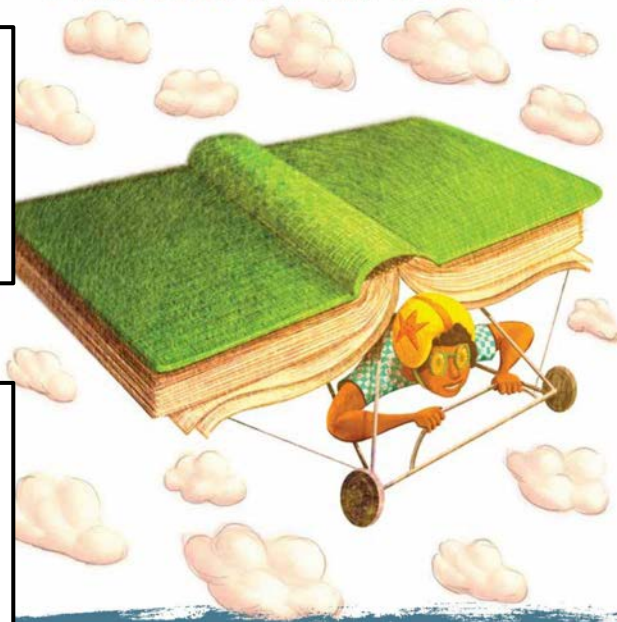


HIGHLIGHTS FROM THE **2024 MANUAL**

2024 COLLABORATIVE SUMMER LIBRARY **PROGRAM MANUAL**



ADVENTURE
— BEGINS AT —
YOUR LIBRARY



collaborative
summer library program™

Alyssa Graybeal, CSLP's Managing Editor

Angela Germany, Early Literacy Committee Chair

Christina Stuck, Children's Manual Committee Chair

Caitlin Hill, Teen Manual Committee Chair

Greta Funk, Adult Manual Committee Chair

Deborah Kinirons, Spanish Manual Committee Chair

Manual



Theme Art-Media-Misc



Manual



Full Manual

By Age Group

By Chapter

By Material Type



Theme Art-Media-Misc



Manual



Full Manual

By Age Group

By Chapter

By Material Type



Book Lists

Getting Started
Docs

Programs

School Outreach
Toolkit

Spanish and
Bilingual

Standalone
Printables

Storytime Themes

Theme Art-Media-Misc



ADVENTURE — BEGINS AT — YOUR LIBRARY™





SIX THEMED CHAPTERS

Chapter 02: And We're Off!: **Travel Adventures**

Chapter 03: Go Outside! **Adventures in Nature**

Chapter 04: Dream it Up! **Adventures in Imagination**

Chapter 05: Solve This! **Puzzles, Scavenger Hunts, and Mysteries**

Chapter 06: Stay Close! **Adventures Close to Home**

Chapter 07: Dim the Lights! **Adventures in the Dark**



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.

Print, cut, fold!



BIRDING
JOURNAL



☐ Listen!

2.



American Goldfinch

11.



☐ Listen!

10.



American Robin

3.



DIARIO DE
OBSERVACIÓN
DE AVES



☐ ¡escucha!

2.



Jilguero americano

11.



☐ ¡escucha!

10.



Petirrojo americano

3.



BIRDING JOURNAL



☐ Listen!

2.



American Goldfinch

11.



☐ Listen!

10.



American Robin

3.

The Cornell Lab

All About Birds

Get Involved

Get eNews

Donate

Birds

Live Cams

Courses

Bird ID

Search

American Robin Identification

Overview

ID info

Life History

Maps

Sounds

Identification

Photo Gallery

Similar Species



STANDALONE PRINTABLES

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Adventure Begins at Your Library!

SUMMER ADVENTURE BINGO

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

¡La aventura comienza en tu biblioteca!

BINGO DE VERANO DE AVENTURAS

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

SLEEPOVER CHECKLIST

- | | |
|--|---|
| <input type="checkbox"/> Sleeping bag | <input type="checkbox"/> Notebook |
| <input type="checkbox"/> Pillow | <input type="checkbox"/> Games |
| <input type="checkbox"/> Toothbrush | <input type="checkbox"/> Craft supplies |
| <input type="checkbox"/> Toothpaste | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Pajamas | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Change of clothes | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Snacks | |



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 | <input type="checkbox"/> _____ |



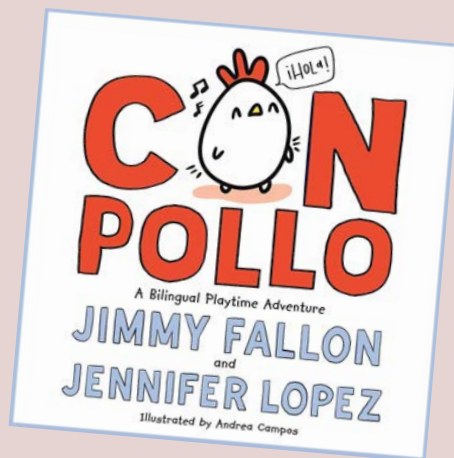
Highlights from the

2024 EARLY LITERACY MANUAL

Early Literacy Committee Chair:
Angela Germany from West Baton
Rouge Parish Library in Port Allen, LA



ADVENTURE *BEGINS
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LA AVENTURA COMIENZA EN TU BIBLIOTECA™

EARLY LIT

BABIES

STORYTIME BOOKS

Babies

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

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

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

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

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

Toddlers

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

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

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

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

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

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

TIP:

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

TIP:

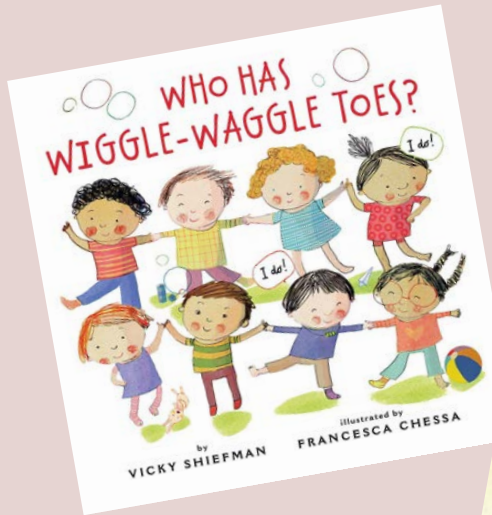
Exaggerate story emotions, and give each character their own voice.

TIP:

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

TIP:

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



ADVENTURE BEGINS AT YOUR LIBRARY™

EARLY LIT

TODDLERS

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

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

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

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

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

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

Preschoolers

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

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

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

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

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

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

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

TIP:

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

TIP:

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

TIP:

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

TIP:

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



LA AVENTURA COMIENZA EN TU BIBLIOTECA™

EARLY LIT

STAY AND PLAY

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

Call & response:
Superhéroe (Haz el bien)
Superhéro (Haz el bien)

Song/Movement: Lalalala

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

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

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

Lalalala (chorus)

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

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

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

STAY-AND-PLAY

Babies: On Your Feet

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

Babies: Funny Faces

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

Babies/Toddlers/Preschoolers: Move Like an Animal

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

Babies/Toddlers/Preschoolers: Bring Out the Bubbles

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

Toddlers/Preschoolers: Empty Boxes

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

TIP:

Learning to distinguish differences is a literacy activity!



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Highlights from the

2024 CHILDREN'S MANUAL

Children's Manual Committee Chair:
Christina Stuck from Charlotte
Community Library in Charlotte, MI



ADVENTURE *BEGINS
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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 will 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



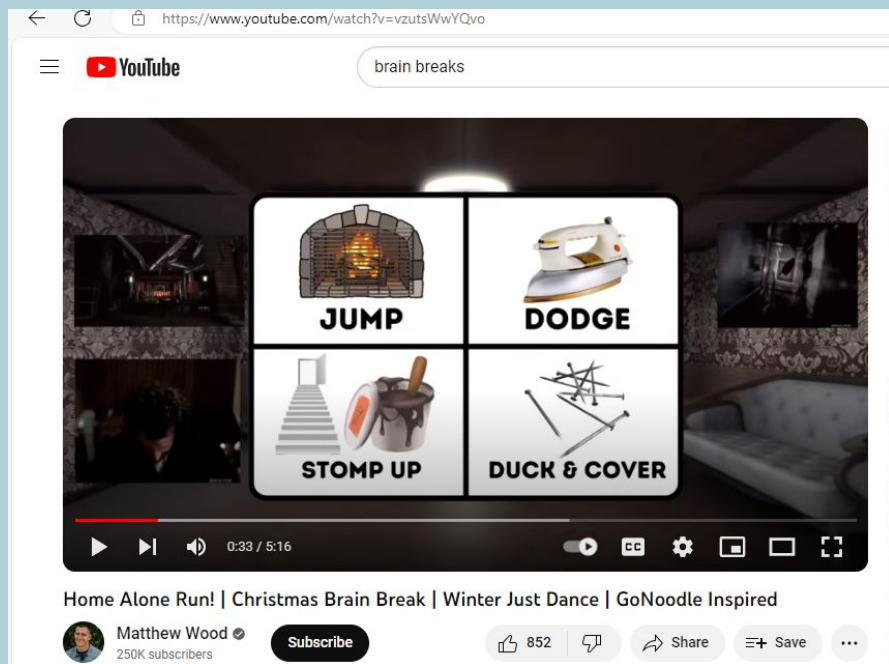
Image source: Shutterstock

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.



ADVENTURE *BEGINS AT YOUR* **LIBRARY™**

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.



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



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:



CHILDREN
GAME/ACTIVITY | OUTDOORS | LOW COST

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 (to 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.

ROAD TRIP BINGO

Find these signs on your next road trip!



ADVENTURE *BEGINS AT YOUR* LIBRARY™

Highlights from the

2024 TEEN MANUAL

Teen Manual Committee Chair:
Caitlin Hill from Orlando Public Library
in Orlando, FL





TEEN PROGRAMMING: GETTING STARTED

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

Independence!

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

Excitement!

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

Empowerment!

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

Acceptance!

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

ENGAGEMENT TIPS

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

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

IDEAS FOR TEEN INCENTIVES

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

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LA AVENTURA COMIENZA EN TU BIBLIOTECA™

HOW TO GROW OYSTER MUSHROOMS

MATERIALS

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



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

INSTRUCTIONS

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



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



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



ADVENTURE *BEGINS AT YOUR* LIBRARY™

ARTS & CRAFTS

GLOW-IN-THE-DARK
PAINT-ALONG

AGE

Tweens 9–12

Teens 13–18

Adults



Image source: Shutterstock

PROGRAM DESCRIPTION

Adventure paint-along in the dark! Invite a local artist to lead a paint-along session for an adventure scene (such as a landscape, cityscape, night sky, or suitcase). Provide glow-in-the dark paint for adding special touches. YouTube also has many great paint-alongs to choose from. Alternatively, choose a simple tutorial from a children's painting or drawing book in your collection. Suggested runtime: 45–60 minutes.

MATERIALS AND PREPARATION

Materials:

- Canvas
- Easels (freestanding or table easels)
- Paint and brushes
- Smocks (or encourage patrons to bring their own)
- Water bowls
- Rags for cleaning up
- Running water for clean-up
- Hair dryers to speed up drying time
- Microwave to soften coconut oil

RESOURCES

Web

"How to Make a Recycled Cardboard Easel" from Sophie's World on YouTube: <https://bit.ly/3r9zACI>

"How to Run a Bob Ross Inspired Paint-Along Theme Party" from Hawk Hill: <https://bit.ly/3PCEphA>

Books

Middle Grade Art Books

How to Paint with Acrylics (2021) from Rockridge Press

How to Draw Adorable (2022) by Carianne 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.

Highlights from the

2024 ADULT MANUAL

Adult Manual Committee Chair:
Greta Funk from Nortonville Public
Library in Nortonville, KS



WHERE HAVE YOU BEEN? WALL MAP

AGES

Multigenerational

PROGRAM DESCRIPTION

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



Image source: Shutterstock

MATERIALS AND PREPARATION

Materials:

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

Preparation:

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

Make the map:

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

ADAPTATION:

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

TIP:

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

TIP:

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



LA AVENTURA COMIENZA EN TU BIBLIOTECA™

GAME/ACTIVITY

VIRTUAL NATIONAL PARK EXCURSION

AGES

Multigenerational

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

Materials:

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

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

RESOURCES

Web

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

Books

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

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

TIP:

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

ADAPTATION:

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



ADVENTURE *BEGINS AT YOUR* **LIBRARY™**

IN A WORLD...BUCKET LISTS AND FANTASIES

AGES

Teens 13-18

Adults

PROGRAM DESCRIPTION

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

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

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

Suggested runtime: 60 minutes.

MATERIALS AND PREPARATION

For the bucket list journals:

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

For the cover collage:

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

ADAPTATION:

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

TIP:

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



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



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



LA AVENTURA COMIENZA EN TU BIBLIOTECA™

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.



ADVENTURE *BEGINS
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GEOCACHING SCAVENGER HUNT

AGES

Teens 13–18
Multigenerational

PROGRAM DESCRIPTION

Geocaching is a popular activity in which participants use GPS coordinates on their mobile devices to find specific spots outdoors where hidden containers, called caches or geocaches, are located. For an in-library program, invite a local geocacher to present to families about cache-finding etiquette and how to find one, then send them out to find a designated cache. For teens, a presenter could share ideas and give tips for how to create private geocaching hunts for each other. Be sure to ask participants to post about the geocaches they find or create on the library's social media! Suggested runtime: 45–60 minutes for an information session.

Apps:

- Geocaching (find more than 3 million caches worldwide)
- Adventure Lab (community-generated geocaching scavenger hunts)

MATERIALS AND PREPARATION

Materials:

- Weatherproof containers (one for each hiding place)
- Phone with a map app (or GPS unit)
- Paper visitor logs (one for each container)
- Pencils or pens (one for each container)
- Small items for prizes (optional)

Preparation:

- If hiding a cache, make sure you have permission to use a location. Consider partnering with a local park and labeling containers as library property.
- This program works best when the cache sites are spread across a wide area.
- Mark the GPS coordinates for the hiding places by pressing and holding the screen of your map app at your location. Save the points to your map app or write down the coordinates.
- Create clues to lead participants to the first container and from one container to the next. The clues include visual descriptions of where to look for the container at the next location. Adjust clue difficulty as needed.
- Fill containers with clues, GPS coordinates, visitor logs, pens/pencils,



Image source: Shutterstock

TIP:

Geocaching is an excellent road trip activity! In the Geocaching app, run a Pocket Query to identify caches along the route.

ADAPTATION:

Make this a passive display in which you describe how to reach a specific cache, then hold a virtual or in-person event in which participants gather to talk about the experience.

ADAPTATION:

Partner with a local park to hold a "cache in, trash out" event in which geocachers pick up trash while hunting for caches.

ADAPTATION:

Caches can also be drive-ups (called "cache and dash"). Be sure to include accessible caches for multigen programs in which you hope to include seniors



LA AVENTURA COMIENZA EN TU BIBLIOTECA™

Highlights from the

2024 Spanish Manual

Spanish Manual Committee Chair:
Deborah Kinirons from Uniondale
Library in Uniondale, NY



LA AVENTURA COMIENZA
EN TU **BIBLIOTECA**™

EARLY LITERACY TIPS: SPANISH OR BILINGUAL PROGRAMMING

NOTE:

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

BILINGUAL STORYTIMES

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

TYPES OF BILINGUAL STORYTIMES

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

CHOOSING MATERIALS

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

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

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

ENGAGEMENT TIPS

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

BEST PRACTICES: OUTREACH TO SPANISH-SPEAKING COMMUNITIES

STEP 1: RESEARCH LOCAL DEMOGRAPHICS.

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

STEP 2: ESTABLISH A PRESENCE OUTSIDE THE LIBRARY.

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

STEP 3: IDENTIFY SERVICE GAPS.

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

STEP 4: ADVERTISE PROGRAMS.

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

STEP 5: KEEP IT GOING.

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

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



DISPELLING MYTHS ABOUT RAISING BILINGUAL CHILDREN

(CAREGIVER HANDOUT)

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

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

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

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

Myth: My child will fall behind in school.

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

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

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

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

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

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

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



DISIPANDO MITÓS SOBRE LA CRIANZA DE NIÑOS BILINGÜES

(INFORMACIÓN PARA LOS CUIDADORES)

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

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

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

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

Mito: Mi niño se atrasará en la escuela.

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

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

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

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

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

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

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

STAY CLOSE! ADVENTURES CLOSE TO HOME

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LA AVENTURA COMIENZA EN TU **BIBLIOTECA**™

STORYTIME BOOKS

Babies

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

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

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

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

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

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

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

Toddlers

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

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

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

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

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

TIP:

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

TIP:

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

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

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

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

Preschoolers

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

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

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

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

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

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

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

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

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

TIP:

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



PRESCHOOL

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

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

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

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

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

STORYTIME SONGS

Song/Rhyme: Book Adventure

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

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

Song/Movement: My Backyard

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

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

Verses:

Pick up twigs and put them back down

STORYTIME SONGS

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

Song/Movement: I'm a Dump Truck

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

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

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

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

Words and music by 123 Andrés from the album *Arriba Abajo*. Reprinted with permission. Listen on YouTube here: <https://bit.ly/3pCWz6>

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

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

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

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

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





LA AVENTURA COMIENZA EN TU BIBLIOTECA™

EARLY LIT

STORYTIME SONGS

Si no quieres ir,
Acuéstate a dormir.

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

Song/Lapsit: Cuando Voy a Casa de Peña

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

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

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

STAY AND PLAY

Babies/Toddlers/Preschoolers: Hello, Neighbor

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

Toddlers/Preschool: Puzzle Words

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

Toddlers/Preschoolers: Library Jumble

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

Preschoolers: Find Letters

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



LET'S EXPLORE THE SPANISH SPEAKING WORLD!

AGES

Multigenerational

PROGRAM DESCRIPTION

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

MATERIALS AND PREPARATION

Materials:

- Bulletin board or wall space

RESOURCES

Printables

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

TIP:

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

TIP:

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

TIP:

Pair these locations with Jaramillo's Tiny Travelers series.

TIP:

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

Adventure Begins at Your Library!

Adventure Bingo



Go somewhere new.

Put some treasure in a box.

Read a book about going on vacation.

Make a blanket fort.

Talk to a new person.

Try a new instrument.

Draw a picture with your eyes closed.

Sing a new song.

Look for wildlife outside.



¡La aventura comienza en tu biblioteca!

Bingo aventura



Ve a un sitio nuevo.

Guarda un tesoro en una caja.

Lee un libro sobre las vacaciones.

Haz una cobija.

Habla con una persona nueva.

Toca un instrumento nuevo.

Haz un dibujo con los ojos cerrados.

Canta una canción nueva.

Busque fauna en el exterior.

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.
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*LaRocca, Rajani. *Red, White, and Whole*, 2021.

(DB 105732)

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

Spanish or Bilingual

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

YA NONFICTION

Kimmerer, Robin Wall et al. *Braiding Sweetgrass*

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

- Bayne, Rick. *Wilderness Survival Guide for Kids*, 2022.
*Chang, Jeff and Dave "Davey D" Cook. *Can't Stop, Won't Stop: A Hip-Hop History* (Young Adult Edition), 2021. (DB 102758)
Shove, Rhannon. *Burn After Writing Teen*, 2019.
Jenkins, Jennifer. *Teen Writer's Guide*, 2020.
Quintero, Isabel and illustrated by Zeke Peña. *Photographic: The Life of Graciela Iturbide*, 2018.
Weiss, Kate. *Radical Sewing: Pattern-Free Sustainable Fashions for all Bodies*, 2021.
*Maraniss, Andrew. *Inaugural Ballers: The True Story of the First US Women's Olympic Basketball Team*, 2022. (DB 110512)
Smith, Tommie, Derrick Barnes, and Dawud Anyabwile. *Victory. Stand!: Raising My Fist for Justice*, 2022.
Graves, Colleen and Aaron Graves. *The Big Book of Makerspace Projects*, 2016.
- ## ADULT FICTION
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- *Adams, Erin E. *Jackal*, 2023. (DB 110609)
Cardinal, Ann Dávila. *The Storyteller's Death*, 2023.
*Diaz, Hernan. *Trust*, 2022. (BR 24689, DB 107949)
Douaihy, Margot. *Scorched Grace*, 2023.
*Hawkins, Rachel. *The Villa*, 2023. (DB 111855)
*Henry, Emily. *People We Meet on Vacation*, 2021. (BR 24059, DB 103191)
*Higashino, Keigo. *A Death in Tokyo*, 2023. (DB 112302)
Lewis-Jones, Hew. *The Writer's Map: An Atlas of Imaginary Lands*, 2018.
Mackintosh, Clare. *The Last Party*, 2023.
*Makkai, Rebecca. *I Have Some Questions for*

You, 2023. (DB 112960)

- Nossett, Lauren. *The Resemblance*, 2023.
*Penny, Louise. *A World of Curiosities*, 2023. (DB 111297)
Sutanto, Jesse Q. Vera Wong's *Unsolicited Advice for Murderers*, 2023.

Spanish or Bilingual

- *Bennett, Robert Jackson. *The Founders Trilogy / Trilogía los fundadores*, 2018–22. Separate Spanish and English editions. (English: Locklands, DB 109252; English: Foundryside, DB 92246; English: Shorefall, DB 109251)
*Cañas, Isabel. *The Hacienda / La hacienda*, 2022. Separate Spanish and English editions. (DB 107997)
*Córdova, Zoraida. *The Inheritance of Orquídea Divina / La herencia de Orquídea Divina*, 2022. Separate Spanish and English editions. (English: DB 105311)
*James, Marlon. *Black Leopard, Red Wolf / Leopardo negro, lobo rojo*, 2019. Separate Spanish and English editions. (English: DB 93771)
*Martínez, Jenaro. *Invasión silenciosa*, 2021. In Spanish. (DB 113600)
*Moreno-García, Silvia. *Gods of Jade and Shadow / Dioses de jade y sombra*, 2020. Separate Spanish and English editions. (English: DB 96115)
*Moreno-García, Silvia. *Mexican Gothic / Gótico*, 2020. Separate Spanish and English editions. (English: BR 23483, DB 99404; Spanish: DB 105547)
*Morgenstern, Erin. *The Starless Sea / Un mar sin estrellas*, 2019. Separate Spanish and English editions. (English: DB 97441)
*Muir, Tamsyn. *The Locked Tomb series / Saga de la tumba sellada*, 2019. Separate Spanish and English editions. (English: Gideon the Ninth, DR 24579, DB 97490; English: Harrow the Ninth, BR 24580, DB 100538; English: Nona the Ninth, BR 24581, DB 110625)
*Osman, Richard. *The Thursday Murder Club /*



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