

Reynolds, Marilyn

I Won't Read and You Can't Make Me: Teaching Reluctant Teen Readers ★

2004. 134pp. \$17 pbk. Heinemann Library. 0-325-00605-9. Professional

9-12 Marilyn Reynolds, the author of realistic fiction such as *Detour for Emmy* (Morning Glory Press, 1993) and *Too Soon for Jeff* (Morning Glory Press, 1994), gives down-to-earth advice in this volume. It tells why reading is the most important skill educators can teach to unmotivated students. From the cover photo (a student with head on desk, hoodie over his head, and arms lying on the book—a common pose!) to the tips on how to motivate reluctant readers, Reynolds gives us many practical approaches to try. The chapters contain classroom management issues and student/teacher accountability topics. Reynolds promotes SSR (Sustained Silent Reading) and she uses reading and writing techniques to help reluctant readers gain confidence in their abilities. She provides useful ideas in a chapter entitled “Tricks of the Trade” that every teacher can use. The appendices include surveys, graphic organizers and references, and tips to nurture the writing of teachers and students alike. This is a short, easy-to-read book and an excellent source of information on the problem of reluctant readers that needs to be addressed in all schools. Give this book to your school board members! **Highly Recommended.** *Sandra Kilar, Library Media Specialist, South Lyon (Michigan) High School*

Taylor, Paige & Jerri Lejeune

Consider the Source: Finding Reliable Information on the Internet

2004. 120pp. \$16.95 pbk. Upstart Books. 1-57950-095-1. Professional

K-5 How often have you heard, or said **6-8** to others, “Consider the source.” We mean, of course, that we should think about who is speaking, the person’s credibility, or where the words are coming from. This short guide will help beginning teachers, those less familiar with the Internet, and teachers who would like specific lessons to teach students in grades four through six to be more critical readers of information found on the Web. The 10 chapters presented here provide lessons for evaluation of Web sites, domain names, what makes an expert in the field, and how to determine credibility. Others tackle the question of hoaxes, scams, and paranormal phenomena and verifiability. The format of lessons, standards, activities, and diagrams is easy to follow, printed in an easy-to-read type size. Lessons are set out clearly, standards to be covered are noted at the beginning, a summary of what is to be learned, objectives, and the activity used to attain the objective follow. Activity sheets may be copied and used with students. While not as comprehensive as Crane’s *Teaching With the Internet: Strategies and Models for K-12 Curricula* (Neal-Schuman Publishing, 2000), this book could be used as a review as well as for teaching new material. **Recommended.** *Leslie Greaves Radloff, Librarian/ Media Specialist, Rondo Instructional Resource Center St. Paul, Minnesota*

Valenza, Joyce Kasman

Power Tools Recharged! 125+ Essential Forms and Presentations for Your School Library Information Program ★

2004. 320pp. \$55 pbk. ALA Editions. 0-8389-0880-2. Professional

K-5 This book is chock-full of every imag-
6-8 inable form a teacher-librarian might
9-12 need to use in working with faculty and students. Although there is no index, there is a detailed table of contents to steer users to the desired form. The book comes unbound and punched for use in a three-ring binder. This makes it simple to use the forms, which all have permission to reproduce for nonprofit education purposes. Pre-printed tabs help to organize the pages. Some of the subjects covered include starting a book club, suggestions for holding a technology information night, material selection policy, and a Big6 skills overview. There are suggested rubrics, guidelines for citing sources, forms for taking notes, and much more. There are even six possible PowerPoint presentations covering plagiarism, suggestions for thoughtful research, and self-evaluation. There is a CD-ROM included that allows librarians to customize all of the forms. I can see myself making heavy use of this resource for years to come. **Highly Recommended.** *Ann M.G. Gray, Library Media Specialist, Pittsburg (New Hampshire) School*

Youth Information-Seeking Behavior: Theories, Models, and Issues ★

Edited by Mary K. Chelton & Colleen Cool. 2004. 403pp. \$40 pbk. Scarecrow Press. 0-8108-4981-X. Professional

K-5 Editors Mary Chelton and Colleen
6-8 Cool have compiled a body of research
9-12 that is very likely to grace library science classrooms and influence researchers in our field for years to come. Cool begins this work with a historical look at how researchers addressed children’s use of electronic information resources during the 1980s. Further articles examine all aspects of information literacy and focus on students in elementary school through high school. Particularly enlightening is Diane Nahl’s and Violet H. Harada’s study of students’ understanding of Boolean search strategies and the errors they make when creating such searches. Jinx Stapleton Watson’s interviews with eighth grade students about their use of technology during the research process will be fascinating to those working with middle school students. In fact, librarians “in the trenches” who read this scholarly research will be inspired to take a fresh look at what they do currently and what they can do in the future to meet the information needs of young people. Chelton sums up this important work by calling for additional research in the areas of information systems design, gender issues, copyright issues, the effect of filtering on information-seeking, and young people’s search for personal rather than assignment-related information. **Highly Recommended.** *Michelle Glatt, Librarian, Chiddix Junior High School, Normal, Illinois*

Zarian, Beth

Around the World with Historical Fiction and Folktales

2004. 395pp. \$42 pbk. Scarecrow Press. 0-8108-4816-3. Professional

K-5 This useful annotated bibliography
6-8 offers lists of social studies-related fiction and biography for grades K-8. Each selection has won an award or been named as noteworthy. Zarian has clearly divided the sections by grade and chronologically. At the end are descriptions of the award organizations, a source bibliography and webography, and author/title index, and a subject index. The book is easy to use and valuable for library media specialists, teachers, and curriculum specialists. Although the book is useful, it is not outstanding, and its high price might be a deterrent to some. **Additional Selection.** *Carol Lefelt, Educational Reviewer, Highland Park, New Jersey*

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Franklin & Eleanor Roosevelt: Rendezvous with History

www.poughkeepsiejournal.com/projects/fldr/. 2004. Free. Poughkeepsie Journal. Grade 5 & Up

K-5 This site explores the Franklin D.
6-8 Roosevelt National Historical Site
9-12 and provides a glimpse into the lives of Franklin and Eleanor Roosevelt. The interactive map of the National Historical Site grounds takes users into the Roosevelt’s home, the Presidential Library and Museum, and the Visitor’s Center. By clicking on one of the buildings, users are presented with pictures, descriptions, and in some cases 360-degree views of various rooms. The Web site includes articles written about the Wallace Visitors Center, Franklin and Eleanor Roosevelt, and the Roosevelt Historical Site. The stories page also includes transcripts for two of Roosevelt’s speeches and a list of interesting trivia. The site also contains links to relevant outside Web sites that open in a separate window. This is an informative, valuable resource for someone who is beginning research on FDR or for libraries with presidential collections. Users with dial-up connections may have difficulty loading the 360-degree views. **Recommended.** *Heather Loy, Media Specialist, Wagener-Salley High School, Wagener, South Carolina*



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