



Literacies in Action Program Recipes

BASIC
LITERACY

INFORMATION
LITERACY

CIVIC AND SOCIAL
LITERACY

HEALTH
LITERACY

FINANCIAL
LITERACY

Preview

No Need To

Print

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PA Forward

<http://www.paforward.org/>

As librarians we know that libraries aren't just for books.

Did you know that your library programs probably already incorporate at least one of the literacies?

That means no extra work!

Use PA Forward to share all the benefits libraries provide to your community.

“Literacies in Action” is a guide to help you get started with PA Forward at your library.

Make Change: A Penny for Your Thoughts

Need more program ideas? Check out the PA Forward Commons.

Discover how others are implementing the PA Forward literacies (“Take a Penny”), and share what has worked in your library (“Leave a Penny”).

<http://www.palibraries.org/page/PaFwdCommons>

PA Forward Toolkit

<https://www.palibraries.org/members/group.aspx?id=117296>

Information to get you started in using PA Forward

- **Overview**
Find an introductory webinar, Best Practices Database, a sell sheet, and more.
- **Fact Sheet**
Why focus on Basic Literacy? Find the rationale sheet with High Tech and High Touch examples.
- **Program Ideas (PA Forward Commons)**
Why reinvent the wheel? Look for ideas and submit your programs. It is important for everyone to help build this sharing resource.
- **Materials to Present**
Find logos and promotional materials and tips.
- **Press Releases**
Find sample press releases.
- **Just Do It!**
Find logos and shelf talkers to highlight the literacies in your collection, on flyers, on your website, and more.

A big part of PA Forward is partnering with the community and organizations around the state. Please be certain to check with your library policy in regard to facilitator solicitation while conducting an educational, informational program.

PROGRAM NAME:	Adult Summer Reading (ASR) Challenge PA Forward Basic Literacy
DEVELOPMENT LEVEL:	Moderate
DESCRIPTION:	<p>This summer reading club for adults has both intrinsic and extrinsic rewards. Challenge your patrons to complete a bucket-list style reading challenge during summer or anytime of the year.</p> <p>At the Chester County Library in Exton, we challenged patrons to read 16 different types of books in 2016 and called it “16 in ‘16.” Patrons were encouraged to read in different categories, including ‘a book recommended by a librarian’ and ‘a book written in the year of your birth.’ For each book completed, they received raffle tickets for our prizes. If patrons completed the challenge and read all 16 categories, they were eligible for the grand prize – an iPad mini!</p> <p>We reached out to area businesses, like a nearby Movie Tavern, and government departments, like county parks, for prizes and programming. Associated programming included a ‘book-to-movie’ discussion following the screening of the film <i>Me Before You</i>. Patrons also received raffle tickets when they attended programs. During the first week in September, they submit their raffle tickets for gift cards or gift baskets, many donated by area businesses.</p>
TOPIC(S):	Basic Literacy, Summer Reading Program
TARGET AUDIENCE:	Adults, Young Adults (18+), 50+
EXPECTED EXPENDITURE:	\$50 - \$200
PARTNERS:	<p>Area Businesses: book stores, movie theaters, restaurants, gyms, dance studios, and other recreational groups</p> <p>County or municipal departments: Parks & Recreation, Health Department</p>
MATERIALS:	<p>ASR Brochures</p> <p>Reading Challenge Checklists</p> <p>Registration forms (print or online)</p> <p>Flyers/posters to promote program</p> <p>Various prizes</p>

PLANNING TIMELINE:

Plan 6 months in advance

Month 6

- Create reading challenge.
- Identify area businesses, county or township departments, and organizations with whom to partner.
- Begin contacting possible partners to gauge interest.
- Identify topics for any ASR programs (optional).
- Reserve possible dates for programs (optional).

Month 4 - 5

- If using an online registration process, create the registration form (Google Forms is free) and decide where to link on library website.
- Design reading checklists, ASR brochures, and promotional materials to distribute.
- Draft press releases, email blasts, social media announcements, website content, etc., but do not publish yet.
- Establish partnerships for prizes and programming (optional).

Month 2- 3

- Touch base with partners about prizes and any ASR programs to be held.
- Print checklists, ASR brochures, and promotional materials.
- Publish press releases, email blasts, social media announcements, and website content; stagger release of announcements to create ongoing interest.

Month Of

- Gather remaining materials & prizes.
- Display internal posters or flyers.
- Train staff on how to promote and discuss the ASR challenge.
- Be sure to always have ASR checklists, brochures, etc. available at service desks; use outreach events as opportunities to grow participation.
- Host an ASR information table at entrance of library.

RESOURCES:

Chester County Library & District Center and Henrietta Hankin Branch Adult Summer Reading Challenge

<http://chescolibraries.org/books-movies-music/adult-summer-reading-program>

Google Forms: <https://www.google.com/forms/about/>

GOALS:

To increase basic literacy in adult patrons.

To instill love of reading and promote library usage among adult patrons.

OUTCOMES:

More PA library users will turn to their public library for pleasure reading.

Library patrons will be exposed to different genres and feel more connected with their local public library.

ASR Checklist Bookmark

Developed by Tom Berman & Stephanie Sharon of the Chester County Library (Exton, PA) in collaboration with the Adult Summer Reading Committee (April 2016)



Challenge
16 in '16



Adult Summer Reading
2016

- A book you can finish in a day
- A book recommended by a librarian
- A book set somewhere you've always wanted to visit
- A book written in the year you were born
- A book that was banned at some point
- A book being made into a movie this year
- A book translated to English
- A book with a blue cover
- A book chosen for you by your spouse, partner, sibling, child, or BFF
- A book in a genre you typically don't read
- A book to help you learn something new
- A book "everyone" has read but you
- A book with bad reviews
- A book written by someone under 30 or over 70
- A book with non-human characters
- The second book in a series

Chester County Library & Henrietta Hankin Branch Library invite you to participate in our 2016 Adult Summer Reading Club that will run from June through August.

Earn raffle tickets for great prizes by completing one or more items in the 16 in '16 Reading Challenge, reading, or listening to, up to 10 books of your own choosing, and by attending programs. Record your name and the titles of the books on your logs. All books must be adult or young adult reading level. Turn in your log(s) at the end of the summer to receive your raffle tickets. For events, tickets will be handed out at the end of the event.

You can register at <http://tinyurl.com/gtzml2> and find additional details by visiting our Adult Summer Reading page under Books, Movies & More page at www.chescolibraries.org.

Register by July 6th and you might win 6 tickets for Reading Fightin Phils regular season home games.

Happy Reading!



A photograph of a person lying on their back on a pebbly beach, wearing a large straw hat and holding an open book above their head. The background shows a clear blue sky and calm ocean waves.



CHESTER COUNTY LIBRARY
& DISTRICT CENTER
AND HENRIETTA HANKIN BRANCH

read. connect. discover.

ASR Reading Log

Developed by Tom Berman & Stephanie Sharon of the Chester County Library (Exton, PA) in collaboration with the Adult Summer Reading Committee (April 2016)

2016 Adult Summer Reading Club Log

Record 10 Books of Your Choosing

Your Name:

Title	Author	Format (print, ebook, audio)	Comments

Gearing up for an exciting summer!



**Adult Summer Reading Challenge
Program Survey**

Please tell us how much you agree or disagree with these statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know
1. Overall, this program met my expectations.						
2. I learned something as a result of participating in this program.						
3. I am more aware of the resources and services provided by the library after participating in this program.						
4. I will participate in more reading programs at the library in the future.						
5. I intend on applying what I learned from this program in the future.						
6. This program encouraged me to read outside of my comfort zone.						
7. This program has made me a more avid reader.						
8. I plan on recommending the books that I read this summer to friends and family.						

9. What did you like most about this program?

10. What could the library do to better assist you in learning more?

This program is sponsored by _____ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.



PROGRAM NAME:	Cursive Club PA Forward Basic Literacy
DEVELOPMENT LEVEL:	Moderate
DESCRIPTION:	Introduction, review, and practice of cursive writing using the foundation of print letter recognition.
TOPIC(S):	Handwriting (Cursive)
TARGET AUDIENCE:	Grades 1-3 (and other grades with specific interest) and ESL students of all ages.
EXPECTED EXPENDITURE:	0 (\$25 or less for refreshments)
PARTNERS:	Local teachers, in-service or retired Local high school students Local professors and undergraduate students Library teen volunteers
MATERIALS:	Paper, sharpened pencils, name tags (if needed) Folders for children to keep their work in from week to week Environmental music, CD player with CDs or iPod and docking station (to listen during practice sessions) Lesson Plan (SAMPLE INCLUDED) Projector, tablet, or other device (to watch the YouTube video) <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=3C26YWtFwYQ White board and dry erase markers (to demonstrate letters) <i><u>Items for selected practice stations (explained below)</u></i> <ul style="list-style-type: none"> • Magnetic write/wipe lap boards, dry erase markers, erasers • iPad or other mobile device with app (teachersparadise.com studios / Finger Tracing Flashcards™ Zaner-Bloser©Cursive Style variation) • Flash cards (multiple sets), printed onto cardstock, cut. Can be laminated <ul style="list-style-type: none"> ○ http://www.sherigraham.com/files/ABC_Cursive_Flashcards-ebook.pdf • Ziploc quart-sized bags, colorful non-toxic paint, tape, 6" Wooden Stick Cotton Swabs <ul style="list-style-type: none"> ○ http://tinyurl.com/grqf6m3 • Colored highlighters, paper <ul style="list-style-type: none"> ○ http://tinyurl.com/h7dqflg • Wooden dowels, colorful ribbon to make ribbon wands or just use colorful story time scarves (no need to attach scarves to dowels) <ul style="list-style-type: none"> ○ http://www.somewhatsimple.com/ribbon-wands/

- Plastic, reusable, closable boxes for colored sand or sugar, unsharpened pencils
 - <http://kindergarteniscrazy.blogspot.com/2013/03/sight-word-literacy-center-activities.html>
- Copies of practice paper for home (INCLUDED)

PLANNING TIMELINE:

Month 4

- Secure facilitator, if necessary.

Month 3

- Lesson plan review (either outside facilitator or library staff) and modify, if needed.

Month 2

- Create and display promotional flyer.
- Create and display registration.

Month 1

- Gather materials.
- Gather books for display.

Day Of

- Room setup/breakdown.

RELATED BOOKS:

A Beetle Is Shy by Dianna Hutts Aston (author) Sylvia Long (illustrator) (Chronicle Books, 2016).

A Butterfly Is Patient by Dianna Hutts Aston (author) Sylvia Long (illustrator) (Chronicle Books, 2011).

An Egg Is Quiet by Dianna Hutts Aston (author) Sylvia Long (illustrator) (Chronicle Books, 2014).

A Nest Is Noisy by Dianna Hutts Aston (author) Sylvia Long (illustrator) (Chronicle Books, 2015).

A Rock Is Lively by Dianna Hutts Aston (author) Sylvia Long (illustrator) (Chronicle Books, 2015).

RESOURCES:

ABC Flashcards

http://www.sherigraham.com/files/ABC_Cursive_Flashcards-ebook.pdf

Cursive Handwriting Pack - <http://tinyurl.com/zfehrea>

A-Z Cursive Handwriting Worksheets

<http://www.confessionsofahomeschooler.com/blog/2012/10/a-z-cursive-handwriting-worksheets.html>

Cursive Writing Guide

<http://www.k5learning.com/sites/all/files/Cursive-letter-guide.pdf>

GOALS: To introduce cursive alphabet.
To practice cursive alphabet.
To review cursive alphabet.

OUTCOMES: Increased level of familiarity of cursive alphabet.
Increased development or development of skill set for writing the cursive alphabet.
Increased opportunities to practice cursive writing.

Cursive Club Lesson Plan (SAMPLE) – 45 to 60 Minutes

Part 1 (Trace and Write Letters – **Upper and Lower Case a, c, d, g**) Session 1

Introduction

Share our names and favorite class in school

Have children print their first names on their folders

Activity 1 (kinetic): Watch video and write in the air when following along.
<https://www.youtube.com/watch?v=3C26YWtFwYQ>

Lesson 1: *Introduce and review upper and lower case letters (a, c, d, g) written on whiteboard.*

Exercise 1 (static): Practice upper and lower case **a, c, d, g**.
Play music.

Activity 1 (movement): Practice Stations.
Make letters in sugar/sand, magnetic write/wipe lapboards, flash cards, tablet.
Play music.

Exercise 2 (static): Continue to practice upper and lower case **a, c, d, g**.
Play music.

Activity 2 (movement): Practice Stations.
Make letters in sugar/sand, magnetic write/wipe lapboards, flash cards, tablet.
Play music.

Exercise 3 (static): Continue to practice upper and lower case **a, c, d, g**.
Play music.

Activity 3 (movement): Practice Stations.
Make letters in sugar/sand, magnetic write/wipe lapboards, flash cards, tablet.
Play music.

Homework paper Talk about the importance of practicing at home.

NOTE: <http://tinyurl.com/zfehrea> The creator of the printables from www.thisreadingmama.com researched the order in which to introduce the letters. We followed her plan with a focus on letters ONLY not words, at this point, with the intention of developing Cursive Club “Lesson 2.”

Lesson 1 (TRACE and WRITE) Session 1 a, c, d, g

Lesson 1 Session 2 h, p, t

Lesson 1 Session 3 e, f, l

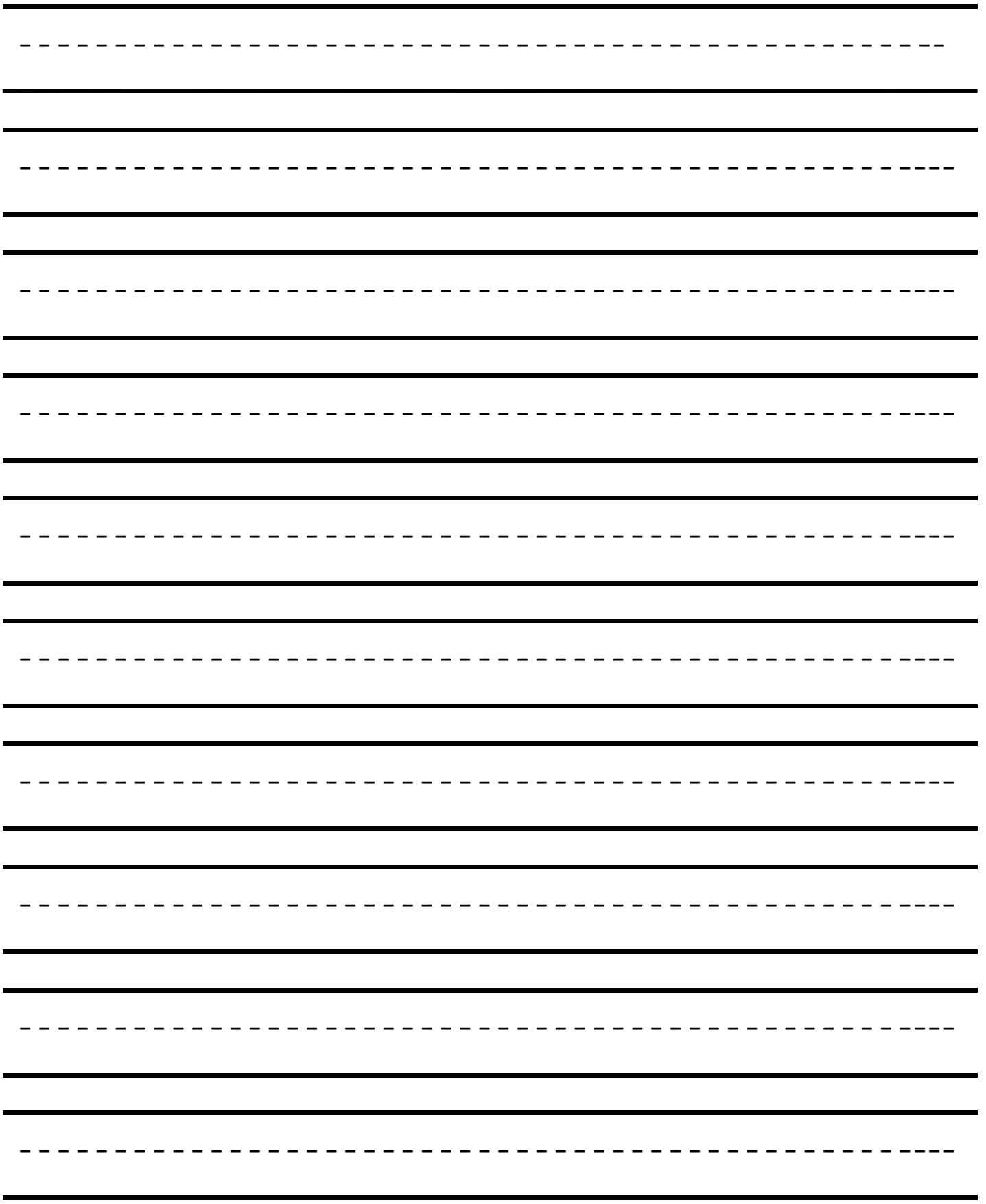
Lesson 1 Session 4 i, j, u, y

Lesson 1 Session 5 k, r, s

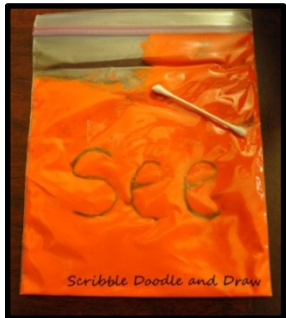
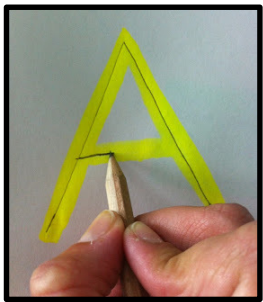



Lesson 1 Session 6 m, n

Lesson 1 Session 7 v, w, x

Lesson 1 Session 8 b, o, q, z



Practice Station Ideas

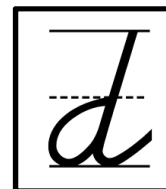
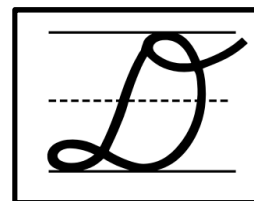
<p>Activity 1 Paint Baggies</p>	<p>Fill resealable baggies with paint and tape the top closed. Provide one 6" Wooden Stick Cotton Swab or unsharpened pencil as a writing implement for each child.</p>	<p>http://tinyurl.com/grqf6m3</p>	
<p>Activity 2 Highlighted Tracing Sheets</p>	<p>Use a colored highlighter to create the tracing letters.</p>	<p>http://tinyurl.com/h7dqflg</p>	
<p>Activity 3 Kinetic Letters</p>	<p>There is value in feeling the letters to learn them. Add some fine colored sand or colored sugar into a pencil box and provide an unsharpened pencil as the writing implement. Children can trace letters in the sand! The pencil box keeps the sand or sugar neat and tidy!</p>	<p>http://tinyurl.com/hegx75o</p>	
<p>Activity 4 Ribbon Wands</p>	<p>Kinetic activity with a similar concept of practicing cursive letter formation to increase familiarity and muscle memory. Alternately, story time scarves work well.</p>	<p>http://tinyurl.com/jyq7dhx</p>	
<p>Activity 5 App for iPad or Android</p>	<p>Finger Tracing Flashcards™ Zaner-Bloser©Cursive Style variation</p>	<p>Android URL http://www.teachersparadise.com/apps/abc-kids-write-cursive-zbc-pro</p> <p>Apple URL https://itunes.apple.com/al/app/kids-abcs-cursive-writing/id1041143184?mt=8</p>	

Practice Station Ideas Continued

Activity 6 | Flash Cards

Facilitates familiarity through repetition. Can be used individually or in a group.

<http://tinyurl.com/hwrqfuw>



**Cursive Club
Program Survey (FOR PARENT/CAREGIVER)**

Please tell us how much you agree or disagree with these statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know
1. Overall, this program met my child's(ren's) expectations.						
2. My child(ren) learned or did something at the library today that was helpful.						
3. I am more aware of the resources and services provided by the library.						
4. My child(ren) will attend more programs at the library on basic literacy.						
5. I intend on discussing the importance of writing in cursive with my child(ren).						
6. I intend to explore other cursive writing concepts with my child(ren) through books at the library.						
7. I intend to introduce other basic literacy concepts to my child(ren) through books and programs at the library.						
8. I intend to discuss other basic literacy concepts with my child(ren).						

9. What did my child(ren) like most about this program?

10. What could the library do better to assist my child(ren) in learning more?

This program is sponsored by _____ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.



PROGRAM NAME:	Pancakes & Poetry PA Forward Basic Literacy
DEVELOPMENT LEVEL:	Low/Moderate
DESCRIPTION:	A casual program that mixes food and conversation with poetry. Teens will be invited to share their own poetry or read a favorite poem while enjoying pancakes. Facilitating this program may be as informal as simply encouraging everyone to eat pancakes together while letting it be known that the floor is open for anyone to share their poetry whenever they feel comfortable. Set up a display of poetry books for teens to look through, use to read aloud, or check out if they wish. This program may be tied to a certain time of year like Poem in Your Pocket Day or National Poetry Month in April.
TOPIC(S):	Poetry, public speaking, creative writing
TARGET AUDIENCE:	Teens
EXPECTED EXPENDITURE:	\$10-\$20 for pancake mix and toppings (Save money by borrowing a griddle)
PARTNERS:	Local high school teachers
MATERIALS:	Poetry books from the library collection Paper & pencils Pancake mix, water Plates and forks Pancake toppings (fruit, syrup, whipped cream, chocolate chips, etc.) Griddle, pancake turner, cooking spray
PLANNING TIMELINE:	<i>Month 2</i> <ul style="list-style-type: none"> • Promote event through calendar, media, and flyers. <i>Month 1</i> <ul style="list-style-type: none"> • Gather materials, books, etc. <i>Day Of</i> <ul style="list-style-type: none"> • Set up room.
RELATED BOOKS:	<i>Aimless Love</i> by Billy Collins (Random House, 2014). <i>The Selected Poems of Emily Dickinson</i> by Emily Dickinson (Modern Library, 2000). <i>Dizzy in Your Eyes: Poems About Love</i> by Pat Mora (Ember, Reprint 2012). <i>Time You Let Me In: 25 Poets Under 25</i> edited by Naomi Shihab Nye (Greenwillow Books, 2010).

A Thousand Mornings by Mary Oliver (Penguin Press, 2012).

Poems for a Small Planet: Contemporary American Nature Poetry edited by Robert Pack & Jay Parini (Middlebury College Press, 1993).

RESOURCES:

National Poetry Day: Enjoy, Discover, Share

<http://www.forwardartsfoundation.org/national-poetry-day/>

Poets.org <https://www.poets.org/national-poetry-month/poem-your-pocket-day>

GOALS:

To develop public speaking skills.

To cultivate an atmosphere of open conversation.

To encourage teens to express themselves through poetry.

OUTCOMES:

Increased discussion on poems and their significance to individuals.

Confidence sharing a poem in front of others.

**Pancakes & Poetry
Program Survey**

Please tell us how much you agree or disagree with these statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know
1. Overall, this program met my expectations.						
2. I learned or did something at the library today that was helpful.						
3. I am more aware of the resources and services provided by the library.						
4. I will attend more programs at the library.						
5. I intend to apply what I learned.						
6. I felt comfortable sharing a poem or discussing poetry with others.						
7. I heard a poem I have never heard before.						
8. I plan on sharing more poetry with others in the future.						

9. What did you like most about this program?

10. What could the library do to better assist you in learning more?

This program is sponsored by _____ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.



PROGRAM NAME:	Teen Writing Club PA Forward Basic Literacy
DEVELOPMENT LEVEL:	Low/Moderate
DESCRIPTION:	Teen Writing Club is a chance for teens to meet with others who enjoy writing, and gives them a chance to practice their skills and work with new themes.
TOPIC(S):	Writing
TARGET AUDIENCE:	Teens (can also be used with grades 4-6)
EXPECTED EXPENDITURE:	\$0-\$25 (Depends on the activities you choose)
PARTNERS:	Local teacher and/or college student Local author (books, magazine, newspaper)
MATERIALS:	Will depend on activities chosen. Activity suggestions are attached.
PLANNING TIMELINE:	<p><i>Month 3 +</i></p> <ul style="list-style-type: none"> • Talk to teens to find out if they are interested, and what they would want to get out of a writing club. When can they meet? How often? Once a month? • Contact possible partner. <p><i>Month 2</i></p> <ul style="list-style-type: none"> • Narrow down the activities based on your goal as well as the teens' goals. Decorating journals is a good way to start and break the ice among teens in a relaxed atmosphere. • Purchase supplies as needed. • Touch base with partner. • Publicity: flyers and newspapers. • Begin registration. <p><i>Month 1</i></p> <ul style="list-style-type: none"> • Prepare chosen activities. • Continue to promote the program. <p><i>Day Of</i></p> <ul style="list-style-type: none"> • Set up room.
RELATED BOOKS:	<p><i>Leap Write In!: Adventures in Creative Writing to Stretch and Surprise Your One-of-a-Kind Mind</i> by Karen Benke (Roost Books, 2013).</p> <p><i>Rip the Page!: Adventures in Creative Writing</i> by Karen Benke (Roost Books, 2010).</p> <p><i>You Write It!</i> Series by John Hamilton (Abdo Publishing, 2009).</p>

Seize the Story: A Handbook for Teens Who Like to Write by Victoria Hanley (Prufrock Press Inc., 2011).

Image & Imagination: Ideas and Inspiration for Teen Writers by Nick Healy (Switch Press, 2016).

Writer to Writer: From Think to Ink by Gail Carson Levine (HarperCollins, 2014).

Just Write: Here's How by Walter Dean Myers (HarperCollins, 2012).

Spilling Ink: A Young Writer's Handbook by Ellen Potter, Anne Mazer and Matt Phelan (Square Fish, 2010).

RESOURCES:

Dissertation Writing Group: <http://gradlogic.org/dwg/>

Although geared toward dissertation writing many of the tips can be used for any kind of writing group.

40 of the Best Websites for Young Writers

http://study.com/articles/40_of_the_Best_Websites_for_Young_Writers.html

Pongo Teen Writing - <http://www.pongoteenwriting.org/index.php>

More resources can be found throughout Writing Club ideas (p. 23).

GOAL:

To provide out of school time for creative writing.

To help teens become better writers.

To build a support group for teens passionate about writing.

OUTCOMES:

An increased level of comfort with creative writing in a recreational environment.

Improved writing skills.

Teens will receive feedback about their writing.

Teen Writing Club Ideas

Feel free to change the format to what works for you and your teens. Each group of teens is different, and what works for one group may not work for another.

Sample Session Outline

- Have everyone introduce themselves; this could be combined with sharing time.
- Sharing Time: Everyone can share what they are writing. You can make this optional.
- Discuss a Writing Tip (See next page for a handout)
Give teens tips on writing. You could do one tip per session, or have a handout ready for each new member.
- Activity (Optional)
This can be done at all sessions or just some sessions to mix things up a bit. Some activities can double as a writing prompt such as Roll a Story.
- Writing Prompt
Use one of the writing prompt ideas below to get everyone started on a story for the next session. It's okay if teens write about what they want, but some may need an idea to get started.

Activities

- Homemade Journals: Supply notebooks and craft materials for the teens to decorate their own journal.
- My Little Book (This idea is for kids, but can be used for teens too. Scroll down on the website for how to create this book.)
<http://www.sturdyforcommonthings.com/2013/03/storytime-mixer/>
- Accordion Envelope Books
<http://lifeyourway.net/bookmaking-for-kids-accordion-envelope-books-2/>
- 3D Book with 3D Glasses: Have teens write short stories that they feel they will be able to use simple illustrations for. First use a blue marker (Sharpies are best) to draw the image, and then highlight it using a red marker. To make 3D glasses use the template found on About Home Family Crafts. See below for the link. Use blue and red Mylar or acetate sheets or color clear plastic baggies, cellophane or transparency sheets using blue and red permanent markers. Wait for the markers to dry before cutting the pieces out a little bigger than the eye holes. Tape the pieces to the cut out glasses.
 - <http://de-tout-et-de-rien-caroline.blogspot.com/2012/01/comment-fonctionne-le-tridimensionnel.html>
 - http://familycrafts.about.com/od/creativepaper/ss/3D_Glasses.htm#showall
- Write fan letters.
- Read aloud sections of books that you and the teens love, and talk about the choices the author made that made the writing great.
- Mad Libs: Can be used as a warm up. Choose one that goes with the theme or genre, or have the teens turn their stories into Mad Libs for everyone to try.
- Cut out words from newspapers and magazines, and have the teens make poems.
- Supply comic strips, and write and illustrate comics.

Teen Writing Club Ideas: Continued

Activity & Writing Prompts

These activities also lead to writing prompts.

- Deal a Story
 - What you need: Index cards, old magazines, scissors, glue sticks
 - To make the cards cut out interesting pictures from the magazines, and glue them to one side of the index card (one picture per card). You can do this or have the teens help. Wait until the glue dries before playing.
 - To Play: Deal out the same number of cards to each player (more cards=longer game). Players should not look at their cards. Each player takes their turn by discarding a card so everyone can see it, and using the image as a prompt for part of the story. For example, if you turned over a card with a bear on it, you might say, "Once upon a time, there was a lonely bear named Allison who lived in a deep, dark forest." It's up to you how long each player gets to spin their part of the story. The game continues around the circle until all the cards are played and the story is wrapped up.
 - 2 Variations: Use the cards as prompts for each teen to write their own story (deal 3-4 cards each, which they'd have to incorporate somehow) or use them to kick-start a stalled story (pull out a card and put whatever it is into the story).
- Roll a Story
 - Each participant rolls a die 3-4 times to get their character, setting (or setting time & setting place), and plot.
 - One sample geared towards Halloween time, and a blank template can be found after Writing Prompts and Writing Tips.
- Story In a Bag
 - Put random items in a bag before the club begins. When ready pull out items one at a time.
<http://www.apartmenttherapy.com/rainy-day-boredom-buster-diy-s-160311>
 - Option 1: Everyone has to write a story using the items in the bag.
 - Option 2: Everyone takes turns building the story one sentence at a time. Don't forget to write it down, so it can be reread in full later. Make a copy for all participants.

Teen Writing Club Ideas: Writing Prompts

You can be silly or serious, or you can alternate.

- **Fiction Writing Prompts for Writers of YA Fiction**
<http://www.writingforward.com/writing-prompts/fiction-writing-prompts/fiction-writing-prompts-young-adult-ya-genre>
- **Visual Prompts** (many also incorporate questions to be answered about the picture)
 - <http://www.iteenwrite.com/four/>
 - <http://rainbowswithinreach.blogspot.com/2012/02/writing-prompts-from-photos.html>
 - <http://writingprompts.tumblr.com/post/17477297690/my-28-most-tried-and-true-writing-prompts>
 - <https://teengirlsthatwrite.wordpress.com/category/teen-writing-prompts/>
- **First Line(s)**
 - First Line Zombies - <http://www.iteenwrite.com/firstlinezombie/>
 - Writing Words: Writing Starters - <http://www.writingwords.com/writing-starters/>
 - Our lives were changed when . . .
 - I couldn't believe it. Right in front of me was a dragon.
 - It is always winter.
- **What If? Scenarios**
 - What if your teacher was an alien?
 - What if all the electricity stopped working?
 - What if it started raining candy?
 - What if all the trees disappeared?
- **Brainstorm**
 - Choose a theme, and as a group brainstorm a word bank based on that theme. Encourage teens to use some of these words in their next story. <http://www.iteenwrite.com/ghoststorywordbank/>
 - Brainstorm a list of characters, conflicts, and settings. Put each part in a hat or basket to mix them up. Pull a character, conflict, and setting for each participant to write about. <http://www.weareteachers.com/blogs/post/2014/08/11/teacher-helpline-what-are-some-fun-ways-to-inspire-student-writers->
- **Other Ideas**
 - A Mysterious Phone Call
 - A Mysterious Letter
 - A Mysterious Object
 - What is courage?
 - Write about a world problem and how you would solve it.
 - Give teens an index card with 5-10 words that need to be incorporated into the story. Example: brick, alley, broom, kittens, nervous, window and slam.
- **More Resources**
 - High School Journal Topics - http://teens.lovetoknow.com/High_School_Journal_Topics
 - National Novel Writing Month – <http://ywp.nanowrimo.org/>
Includes lesson plans for various grade levels. This could be useful for helping serious writers with elements of a good novel.
 - Read Write Think – www.readwritethink.org
 - Robyns World: Teen Writing Prompts - <http://robyns.world/2012/01/22/teen-writing-prompts/>
(nice mix of fun and thoughtful)
 - Writing Prompts - <http://writingprompts.tumblr.com/>

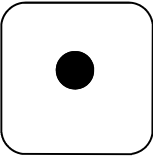
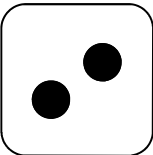
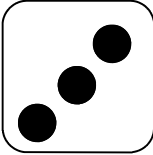
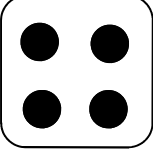

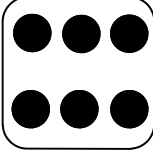
Writing Tips for Teens

- Writing Goals – What do you want to get out of writing? Is it for fun? Do you want it to be a career? Writing career goals will help you decide where you are going and what you need to get there.
- Get a Good Dictionary
- Read A Lot
 - Read a variety of books, even those that don't interest you. Figure out what that writer did right in order to sell their book. (3)
 - Learn what good writing looks like. (1)
 - Imitating the writers you love will help you develop your own style later. (1)
- Write Every Day (3) – Practice Practice Practice
 - The more you write the better you will get.
 - Writing every day will help you get used to putting your thoughts into words.
- Know Your Subject (2) – Write about what you know, what you care about, and/or do your research.
- Edit Edit Edit – Reread and Rewrite (1, 2)
 - Make sure grammar and punctuation are correct. Find those little mistakes.
 - Rewrite what doesn't sound right.
 - Keep rewriting to make it the best it can be.
- Pay Attention (3) – Paying attention in school helps you with two important skills for writing – observe and comment. Observing people is a good way to learn about why people do what they do, which will help in character development. Also, your English Grammar class is important for good writing.
- Career Tips (3)
 - Have another job. Writers don't make much, especially in the beginning. Also, other experiences can help in your writing.
 - Learn about the publishing industry. This will help you learn about why some works sell and others don't.
- Publishing Tips
 - Research publishers to find what best suits your work. (2)
 - Be Ready for Rejection (3)
 - Your work may need more editing.
 - Editors can only accept so many, and do reject works they like because they don't have enough space.
 - Might not be the right fit. Try someplace else.
- Work for your school newspaper. Get experience, work with editors, and have something to add to your portfolio. (3)

Resources Used for Tips

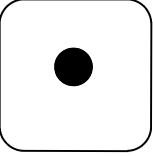
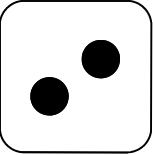
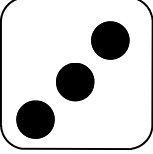
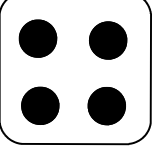
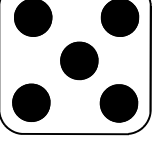
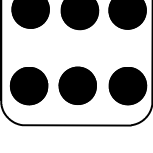
- BookTrust: Three Simple Rules to Become a Better Writer (1)
<http://www.booktrust.org.uk/news-and-blogs/blogs/booktrust/852>
- Education World: Ten Tips for Younger Writers (2)
http://www.educationworld.com/a_curr/curr172.shtml
- Whatever: 10 Things Teenage Writers Should Know About Writing (3)
<http://whatever.scalzi.com/2006/04/27/10-things-teenage-writers-should-know-about-writing/>

Roll-a-Story

	Character	Setting Time	Setting Place	Plot
	Ghost	Midnight	Abandoned School	Someone is Lost
	Monster	At Sunset	Dark Woods	Someone is Looking for Something
	Zombie	Dinner Time	Haunted House	A Dangerous Journey
	Vampire	Night of a Full Moon	Laboratory	A Crash Landing
	A Crazy Clown	Before Sunrise	Graveyard	No Electricity
	Mummy	Noon	A Rocky Seashore	A Chase Takes Place

Modified from: <http://www.createteachshare.com/2014/09/ready-print-go-halloween-edition.html>

Roll-a-Story

	Character	Setting	Plot
			
			
			
			
			
			

**Teen Writing Club
Program Survey**

Please tell us how much you agree or disagree with these statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know
1. Overall, this program met my expectations.						
2. I learned or did something at the library today that was helpful.						
3. I am more aware of the resources and services provided by the library.						
4. I will attend more programs at the library.						
5. I intend to apply what I learned.						
6. I enjoy the opportunity to write without worrying about grades.						
7. My writing skills are improving.						
8. I like receiving feedback about my writing.						

9. What did you like most about this program?

10. What could the library do to better assist you in learning more?

This program is sponsored by _____ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.



PROGRAM NAME:	Toddler Shake and Boogie PA Forward Basic Literacy
DEVELOPMENT LEVEL:	Low
DESCRIPTION:	Toddlers are innately musical and studies have shown that babies absorb music even in the womb. Before they learn to speak, children learn about language, rhythm, and sound. Pre-schoolers love singing songs and moving to music, and it helps their language development and physical skills. This energetic and fun-packed activity session offers rhymes, songs, and movement for pre-schoolers. Musical instruments, scarves, and parachutes are often included.
TOPIC(S):	Movement & Music
AUDIENCE:	Toddlers (ages 1-3 years old) and caregivers
EXPECTED EXPENDITURE:	Moderate (cost of instruments, parachute, etc.)
PARTNERS:	Friends of the Library Local musicians
MATERIALS:	Musical instruments Scarves Parachutes MP3 with downloaded children's songs or CD player with songs
RELATED BOOKS:	Books on movement and music for children & parents.
PLANNING TIMELINE:	<i>About 1 Month</i> <ul style="list-style-type: none"> • Advertise at the library and on the library's webpage, moms groups, preschools.
GOALS:	To provide a place for toddlers and their caregivers to enjoy a program of music and movement with their peers.
OUTCOMES:	To promote lifelong learning and libraries as an integral part of this process.

HANDOUT FOR TODDLER SHAKE AND BOOGIE:



TODDLERS SHAKE AND BOOGIE



Toddlers are innately musical. Before they learn to speak, children learn about language, rhythm and sound. Preschoolers love singing songs and moving to music, and it helps their language development and physical skills.

This energetic and fun-packed activity session offers rhymes, songs and movement for preschoolers. Musical instruments and parachutes will be included.

Join us on Tuesday mornings @ 10:30 for a ½ hour of fun.

No registration required.



TODDLERS SHAKE AND BOOGIE



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SAMPLE PROGRAM

March to "The Ants Go Marching One By One."

"The Wheels On the Bus"

"The Itsy Bitsy Spider"

"If You're Happy and You Know It"

Everyone up for "The Hokey Pokey."

Pass out instruments to all the children.

March to "Yankee Doodle" and "John Jacob Jingleheimer Schmidt."

Use seasonal songs or other songs of your choice.

Sit down for "Row, Row, Row Your Boat."

Time for the parachute, please return instruments to the bags.

Some children hold parachute while others prefer to be underneath.

End with the Tickle Bees... make a fist, count to five and the bees come out and tickle.

**Toddler Shake and Boogie
Program Survey**

Please tell us how much you agree or disagree with these statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know
1. Overall, this program met my expectations.						
2. My child experienced or did something they have not before.						
3. I learned about other library programs that might benefit my child.						
4. I will attend more programs at the library.						
5. The library is a welcoming place and an integral part of our community.						

6. What did you like most about this program?

7. What could the library do to better assist you with your involvement in the community?

This program is sponsored by _____ Library as part of the PA FORWARD initiative promoting the value of libraries in the 21st century.

