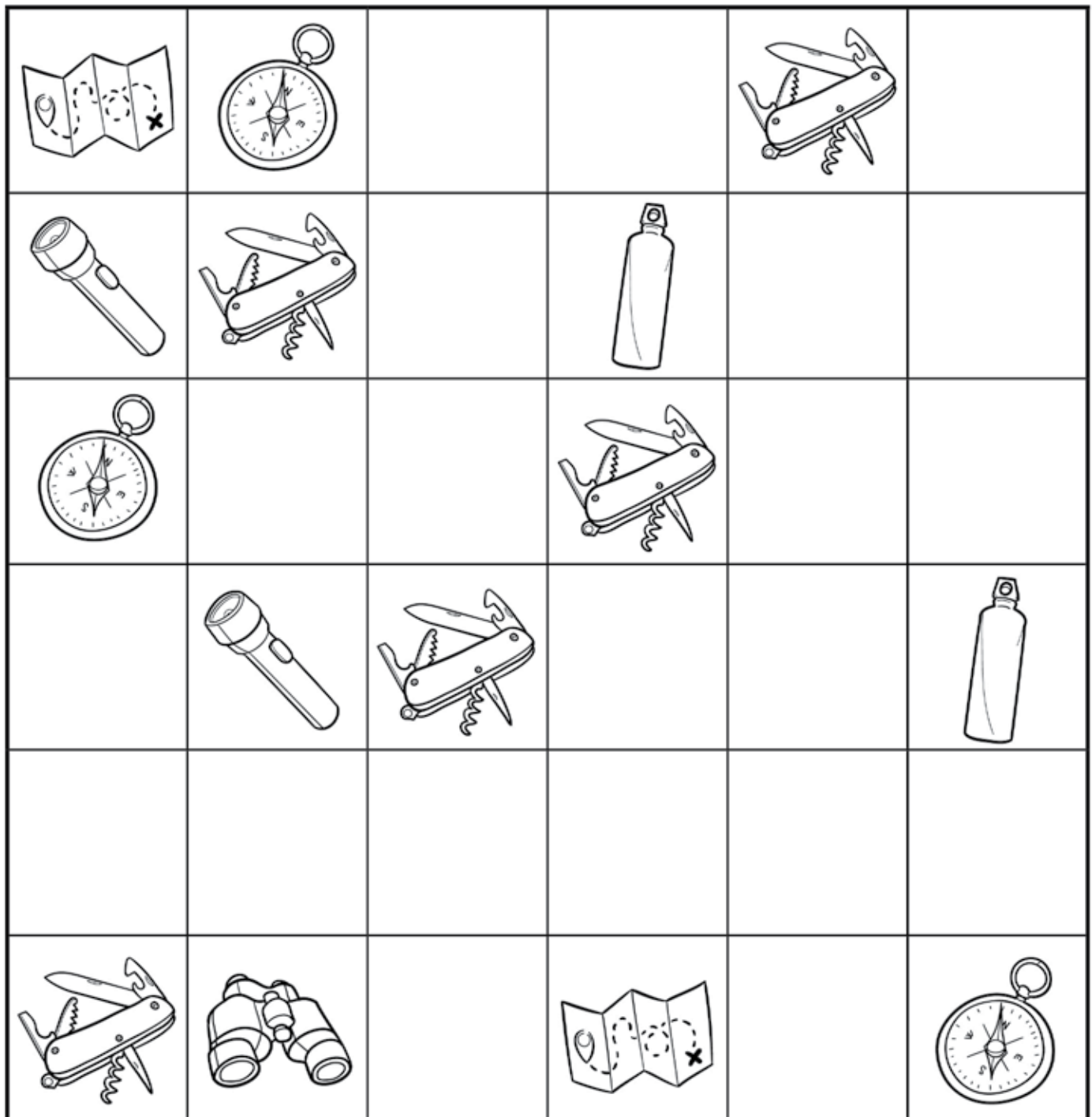
## ¡HAZ UN PAISAJE MONTAÑOSO EN 3D!

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

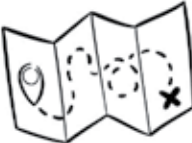
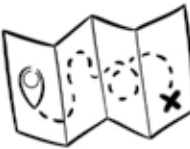
Fill in the grid with six outdoor items. Each row, column, and square must contain one of each.



# SUDOKU DE AVENTURAS AL AIRE LIBRE

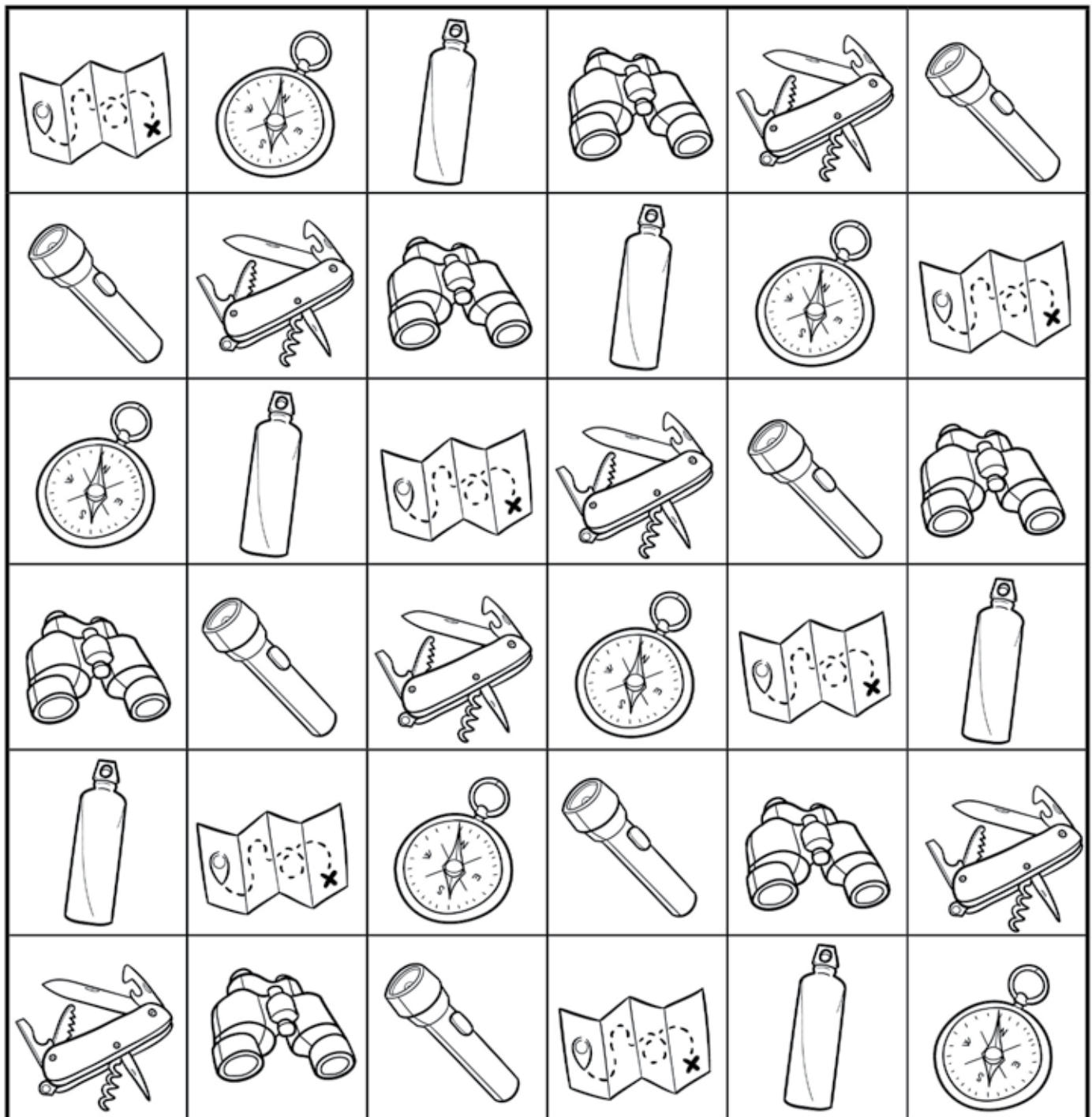
Rellene la cuadrícula con seis elementos al aire libre. Cada fila, columna y cuadrado debe contener uno de cada uno.



|                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |                                                                                     |                                                                                      |  |                                                                                       |
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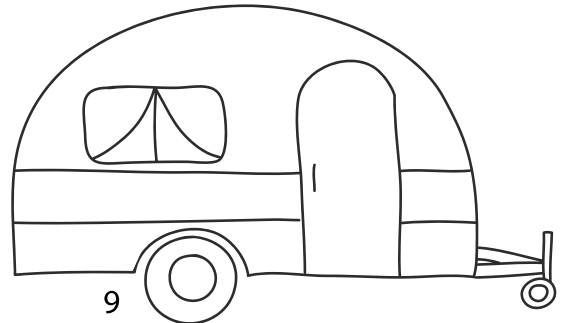
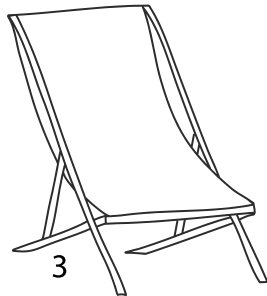
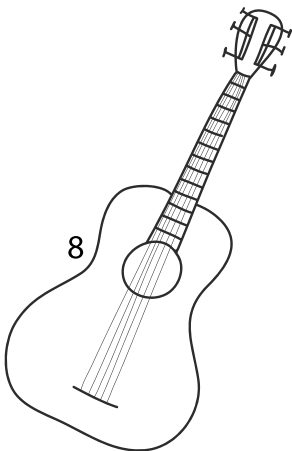
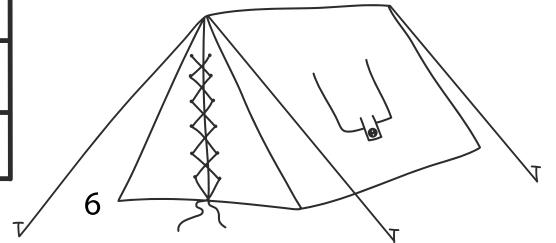
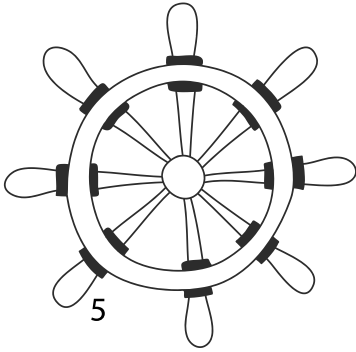
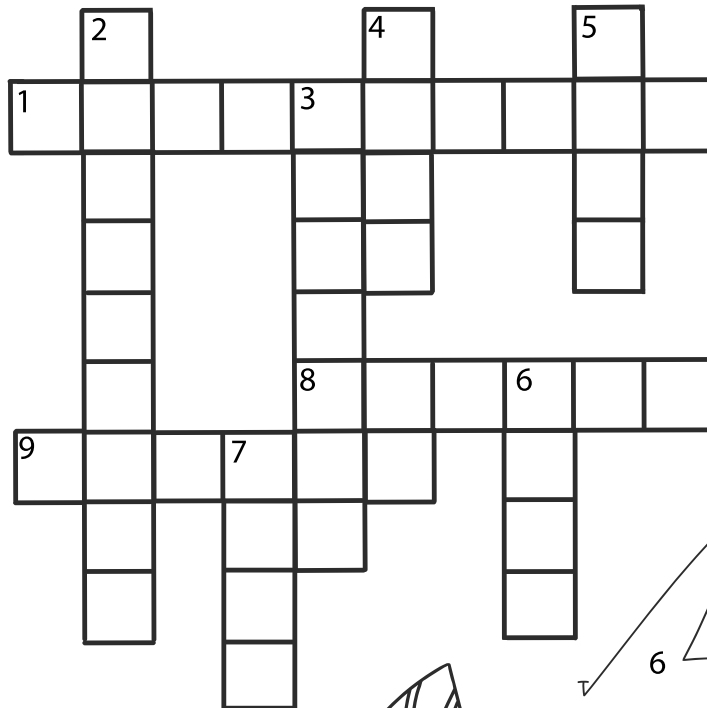
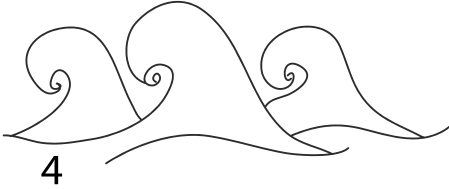
## OUTDOOR ADVENTURE SUDOKU - ANSWERS

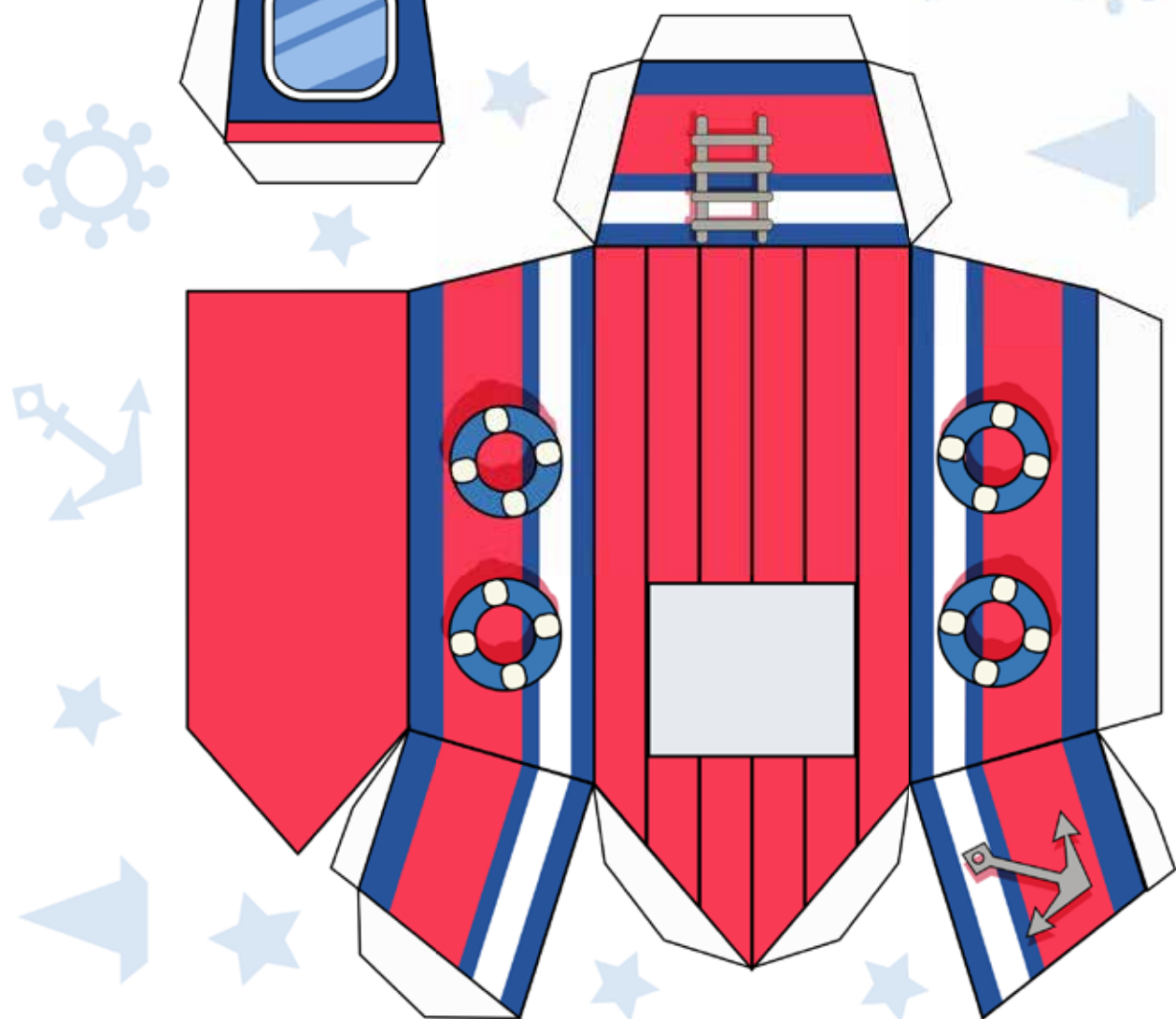
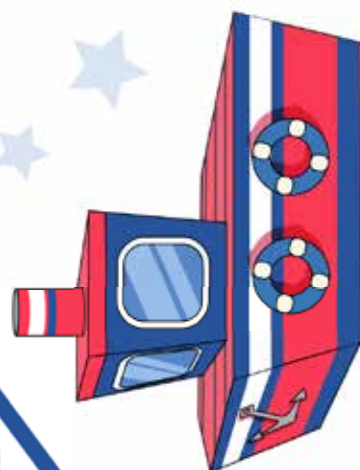
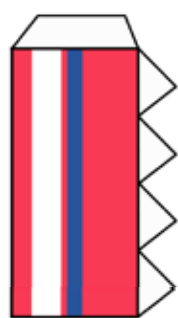
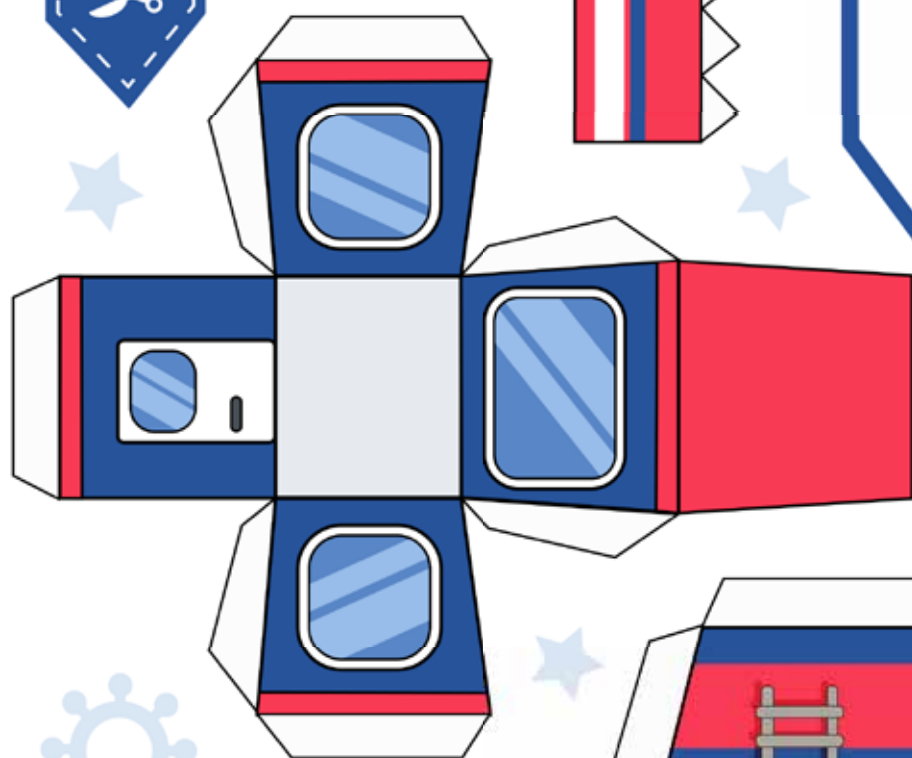
Fill in the grid with six outdoor items. Each row, column, and square must contain one of each.



# CROSSWORD

7 palm  
8 guitar  
9 camper  
4 wave  
5 helm  
6 tent  
1 sunglasses  
2 surfboard  
3 lounge

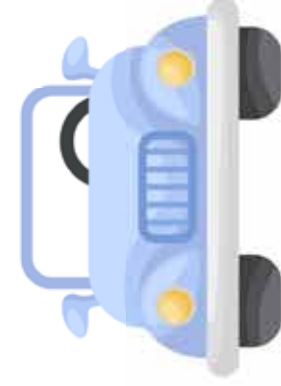
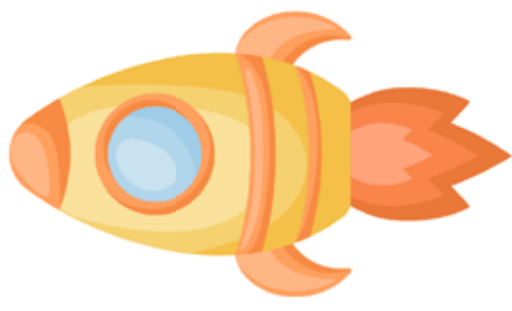




# Rompecabezas de búsqueda de palabras

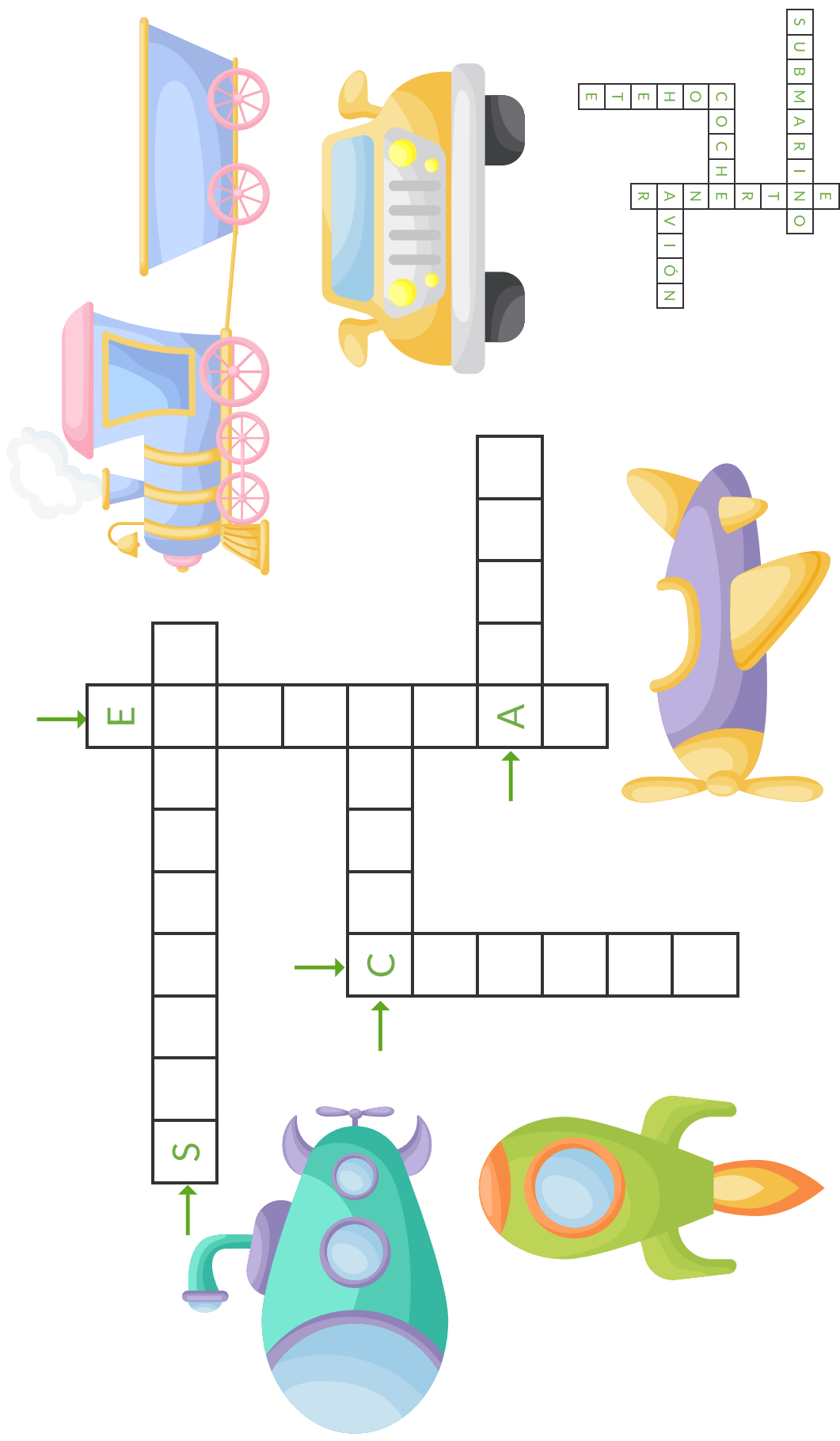


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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U | C | O | C | H | A | N | O | N | E | D | X | K | T |
| E | J | P | S | A | N | C | B | M | É | Ñ | Z | G | N |
| K | O | E | S | U | G | J | V | Ó | P | F | Ó | N | H |
| C | S | A | H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



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

# Crucigrama para niños

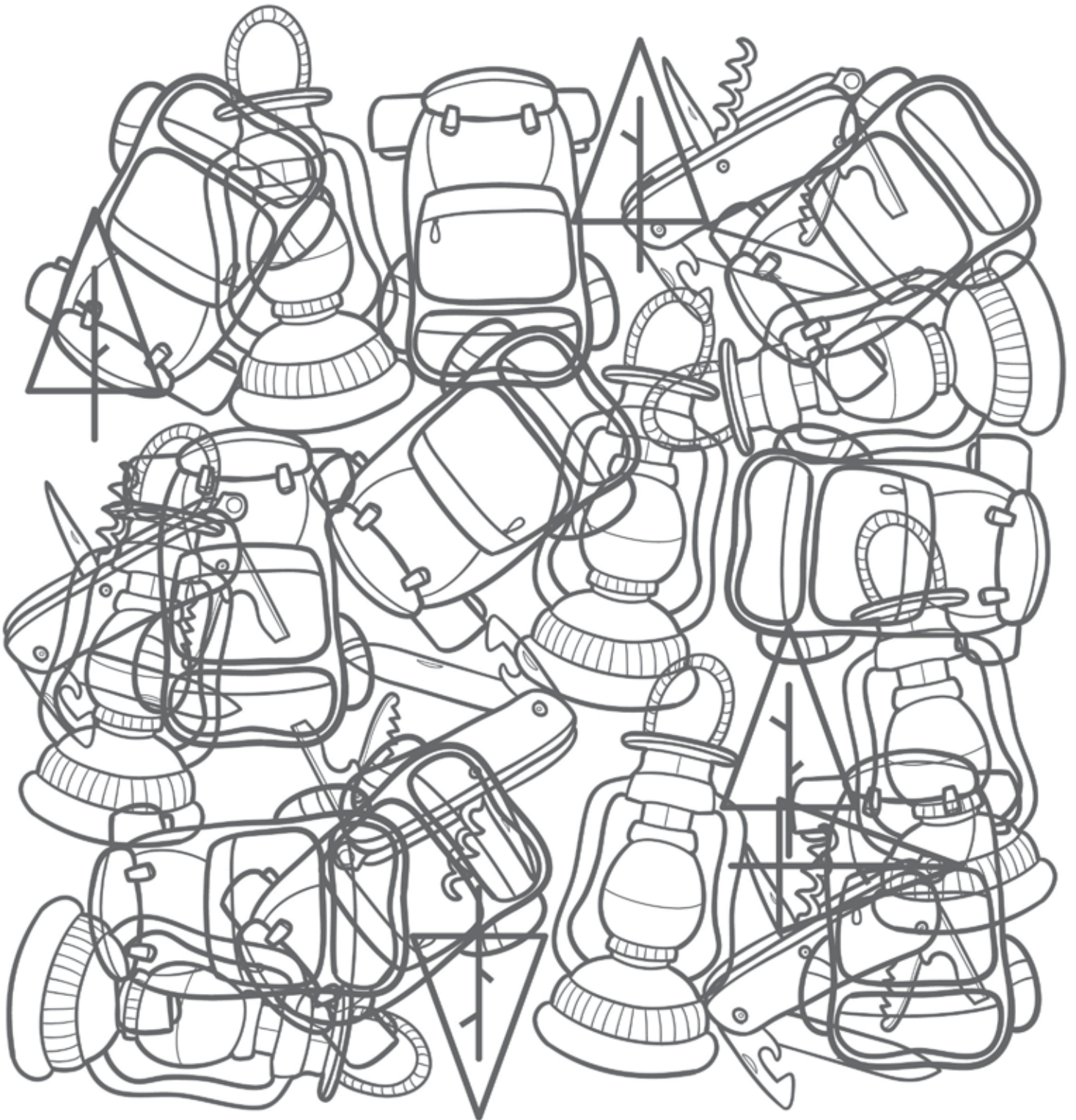




## CAMPING JUMBLE

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?

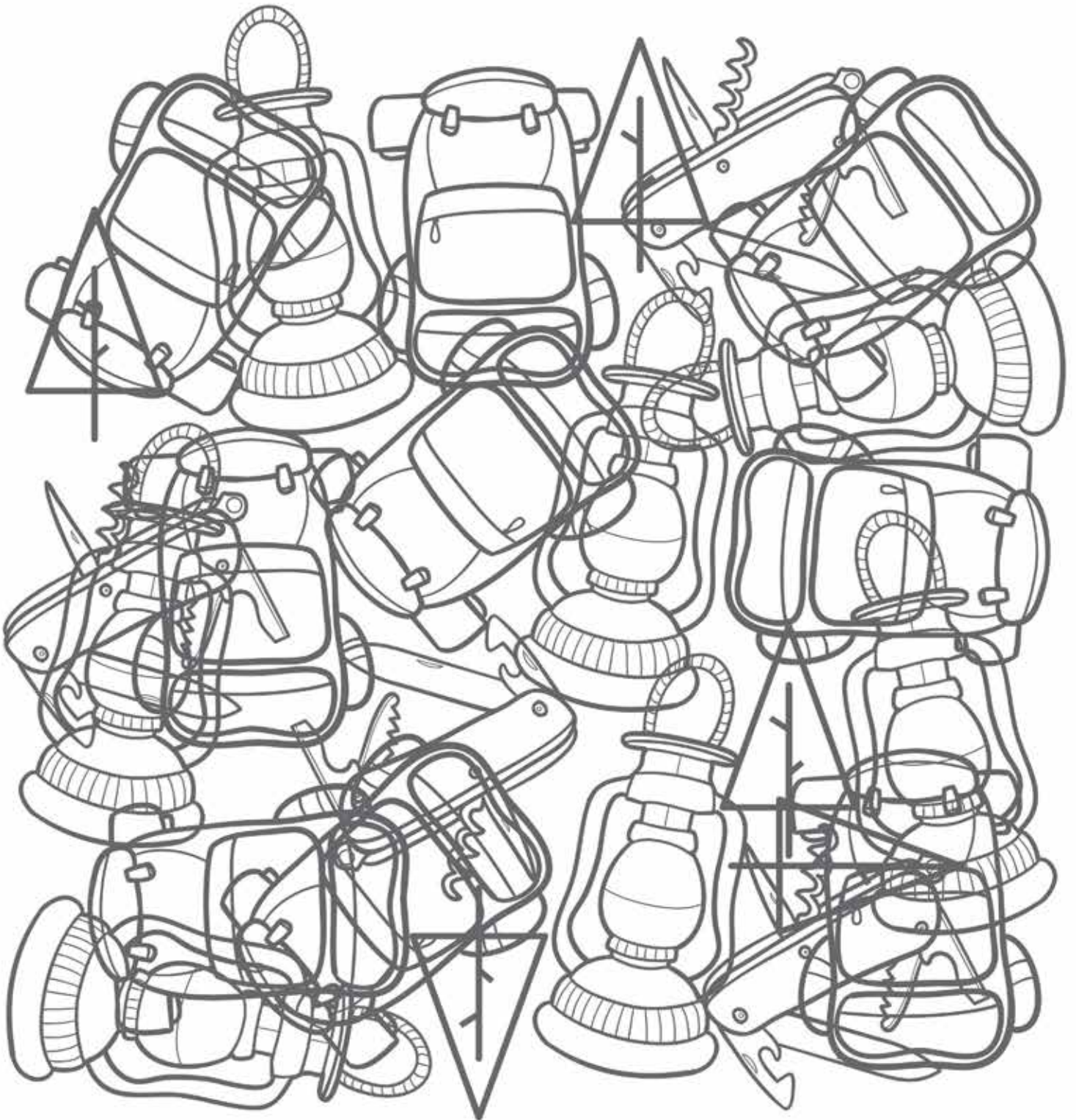
Mochilas \_\_\_\_\_ Navaja suiza \_\_\_\_\_ Linternas \_\_\_\_\_



## 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
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



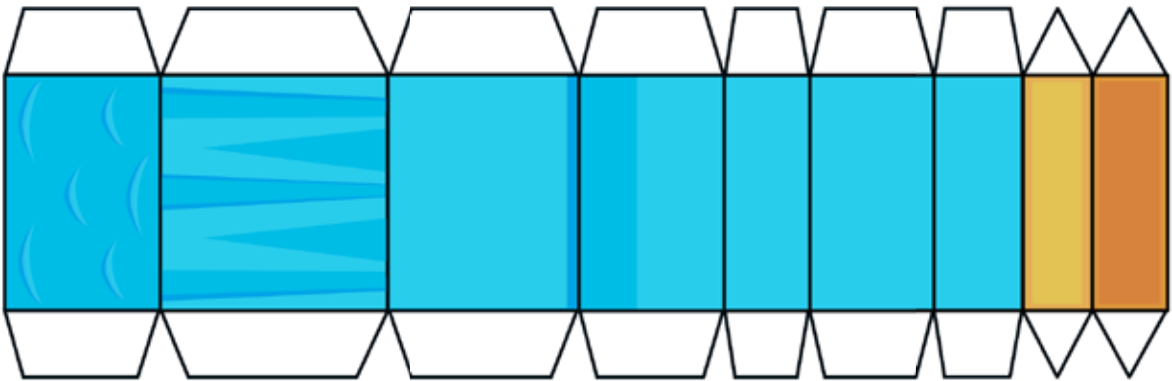
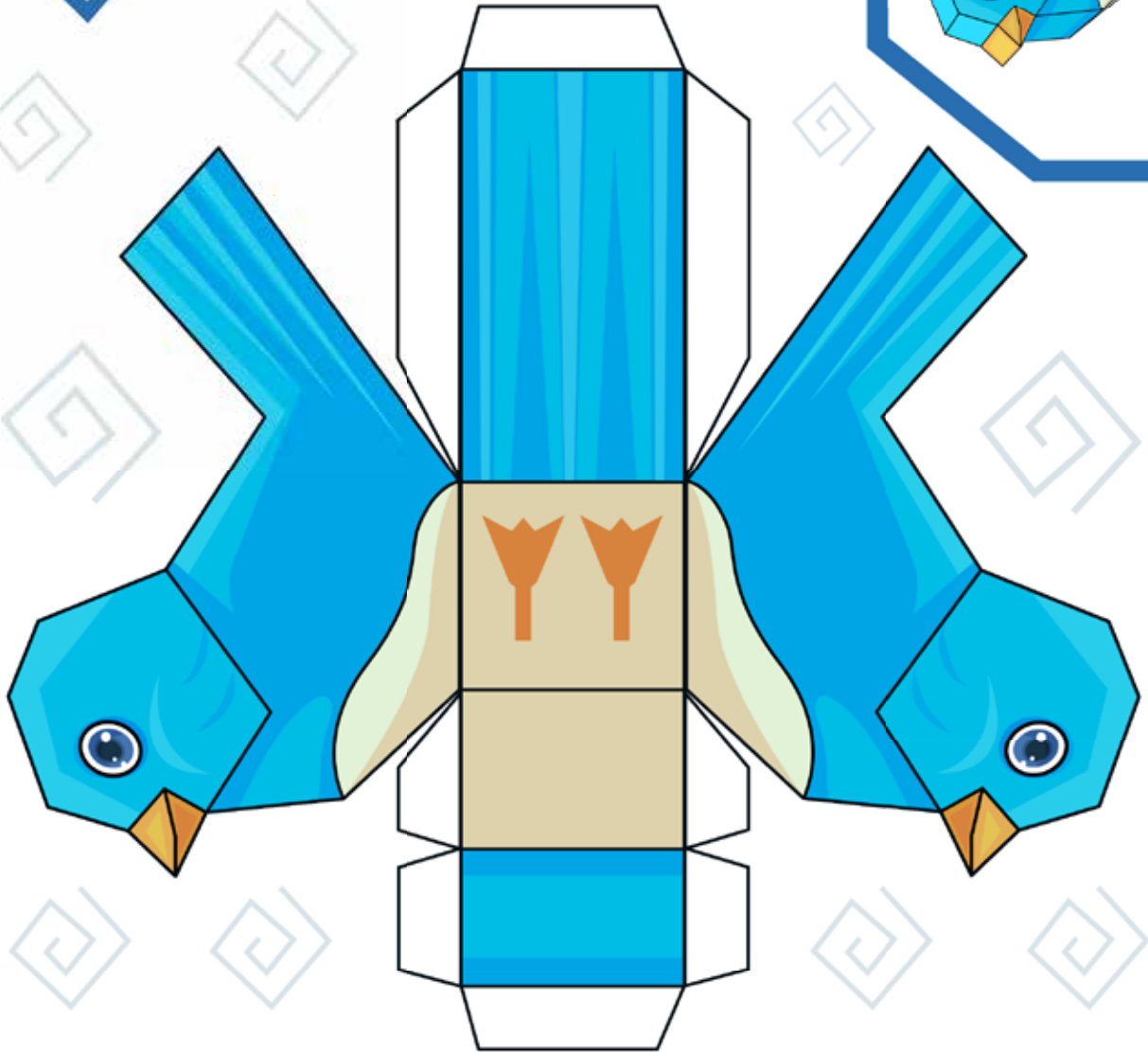
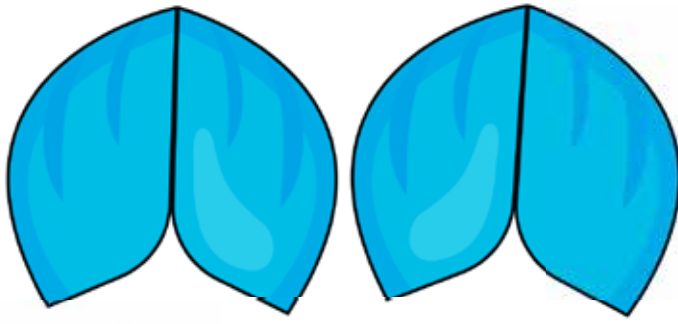


# LISTA DE VERIFICACIÓN PARA ACAMPAR

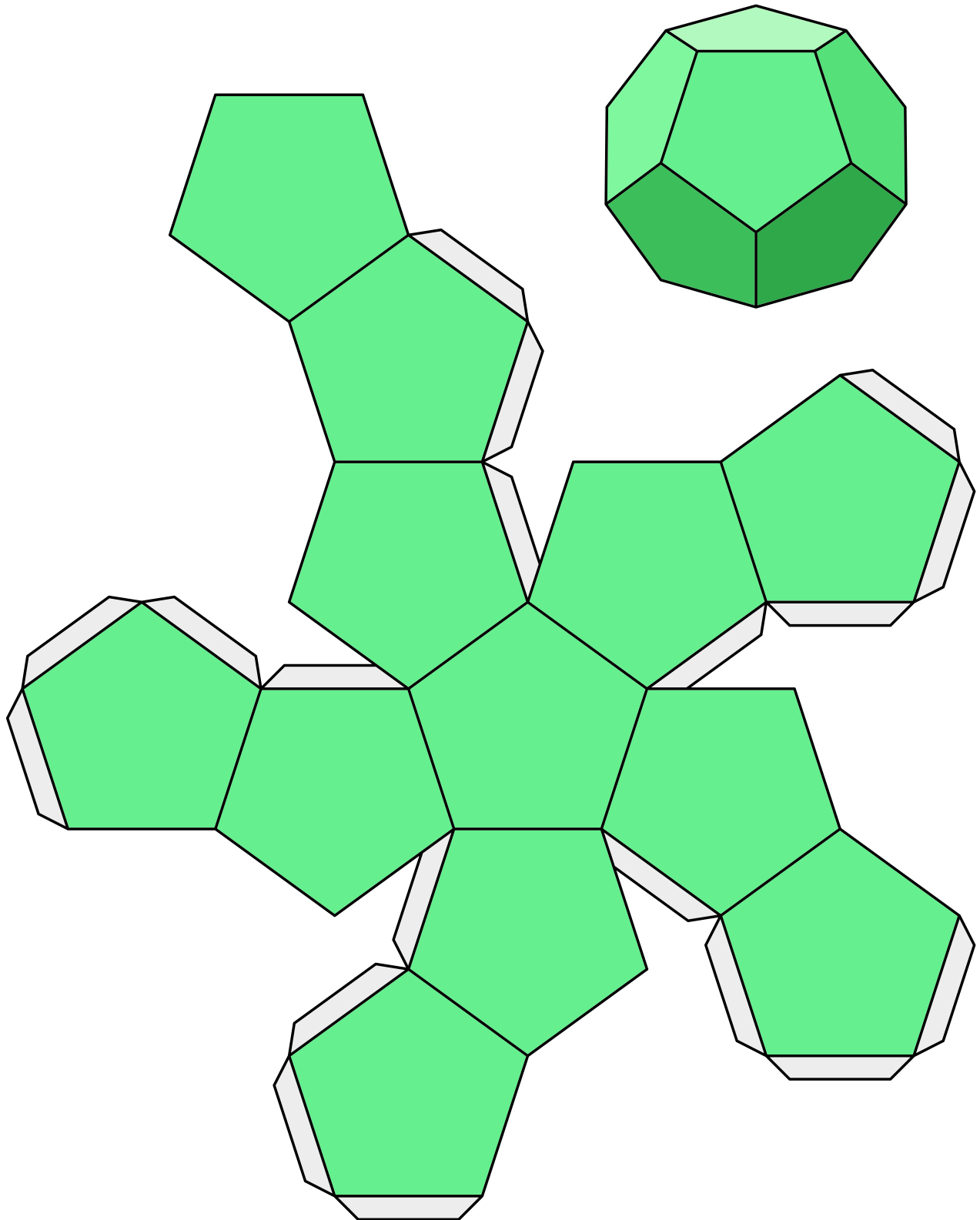


- |                                                |                                                   |
|------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Carpa                 |                                                   |
| <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***





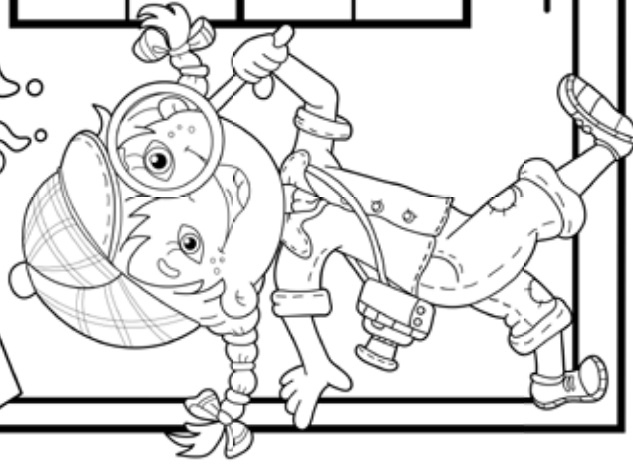
# Puzzle game for kids

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.



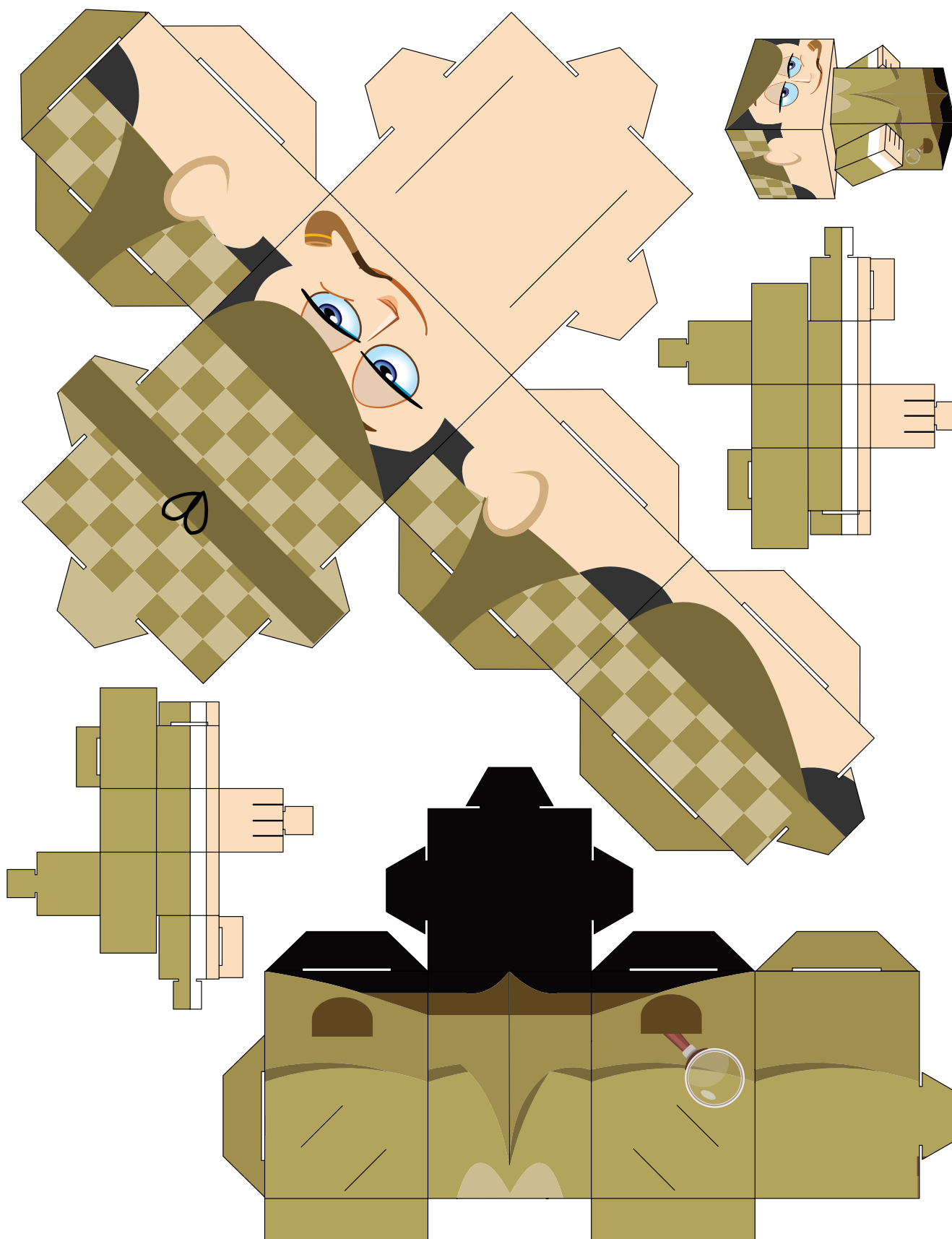
|   |   |   |  |   |   |   |  |   |
|---|---|---|--|---|---|---|--|---|
| 1 |   | 3 |  | 6 |   | 8 |  | 6 |
|   | 4 |   |  | 8 |   |   |  |   |
| 2 |   |   |  |   |   | 7 |  |   |
|   | 3 |   |  |   | 8 |   |  | 5 |



Answer

|   |   |   |   |
|---|---|---|---|
| 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 |



# 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         |                                                        |



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.

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

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

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

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

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

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

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

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

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

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

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

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

## MIDDLE GRADE FICTION

### In English

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

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

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

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

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

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

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

Case, Jonathan. *Little Monarchs*, 2022.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lowe, Chaunté. *Boundless*, 2023.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Spanish or Bilingual

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

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

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

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

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

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

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

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

2015. Separate Spanish and English editions.

## MIDDLE GRADE NONFICTION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Marriott, Emma and Michelle Pereira.

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

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

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

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

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

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

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

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

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

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

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

Kaiser, Brianna. *Weird Sports*, 2023.

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

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

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

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

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

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

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

Rockridge Press. *How to Paint with Acrylics*,

2021.

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

## YA FICTION

### In English

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

(DB 105732)

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

### Spanish or Bilingual

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

### YA NONFICTION

Kimmerer, Robin Wall et al. *Braiding Sweetgrass*