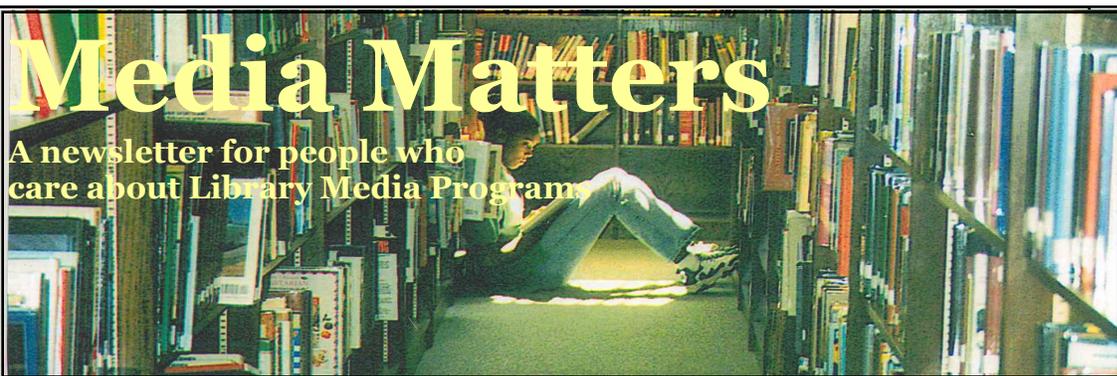


December 2011

Volume 11,  
Number 5



## The Role of School Librarians in Promoting the Use of Educational Technologies

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School librarians perform an integral role in promoting the effective use of educational technologies in their schools.

### About School Librarians

School librarians are professionals who hold teaching degrees, as well as librarian certification. School librarians may also be referred to as teacher-librarians or library media specialists.

School librarians are in unique positions within their schools because they:

- collaborate with all teachers in the building across grade levels and subject disciplines
- work with all students throughout the students' academic careers
- are instructional leaders in their schools who serve on curriculum, school improvement, and planning committees
- frequently provide professional development to their colleagues in areas related to instructional and technology resources
- teach a wide range of local, state, and national curriculum, information literacy, and technology standards, including all ISTE NETS standards
- often serve as primary technology integration specialists in their buildings

### About School Libraries

Libraries support the curriculum, promote literacy development, and foster lifelong reading habits among children through the development of carefully selected print collections and the infusion of educational technology.

Continued on next page



Make a Donation

Support Toys  
for Tots

**Continued from page 1**

Libraries provide:

- a wealth of educational resources for students in the form of online databases; eBooks; audiobooks; online catalogs; creativity and research tools; and professionally vetted websites that are available at school and home.
- ready access to technology hardware, including computers, printers, assistive technologies for special needs students, presentation equipment, digital readers, and cameras, as well as a variety of specialized educational software and online applications.
- equitable access to technology for students of all income levels.
- flexible, broadly available access points for technology whether the school uses computer labs, portable devices, or a hybrid model.
- a location that encourages individual study, group collaboration, and large group presentations.

**About School Librarians & Educational Technology**

School librarians play a critical role in the infusion of educational technology in their schools. In particular, they:

- support the use of technology throughout the school by working closely with the school's technology coordinator or fill the role of the technology coordinator when a separate position does not exist.
- serve as information literacy and educational technology specialists in their schools.
- address educational technology and information literacy skills instruction embedded in the curriculum.
- provide technology training for teachers, administrators, and parents.
- work with teachers, counselors, and administrators to prepare students to succeed in higher education, the work place, and in society.
- help students develop important digital citizenry attributes to demonstrate responsible use of information and technology.
- provide leadership in the development of local information and technology literacy standards

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Oh, my friend, it's not what they take away from you that counts. It's what you do with what you have left. ~ Hubert Humphrey

**Continued from page 2**

### **Educational Technology Issues Faced by School Librarians Today**

In today's difficult economic times, many school districts have chosen to cut non-classroom teaching positions. These cuts run counter to a large body of research that indicates that a strong library program, staffed by certified school librarians, correlates with significantly greater student achievement. Short-term savings are obliterated by long-term consequences of denying students equitable access to educational resources and instruction provided by the school's information literacy specialists and technologists - school librarians. As schools close their libraries or staff them with non-certificated personnel, students lose access to professionally managed print and electronic resources. At an unprecedented time in history when students require development of complex information literacy and technology skills to succeed, a robust school library program is a prerequisite to success.

School librarian needs include:

- adequate funding for technology, including sufficient connectivity, electrical access, hardware, software, subscription databases, and online tools to equitably support research and inquiry-based learning.
- access to relevant professional development that supports them in maintaining currency in their knowledge of educational technology and its applications.
- funding and incentives to assist school districts in committing to staffing all school libraries with certified school library professionals and appropriate support staff.
- language in legislation that specifically highlights the inclusion of school librarians to ensure that these critical professional positions are not eliminated due to ambiguity and misinformed prioritization.

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If you don't get everything you want, think of the things you don't get that you don't want. ~ Oscar Wilde



# Apple Lesson

Anja Tigges, Ed.S. William J. Scott Elementary Atlanta City

A first grade teacher and I teamed up for a lesson about apples. The two day lesson included several read alouds about the life cycle of the apple tree and what wonderful things we get from apples, an apple tasting, making a class pictograph of your favorite kind of apple, how applesauce is made, and a homemade apple sauce tasting.



The first thing we did when the students came to the library was to fill out a graphic organizer on the white board as a class—anything and everything the students could tell me about apples. I then read several books about apples and the apple harvest. We revisited the graphic organizer to see if there was anything students wanted to add based on the information from the books we just read.

Next, we had an apple tasting. Every student ate a piece of green apple, yellow apple, and red apple. We discussed words like “sour” and “tart.” Once each student decided on his/her favorite apple, they got a die-cut of their favorite apple and put it on the pictograph. We then talked about the graph: what apple do students like the most? What apple do students like the least? How many more students like one kind of apple over another kind.

After the pictograph discussion, we talked about the steps involved in making applesauce. All the ingredients were shown to the students. They got to smell the different spices, see how a peeler works, and see how a slow cooker works. (When they smelled the spices, they made comments like: “That smells like my oatmeal.” Cute!)

Rounding out the first day of the 2-day lesson, the students completed an apple book printed from Enchanted Learning. Before leaving the library, they were told they would come back tomorrow to finish the lesson. Several students cheered: “YAY! We are coming back to the library tomorrow.” You gotta love hearing that as a librarian!

At home that evening I peeled about 16 apples and put everything in the slow cooker to make the apple sauce. The next morning, everything was ready!

When the students came in for the second day of everything apples, they were so excited! We first reviewed things from the day before—we revisited the pictograph, we talked about the steps (in the correct order) of making applesauce, and we talked about all the facts they learned about apples and the life cycle of the apple tree. Then everyone got a bowl of homemade applesauce. Comments from the students: “Ms. Tigges, you are genius.” “Ms.Tigges, you are a rock star.” I was feeling the love!



Continued on next page



The students enjoyed the lesson and felt comfortable in the library. The students read non-fiction books. Mission accomplished!

Now I hope to take this lesson and turn it into a Media Festival project with a few of the students.

Some age-appropriate apple books:

*The Seasons of Arnold's Apple Tree* by Gail Gibbons

*Apples Grow on a Tree* by Mari Schuh

*Picking Apples* by Gail Saunders-Smith

*Apples* by Gail Gibbons

*Apples* by Ken Robbins

*Apples* by Elaine Landau

*How Do Apples Grow?* By Betsy Maestro

*Seed, Sprout, Fruit: An Apple Tree Life Cycle* by Shannon Knudsen

*Apples, Apples, Apples* by Nancy Elizabeth Wallace

*Apples, Apples Everywhere! Learning about Apple Harvests* by Robin Koontz

Slow cooker apple sauce recipe:

<http://allrecipes.com/Recipe/Spiced-Slow-Cooker-Applesauce/detail.aspx>

Happy Harvesting!



**Santa's helpers are subordinate clauses!**

### Advocacy Tip



Excite your students (and in turn, their parents!) by engaging them in STEM learning with the National STEM Video Game Challenge

[www.stemchallenge.org](http://www.stemchallenge.org)

## Britannica Training

**Our GALILEO partner...Britannica is offering Britannica Online** subscribers an invitation to participate in online Britannica training sessions. This is a complimentary service provided to see what's new with Britannica Online and learn different ways to use it in your school or library! K-12 educators will enjoy these 1-hour online presentations that they can attend without having to leave the school or library. Sign up at [www.info.eb.com/webinar](http://www.info.eb.com/webinar) today!

Upcoming Training Schedule for December:

**eBooks** (2:30-3:00 p.m. Eastern Time) : Thursday, December 8

**Elementary PreK-5** : (4:00 p.m. Eastern Time) Tuesday, December 6

**Secondary 6th-12th**: (12:00 p.m. Eastern Time) Tuesday, December 6

**PreK-12 All Grade Levels** (6 p.m. Eastern Time) : Tuesday, December 6

**Advanced: Creating Workspaces & Putting Videos into PowerPoint** (4:00 p.m. Eastern Time) : Wednesday, December 7

### Advocacy Tip



When school librarians and teachers collaborate, students are more involved in learning and their work is more creative. At Deerfield High School (Ill.), a collaborative project [transported students to the Medieval era](#) and they developed a first-person narrative through the eyes of a historical figure. Where would a collaborative project take your students? What would they discover?

A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.  
~ Roald Dahl



Investigate Britannica's World Atlas Features! You can now search Britannica content related to states, provinces and large cities. We also have a brand new Points of Interest feature that allows you to optionally view points of interest on the map such as additional city and town data, places of birth or features of the land.

Try it today!

Britannica Online School Edition (K-12)

Elementary <http://www.galileo.usg.edu/express?link=zebk> (in the Features section on the home page.)

Compton's <http://www.galileo.usg.edu/express?link=zebm> (in the Features section on the home page.)

High School <http://www.galileo.usg.edu/express?link=zehs> (In the Reference Desk on the home page.)

## Lexiles in GALILEO

Lexiles are standard scores that match a student's reading ability to the difficulty of the reading material. Many GALILEO resources not only include Lexile scores, they also let students limit their search results to a particular Lexile range. Let's take a look at GALILEO resources that include Lexiles.

NoveList and NoveList K-8 include a Lexile score in the information for many books as well as a link to a Lexile chart. To limit your search to a specific Lexile range, just click on Advanced Search and choose your range. Tip: In Advanced Search, you can leave the search box blank and just choose the Lexile range of your choice to see all books in that range.

SIRS Discoverer and SIRS Issues Researcher both include a Lexile score in articles. In either database, search for the topic and then choose to sort results by Lexile. To limit to a particular range in either database, click on the Advanced Search and type in the Lexile range.

Many EBSCO resources, such as Student Research Center, MAS Ultra, Middle Search Plus, Kids Search, and Searchasaurus, also include Lexile scores. Most resources let students limit their search to a Lexile range from the main search screen. In Kids Search, students can choose the Detailed Search to limit their search.

Courtney McGough GALILEO Support Services

### Advocacy Tip

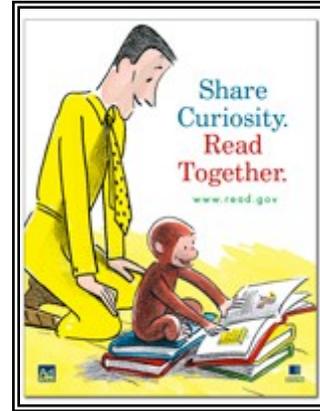


Hold a family reading night to encourage students to read. (Serve popcorn!) Have students invite their families to visit the library and discover a new favorite read together. <http://www.albertleatribune.com/2011/11/20/school-matters-11/>





Starting in 1984, the Center for the Book in the Library of Congress began to establish affiliate centers in the 50 states. Today, there is a State Center for the Book in all 50 states, as well as the District of Columbia and the U.S. Virgin Islands. These Center for the Book affiliates carry out the national Center's mission in their local areas, sponsor programs that highlight their area's literary heritage, and call attention to the importance of books, reading, literacy, and libraries. Affiliates must submit an application to become part of -- and retain -- their Center for the Book status, which is renewable for a three-year period. The Center for the Book has established [Guidelines](#) for establishing affiliates and for programming activities. The State Centers gather annually at the Library of Congress for an Idea Exchange Day.



<http://www.read.gov/kids/>

*Curious George and related characters, created by Margret and H. A. Rey, are copyrighted and trademarked by Houghton Mifflin Harcourt Publishing Company and used under license. Licensed by Universal Studios Licensing LLLP. All Rights Reserved.*

A good book should leave you slightly exhausted at the end. You live several lives while reading it. ~ William Styron

If there is a book you really want to read but it hasn't been written yet, then you must write it. ~ Toni Morrison



The Library of Congress partnered with the Ad Council, Universal Partnerships & Licensing and Houghton Mifflin Harcourt Publishing Company to develop [public service announcements](#) featuring the iconic characters from the Curious George series to encourage parents to read with their children. The television, print and outdoor PSAs feature George and his best friend and mentor, “The Man in the Yellow Hat” reading books together asking parents to “Read to your child today and inspire a lifelong love of reading.”

### **Getting Excited about Reading:**

Give your child the choice to read what they want. It helps them create their own identity and interest in reading.

- Find authors your child likes to build connections and excitement about reading
- Choose all kinds of books, such as non-fiction, fiction and certain themes. It exposes them to various kinds of literature and also helps them determine their personal preference
- Suggest books that build on personal experiences such as friendship, family, trips, pets or sports
- Think about the 3 I's: Interest, Integration and Invention

**Find the book award winners at your school library or public library.**

### **Reading Together:**

- Read aloud to your child and with your child. Take turns reading a book with them – this promotes confidence and builds great relationships with literature.
- Older children benefit from reading aloud – hearing an adult read with fluency and discussing a book with an adult have great benefits.

### **Research has shown that reading aloud to your child:**

- Increases their vocabulary
- Improves their attention span
- Nurtures emotional development
- Stimulates imagination
- Creates understanding of other cultures and lifestyles
- Improves problem-solving and critical thinking skill

### **Hints for Reading Aloud:**

- Choose a book that lends itself to reading aloud – folktales, funny or scary books are always fun.
- Make reading time special. Find a cozy, comfortable place to read.
- Be versatile. You read to them or they read to you. Take turns.
- Introduce the author and illustrator. Discuss what they do with your child. Saying the name of the author and illustrator makes the connection that books are created by real people.
- Talk about the book – ask questions about what they liked and did not like, what they found interesting, and more.
- Show the pictures while you read.
- Read with expression.

**Read together EVERY DAY!**

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### What can get a child to read a book?

The 3 I's:

**Interest:** When a child wants a book for information and/or enjoyment.

- Build on their interests, hobbies, favorite activities, or a trip you have taken by asking them if they would like a book about one of these topics.

**Integration:** Using reading as a connection to other subjects – math, science, art, sports, music and more.

- Find out what real-world topics your child is interested in and suggest areas of the library or bookstore that have books on that topic. Connect reading to at-home experiences. For example, finding a book on machines would help explain why a toy or clock is not working at home.

**Invention:** Creating something that relates to a book.

- Reading that initiates or inspires creation or invention motivates many children. For example, a child who has read “Goldilocks and the Three Bears” may want to create porridge that Papa Bear would enjoy. Reading with invention in mind is spontaneous and often occurs after reading is finished. The creativeness involved with this motivation allows children to further their reading interests and “invent” themselves.
- <http://www.read.gov/curious/index.html>

### Advocacy Tip



Take five minutes to write a story about your experience with outrageously out-of-date school library materials and the consequences of under-funded school library programs. Email your stories to the ALA Washington Office by writing Ted Wegner ([twegner@alawash.org](mailto:twegner@alawash.org)) and Jeff Kratz ([jkratz@alawash.org](mailto:jkratz@alawash.org)) to help garner support and help influence members of the Senate

Another Grant Recipient:

\$2500 Youth Literacy Grant

Keisha Robinson, Library Media Specialist at Harper-Archer Middle



### Young Georgia Authors Writing Competition

The annual Young Georgia Authors (YGA) Writing Competition is a state-wide contest that inspires Georgia students of all ages to create original works from any genre, whether in the form of a poem, a newspaper article, a short story, a research project, or any other kind of writing the student enjoys. The student's writing is first judged within his or her own school system or district, and all first place grade level winners are then submitted to the Georgia Department of Education. The first place system writings are grouped according to grade level and RESA district. Finally, a panel of judges from across Georgia meets to determine the first place grade level winners for each RESA district as well as the first place grade level winners for the state.

- [2011-2012 Official Rules Booklet](#)
- [2011-2012 Registration Sheet Word Doc](#)
- [2010-2011 State and RESA Winners](#)
- [2010-2011 Winning Entries](#)

**Deadline: Friday, April 13, 2012**  
**Check the website for more information**

[http://public.doe.k12.ga.us/ci\\_services.aspx?PageReq=CIServEnglish](http://public.doe.k12.ga.us/ci_services.aspx?PageReq=CIServEnglish)

### Advocacy Tip



Be vocal! Write an op-ed for your local paper or an article for an educational journal.

Every thought is a seed. If you plant crab apples, don't count on harvesting Golden Delicious. ~ Bill Meyer



### Advocacy Tip



Parents can be a school library program's greatest asset. How is your program an asset to parents? <http://www.caller.com/news/2011/nov/14/mireles-elementary-library-offers-parent/>



## GRANTS

Over the past 1.5 years I have applied for four library grants: The Laura Bush Foundation Grant, The Dollar General Literacy Foundation Grant, The Target Early Childhood Reading Grant, and The Lois Lenski Covey Foundation Grant. Each grant is slightly different, and I'd like to give a small sketch of each, hoping it might encourage more Georgia librarians to avail themselves of these generous opportunities so that book collections increase in many school districts.

At \$5,000.00, The Laura Bush Grant is the most generous of the four. Because of its generosity, the application is also the most extensive. The application is typically posted online around November 1st, and the deadline is December 31st. Winners are usually announced in April or May. The application has short essay questions about your school's population, your school's library collection, and your school's community. You might have to invest some time in researching statistics on a government website to complete the part of the application concerning your school's community. It's also best to read applications of past winners, and to read all the information, especially the FAQ section, posted on the website itself.

The Target Grant is for \$2,000.00, and The Dollar General Grant has a maximum of \$3,000.00. Both grants are rather easy to fill out, but they do require you to have an idea. Whereas The Laura Bush Grant is awarded based mostly on need, both The Target Grant and The Dollar General Grant want you to develop an idea or concept and show how the grant is needed in order to fulfill that concept; both grants also want the most "bang for their buck," meaning your idea has to have an impact on a good portion of the school's population. The idea for my school was as follows: each kindergarten-2nd grade class would get a monthly book to help build up the classroom library.

Every kindergarten-2nd grade class got the same monthly book, hence the title of my project was "On the Same Page." To stretch the funds, I used the school's tax exempt information and the 20% off for educators at a book store. I also wanted to support a locally owned book store rather than a big chain book store. Little Shop of Stories in downtown Decatur fits the bill perfectly: I ordered the books via email, they had the school's tax exempt information on file (we set that account up when I purchased the first set of books), and they notified me via email when the books come in so that I could pick them up.

The students took an AR test on the books, the teachers discussed the books in class—plot, theme, setting, etc. When the students come to the library for check out, I show them other books by the same author, and we also discuss the book, the author, and the illustrator. Just this past week the classes received Llama Llama Misses Mama by Anna Dewdney. When the students came to the library and found other books by her, they were so excited! And of course those books were immediately checked out! That's what we want—kids excited about books!

The Lois Lenski Covey Foundation Grant application asks questions about your school's population (especially student reading level statistics), your library's collection, and your library's budget. You are allowed to stipulate how the funds will be used. Applications are due sometime in the summer, and winners are announced in mid-December.

Here are the websites so you can check them out!

<http://laurabushfoundation.org/>

<http://sites.target.com/site/en/company/page.jsp?contentId=WCMPO4-031821>

<http://www2.dollargeneral.com/dgliteracy/Pages/landing.aspx>

<http://loislenski Covey.org/>

<http://littleshopofstories.com/>

Anja Tigges. Ed.S.



## Grants Center

Recently, the Salem Press launched [The Library Grants Center](#), a free, online directory of grants for libraries. Developed and edited by Mirela Roncevic for Salem Press, the grants tool empowers librarians to locate library grant funding sources on the national, state, regional, and local levels (US sources). The center is free, requires no login or authentication, and will be updated on a regular basis. It also contains a how-to area with a tutorial, FAQ, and lists of resources.

According to the Salem press release, the web site focuses on grants available to all types of libraries and from a range of sources—public and private— including professional organizations, large corporations, and family foundations. “Everyone’s aware of the financial pressures on libraries. They are enormous and growing,” said Peter Tobey, Salem Press’s Director of Sales & Marketing. “So we were motivated to try to relieve some of that pressure by developing self-help tools for librarians. The Library Grant Center is that tool.”

The Library Grants Center consists of three distinct sections:

- [National Library Grants](#) features a sophisticated search tool that lets grant seekers perform simple keyword searches or narrow their search options. A range of browsing options is also provided, including browsing by grant category, purpose, and deadline.
- [State Library Grants](#) is a state-by-state guide that points librarians to grant information specific to their state and to the foundations in their area that support libraries.
- [Library Grants How-To](#) provides in-depth information on the grant applications process, complete with extensive lists of resources for further research and pointing to grant writing tools available online at no cost.

“We hope librarians will help us add to the Center so that, as a community, we can keep it up-to-date and growing,” added Tobey. “We are committed to keeping it current and useful.”

According to Roncevic, “the proliferation of social media outlets has inundated the library and publishing industry with relentless dialogue. While dialogue is important, we shouldn’t forget the tools. The more free tools we build and share, the more we grow our community’s footprint. The bigger that footprint, the greater the benefit for all involved. The Library Grants Center is a free tool that addresses the needs of librarians looking for funding but also a practical reminder to publishers and vendors that their support still matters a great deal.”

### Advocacy Tip



Are you a solo librarian? Check the new issue of [Knowledge Quest](#), because “no school librarian needs to ‘feel solo’ when leagues of professionals are willing, able, and waiting to lend an ear and a hand as needed.” From “Solo But not Separate”, page 26.



[http://www.scholastic.com/teachers/contributor/brian-selznick?eml=BNL/e/20111116//txtl/November2011//BrianSelznick/LIB/////&yym\\_MID=1379860&yym\\_rid=2645669](http://www.scholastic.com/teachers/contributor/brian-selznick?eml=BNL/e/20111116//txtl/November2011//BrianSelznick/LIB/////&yym_MID=1379860&yym_rid=2645669)

Watch this [video interview](#) with Brian Selznick.

Download Brian Selznick's [full-color biography](#) (PDF)

Born and raised in New Jersey, Brian Selznick cannot remember a time when he was *not* drawing and making things. His mural of a dinosaur on his fifth grade classroom wall was a big hit, and he had a one-man show in junior high school.

He graduated from the Rhode Island School of Art and Design with the intention of becoming a set designer for the theater, but a job designing window displays at Eeyore's Children's Bookstore in New York City changed his mind. Working at the store became a crash course in children's literature, and his first book was published while he worked there.

Soon he left to pursue a full-time career in children's book illustration; he also has designed theater sets and is a professional puppeteer. His first book, *The Houdini Box*, was inspired by a fascination with the famous magician and his secrets. He has illustrated both novels and picture books for other writers, including the Sibert Honor books, *When Marian Sang* by Pam Munoz Ryan and *Walt Whitman: Words for America* by Barbara Kerley. His illustrations for Barbara Kerley's *The Dinosaurs of Waterhouse Hawkins* won a Caldecott Honor Award in 2002; and in 2008, his groundbreaking and breathtaking *The Invention of Hugo Cabret* was awarded the Caldecott Medal.

He divides his time between Brooklyn, New York, and San Diego, California.

### [Poet Laureate Philip Levine](#)



At age 83, Philip Levine has been appointed the 2011–2012 poet laureate consultant in poetry by Librarian of Congress James Billington. He took up his duties October 17, opening the library's annual literary season with a reading from his work. In this interview, the street-smart poet has a few choice words to say about a lifetime of experience with good librarians—and some bad ones..

From the online version of *American Libraries* magazine.



There are 80,100 public school libraries, representing 92% of all traditional public schools.

There are 1,820 public charter school libraries representing 51% of public charter schools.

There are 62,364 state-certified library media specialists in public schools and 3,909 state-certified library media specialists in private schools in the U.S.

62% of all public school libraries have at least one full-time, paid, state-certified school librarian.

About 27% of America's school libraries do not have a state-certified librarian on staff.

In 15% of public schools, the state-certified school librarian spends time in more than one school.

On average, there is one school librarian for every 953 students.

Family literacy activities are supported by 42% of public school libraries.

Currently, school libraries are only spending an average of \$9.35 per child for books – about half to a third the average cost of a hardcover book.

The average cost of a single hardcover book for U.S. k-12 student ranges from \$18.97-\$27.04.

In the United States, sales of video games and other entertainment software (\$6.0 billion in 2000) total more than nine times the amount spent on books, periodicals, audiovisual, and other materials for school libraries (\$647.0 million in 2004).

**Since 1965, more than 60 education and library studies have produced clear evidence that school library media programs staffed by qualified school librarians have a positive impact on student academic achievement.**

### Advocacy Tip



Your biggest advocates are your students (<http://bit.ly/vBaGxi>) and their parents (<http://bit.ly/tNyKP0>). Get them involved!

From Britannica (our partner with GALILEO)

**Britannica** is celebrating the holidays early with a holiday gift of free access through **December 31st** for **Image Quest** statewide for GALILEO.

We are delighted to set up preview access for the GALILEO community for Britannica's new database, Image Quest (<http://quest.eb.com>).

Thank you for sharing this information as we are confident that this award-winning database will be well received by the libraries.

Many schools, public libraries, colleges and universities have expressed great interest in being able to help students and faculty find high-quality images that have full permissions for educational use, and we are very excited to be able to offer this amazing collection. You'll be glad to know that all of the superior providers are included in this collection, and we plan to have over 60 collections in the near future.

FREE GALILEO PREVIEW AT [www.quest.eb.com](http://www.quest.eb.com)

The best way to see all that Image Quest has to offer is to experience it yourself. We have enabled GALILEO statewide so just jump in and enjoy through **December 31, 2011**.

If there are any access issues, please use username "questpreview" and password "galileo".

#### REVIEWS

Please also be sure to read the "[perfect 10](#)" review from *Library Journal* as well as a great review from *Booklist* in the February issues.

**Library Journal:** [http://www.libraryjournal.com/lj/ljinprintcurrentissue/888877-403/ereviews\\_britannica\\_image\\_quest\\_by.html.csp](http://www.libraryjournal.com/lj/ljinprintcurrentissue/888877-403/ereviews_britannica_image_quest_by.html.csp)

**Booklist:** <http://www.booklistonline.com/ProductInfo.aspx?pid=4531255>

**School Library Journal** also named Image Quest **Best Reference Pick** 2010 in the April issue of SLJ !

#### IMAGE QUEST

Simplify and improve your search for images with Image Quest. Now you can access more than two million rights-cleared images from over 50 of the best collections in the world (soon to be over 60 collections!). Dorling Kindersley Images, Getty Images, the National Portrait Gallery of London, the National Geographic Society, Oxford Scientific, and other leading names have joined with Britannica to provide the best and broadest collection of proprietary educational imagery. Teachers can use the images in their lesson plans and classroom activities while students will turn to the site as they work on homework assignments and school or course projects. Free of advertising and from trustworthy sources, Image Quest provides safe and fast access to high quality images on all topics and for all ages.

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#### LOCATE RIGHTS-CLEARED IMAGES SELECTED FOR EDUCATIONAL RELEVANCE

All images in Image Quest are rights-cleared for non-commercial, educational use— great for teacher lessons plans, assignments, activities, and whiteboards; student reports and projects; or school Web sites, newsletters, newspapers, flyers, and bulletins.

#### SAVE TIME

Organized by subject matter and fully searchable, Image Quest provides a unique collection from trustworthy sources. With images of every topic in one convenient site, you don't have to spend time combing through multiple Web sites looking for reliable images.

#### BE CONFIDENT IN THE IMAGES YOU USE

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#### ENJOY QUICK AND EASY ACCESS

Images can be downloaded, printed, saved in a "Lightbox" or virtual folder, or e-mailed as jpegs.

#### FEEDBACK AND QUESTIONS

Vicki Brock (local representative) (770) 324-7243 vbrock@eb.com

OR

Mabel Mannion (800) 621-3900 x7205 mmannion@eb.com

We look forward to getting your feedback. We are very excited to have the opportunity to offer this new database and we know the GALILEO users will love it as well.

I just don't like that man. I must get to know him better. ~ Abraham Lincoln



### Why Books Make the Best Presents!

1. Books don't need to be assembled before being given.
2. Books don't need batteries.
3. Books never come in the wrong color or size.
4. Books don't need to be serviced by a dealer.
5. Books don't need spare parts.
6. Books are easier to wrap than footballs.
7. Books look good with any decor.
8. Books don't need watering or fertilizing.
9. Books don't irritate your allergies.
10. Books don't go out of style.
11. Books don't get aphids or draw ants.
12. Books don't bark or need to be walked in the middle of the night.
13. Books don't stretch, shrink, or fade.
14. Books don't need extension cords.
15. Books won't scratch the coffee table.
16. Books don't get stale before they arrive.
17. Books never need ironing.
18. Books don't have zippers that break.
19. Books can be used over and over by many people.
20. When you are finished with a book, it is not empty.
21. A book is a gift you can open again and again and again.



#### Advocacy Tip



Have your parking lot (or elevator) speech ready to go with [this worksheet](#) from ALA's Advocacy University: [Frontline Advocacy Toolkit](#).

## 43rd Annual Conference on Children's Literature

If you have programs, activities, research, or ideas about children's literature to share, UGA would like to hear from you! Please consider being a presenter at the 43rd Annual Conference on Children's Literature, to be held in Athens on March 23-24, 2012. The small group sessions offer a great opportunity for sharing your passion and expertise in any aspect of teaching children's literature with your colleagues and individuals interested in this field.

### Potential Presenters

UGA is especially interested in presenters who are:

- Public librarians
- School media specialists
- Classroom teachers
- Reading specialists
- Graduate students
- Enthusiasts of children's literature



### Potential Topics

While your presentation subject matter must have a direct connection to children's literature, there are a number of possible topics that you could consider presenting.

Here are some ideas for possible topics that you might consider:

- Integrating children's literature across the curriculum
- Exploring various literary genres
- Using new media/digital literacies to extend and enhance appreciation of children's literature
- Exploring children's responses to literature
- Reaching reluctant readers with children's literature
- Helping children find books they can read and enjoy
- Literature and teaching standards and literature in the age of testing
- Organizing to participate in the GA Book Awards (tips and ideas from your school)

### Submissions

Presentation proposals are due no later than December 2, 2011.

To access the application form, please go to: [http://www.gcbac.com/conf\\_presenter2012.php](http://www.gcbac.com/conf_presenter2012.php)



# December 2011



## Georgia Department of Education

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																				
<p>November 11</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table> <p>January 12</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </table>				S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					1 English Chunnel completed: 1990	2 Monroe Doctrine signed: 1823	3 Joseph Conrad born: 1857-1924
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4 Invention of phonograph: 1877 	5 Walt Disney's birthday: 1901-1966	6 Who is Joyce Kilmer? 	7 US Naval base at Pearl Harbor attacked: 1941 	8 Birthday of Eli Whitney: 1765-1825	9 Birthday of Joel Chandler Harris: 1845/8-1908	10 Emily Dickinson born: 1830-1886																																																																																				
11 What is UNICEF?	12 Washington DC becomes capital: 1800 	13 Sir Francis Drake begins his circumnavigation voyage: 1577	14 George Washington died at Mount Vernon: 1799	15 Gone With the Wind premiered: 1939	16 Birthday of Margaret Mead, Arthur C. Clarke, Jane Austen, Beethoven!	17 Who wrote A Christmas Carol?																																																																																				
18 Nutcracker Suite first performed: 1892 	19 Carter Woodson born: 1875-1950	20 Chanukah begins 	21 Pilgrims land on Plymouth Rock: 1620 	22 Death of John Newbery: 1767	23 Night before Christmas published: 1823	24 What is the Treaty of Ghent?																																																																																				
25 Christmas 	26 Kwanzaa	27 Birthday of Louis Pasteur: 1822-1895	28 Woodrow Wilson born: 1856-1924	29 Battle of Wounded Knee: 1890 	30 Sinking of the Monitor: 1862	31 Henri Matisse born: 1869-1954 																																																																																				

When I discovered libraries, it was like having Christmas every day. ~ Jean Fritz