1. Demographics:

The town of Cornelius is a very urban, affluent suburb of North Charlotte Mecklenburg, located directly between the wealthy residential towns of Lake Norman and Davidson, North Carolina. According to the United States Census Bureau data, in 2010 this small town had a booming population of 24,894 people, which has increased exponentially by 124.7 percent since 2000. Not only this, but the median household income in 2013 was $81,059, substantially more than the state average of $45,906. Likewise, the percentage of people in poverty is 7.1 percent, nearly half as much as the national average of 14.8 percent.  Additionally, the median house or condo value in 2010 was $239,700, also considerably more than the state average of $154,300. On the whole, Cornelius seems to be a rather affluent town with a predominantly working class age population (the median age is 38 years). At first glance, Cornelius lacks considerable diversity, with 2010 demographic statistics reporting 83.3 percent white, 5.8 percent black, and 5.3 percent Hispanic; however, the foreign-born population percentage (7.7 percent) for the town is significantly above state average. The population also seems to be rather educated with percentages significantly above state average: 94.6 percent of people 25 years and over holding a high school diploma, 52.2 percent holding a bachelor’s degree, and 17.4 percent holding a graduate degree.

However, despite these seemingly glamorous “perfect small town America” statistics, based on personal insight from Pam Lilley, media specialist at Cornelius Elementary School, and myself, youth services assistant at Cornelius Public Library directly across the street, children visiting our libraries are facing significant literacy struggles. At Cornelius Elementary School, there are 630 students with 20-22 kids in grades K-3 (School Improvement Report). According Lilley, the entire student body is very socioeconomically diverse, serving kids who come from multi million dollar homes as well as low income students whose families can’t afford air conditioning. It is my opinion that the affluence “on the other side of the lake” across Interstate 77, particularly the houses surrounding Lake Norman, is so incredibly high that it greatly skews the Census Bureau statistics for the town’s affluence to appear much higher than it really is. The reality is, the homes located in the neighborhoods directly surrounding the public library and school are in much older neighborhoods and account for the majority of the low income as well as struggling Hispanic students who visit our libraries.

Academically, this school scores very high with an ‘A’ rating in their school report card (Great Schools). However, EOG test scores in reading for the 3rd grade fell considerably from 85 percent proficient or better in 2014 to 67 percent proficiency in 2015 (Great Schools). Math scores also fell from 93 percent proficient in 2014 to 69 percent proficient in 2015 (Great Schools). I could not find data to support the reason for these dramatic slides, but they are clearly indicative of the urgency in Charlotte Mecklenburg schools to make sure all students are performing at above their reading level by 3rd grade as discussed below.

Demographically, the school is similar to that of the rest of the town: 68 percent white, 13 percent Hispanic, 12 percent black, 3 percent Asian and 3 percent two or more races (Great Schools). The School Improvement Plan indicates: “we are fortunate to have a diverse student population representing many cultures and languages. In addition to English, 12 other languages are represented among our students.”  Clearly, 13 percent Hispanic is a considerable Spanish speaking population, which may account for why reading scores may continue to be sliding back, particularly if the parents don’t speak English and are therefore not able to help their child practice reading and speaking the language at home; this would put these students at a severe disadvantage compared to native born students. Cornelius Public Library, located directly across the street, does offer a reading buddies program specifically to help struggling (below reading level readers) have practice reading to an English native tutor; however, this is a small percentage of students, and many of the students who take advantage of this service don’t live inside the Cornelius town limits.  While my event will not have a direct focus on serving this struggling Hispanic population specifically, it is important to keep in mind that some of the low literacy test scores at Cornelius Elementary might be attributed to non-native speakers struggling to receive the literacy support they need at home to become successful readers.

2. Literature review

The following is a defnition of picture book that I will use throughout this report in defining the focus of the event. A picture book is “a book in which both illustrations and pirnted text are essential to the story”  where “illustrations are not an extension of the text that simply reinforce the meanings of the words, but are necessary for comprehension” (Galda, 506).

National Picture Book Month will be targeting emergent and early (or initial) reades. While the descriptions of these stages in literacy development can be a bit variable, for the sake of this literture review, I will describe a working definition of these two stages here.  Emergent readers are primarily children in preschool and kindergarden between the ages of four and five; however, , most of whom already “read” favorite picture books that they have heard read aloud repeatedly (Caravette, 53).  Because of their early literacy development years (ages birth to five), they are familiar with using the pictures rather than the text in a story to drive the storyline (Caravette, 53). Typically, they are still working on print awareness skills, learning the alphabet and letter sounds, and rely heavily on predictability (rhythm, rhyme, and repetition) as well as familiarity of concepts in order to get the most out of a story (Caravette, 53).

Early readers tend to be 6 or 7 years old and are in first grade (Caravette, 54), although our class powerpoint extends early readers to include second graders as well and labels this group as “initial readers”.  These readers tend to focus on alaphabet development while acquring a repirtoire of “high frequency” or sight words that appear most often in print for early readers (Caravette, 54). In addition, early readers are beginning to derive meaning from what they read. While the sentences are becoming more complex, these readers are still relying on stories with pictures as well as increased dialogue ( Caravette, 54).

Transitional readers, then, are either in 2nd or 3rd grade, and  are beginning to read more text with even more emphasis on deciphering meaning (Caravette, 54). As the research indicates, “an eight-year-old’s interests, reading skills, and ego make reading picture books unacceptable, and heavily illustrated picture stories are often overlooked because they seem too juvenile” (Caravette, 54). However, these readers are still not ready for early chapter books, although their books tend to have fewer illustrations, typically taking for form of easy readers (Caravette, 55). As our class power point indicates, reading tends to be slow and laborious since these students are still building their bank of sight words, and demand a lot of practice with reading at this age to perfect their skills. At the same time, they’re reading more for meaning and are interested in reading to understand characters’ emotions and story sequencing.

Numerous studies indicate why picture books are important for those children transitioning out of the early literacy stage (4’s and 5’s) and into the emergent and initial reader stage. At the preschool age, “ picture book reading provides children with many of the skills necessary for school - vocabulary, sound structure, the meaning of print, the structure of stories, and langauges” (Caravette, 52). In other words, “reading picture books makes children better readers, especially by exposing children to rich language” (Lodding). She makes the point that “leveled readers” or easy readers are limited in their grade-appropriate vocabulary, whereas picture books give children exposure to a braoder vocabluary. As such, phonoogical and phonemic awareness is increased as these vocabularly rich picture books expose the youngest emergent readers to songs, poems, and nursery rhymes that contain rhyme, rhythm, and repetition that serve as the building blocks of words (Strasser, 222). This article also summarized the importance of picture book as learning extension tools, in that they provoke conversation between child and parent to encourage the child to make connections between the experiences in the story with their own real life experiences (Strasser, 220). Additionally, these basic early literacy skills found in picture books lay the foundation for developing strong writing skills as emergent readers progress throughout school (Strasser, 220).

Picture books can develop visual literacy skills, which leads to critical thinking. Picture books can accomplish this because the illustrations “help children understand the story better by providing visual clues of what is happening in the story and what might happen next” (Lodding). A couple of litearcy development professors developed a visual literacy strategy called ‘What do I see? What do I think? What do I wonder (STW) specifically to develop emergent readers’ visual literacy skills by prompting these readers to more carefully examine storybook illustrations (Richards, 442). They found that this strategy promoted “higher order thinking and problem solving abilities” as well as stimulated emergent readers’ “imaginations, interest, and curiosity” and helped them “make predictions about characters’ goals, actions, and personal traits” (Richards, 442).  Another way of phrasing the importance of picture books in developing visual literacy is that with picture books, “children are able to return to the visual images in books to explore, reflect and critique those images” (Galda, 506). As they look more critically at pictures, emergent and initial readers will be able to “attain deeper meanings from literature and an awareness of how visual images are used in their own meaning making,” both hallmarks of transitional and adolescent readers (Galda, 506). In addition to strengthening visual literacy skills, more broadly, picture books “introduce children to a love of art in a way that taking a child to an art gallery just can’t achieve” (Ohi). She emphasizes that children are encouraged to go back to pictures numerous times, each time “notiicng new things, reading characters’ emotions and itneractions, and possible secondary subplots that are told only in the pictures” (Ohi). All of these are characterstic of a more advanced initial reader going into transitional reading.

Picture books are best at fostering creativity and building imagination in young readers, which can take them far in life. Espeically for the preschoolers transitioning to emergent literacy, wordless picture books, that is picture books with no words, are powerful tools for not only building visual literacy, but also for fostering creative storytelling as children who do not yet have strong reading skills can look at the pictures to narrate the story to their imagination’s liking (Jalonga, 168). Verbally retelling or writing the imagined words to a wordless picture book not only sparks creativity, but also builds sequencing and comprehension skills, essential in 21st century education curriculum standards for elementary students (Jalonga, 171). For slightly older students who have begun to develop writing skills (2nd and 3rd graders or initial/transitional readers), rewriting stories as part of a group can be an excellent way to utilize creativity to reimagine a picture book. For instance, children could brainstorm a new setting, new characters, or a new conflict,which keeping the other elements of the story the same to problem solve ways to create a new story (Hoard, 53). This is an excellent way to “strenghten sequencing skills and help studetns understand that there is a logical progress to creating (or reimagining) a story (Hoard, 53).

Another important reason for early school age children to continue reading picture books is that they help children develop critical thinking skills that are necessary for success in school. Picture books can scaffold learning in various subject areas or in other words, “introduce complex concepts in a safe environment” (Ohi).. For instance, one study found that pairing informational (nonfiction texts) with fictional picture books about the same topic helps “build the background knowledge, vocabulary, and motivation for reading the longer informational text, which many students might find daunting without the initial context-building activities of the picture books” (Soalt, 682). This is especially effective for teaching complex social study and science topics where the picture book offers a “more personal, subjective, and affective perspective” and the nonfiction text offers a more “public, objective, and factual perspective” (Sloat, 682). Likewise, using picture books in math help illustrate “concepts that the students have difficulty undertstanding and show these concpets visually” (McDonald, 9). Picutre books about math also demonstrate practical uses for math skills in everyday life, such as geometry, fractions, and measurements (McDonald, 9). Picture books are also a good tool for teaching complex social study concepts at the elementary school level. Emergent and initial readers who can develop strong visual literacy skills will have an easier time extrapolating meaning from “images as allegories,” that is images that provide a deeper historical, policitical, or social message upon closer inspection, or using historical images to build a narrative timeline of events (Manifold, 29-30).

Picture books also help young readers develop a better understanding of the world, and particularly encourage cultural awareness and multicultural sensitivity. In other words, picture books can “help children discover themselves and the world” (Ohi). Through picture books, children can “explore new cultures, learn about art, develop social skills by learning about how characters handle social situations, and begin to understand their place in the world” all of which are important developmental skills happening for early elementary school readers (Lodding). A recent study tied the surge of ethnic diversity in the United States in the last 15 years to the urgent need to better prepare kids with the skills necessary for them to interact effectively with individuals from diverse racial and ethnic backgrounds (Kim, 223). The article, written from a counseling perspective, introduces the idea of using picture books as a type of “bibliotherapy,” which can teach students how to: “ (a) have respect for and an understanding of people from diverse racial and ethnic backgrounds and (b) how to develop the necessary skills to communicate and work effectively with these individuals” (Kim, 225). More specifically, multicultural picture books can “increase students’ sense of pride and esteem about their own cultural backgrounds and change the culture of school to one whereine diversity if valued” (Kim, 225).

Finally, emergent and early readers can derive other personal benefits that can perfectly support their social, emotional, and physical developmental changes. Picture books can “give young readers a sense of control and help bulid their self conficence,” by allowing them to pace the story on their own, reading slowly or quickly, and revising pictures as needed (Ohi). Children develop their listening skills, especially when being read aloud to, even at older ages (Ohi). Most importantly, picture books encourage the lifelong love of reading in children that associates reading as a fun, non-threatening activity that can bring them enjoyment and comfort, not only as young children, but throughout their lifetime (Ohi, Lodding).

As detailed in the proposal below, the purpose of this event is to support the mission of Read Charlotte, a collaborative, community-wide movement was established to double the percentage of 3rd grade students in Charlotte-Mecklenburg Schools reading at grade level from 40% to 80% by 2025.  According to their website, 85 percent of the curriculum in grades 4-12 depends on strong reading skills. Numerous studies, as enumerated on their website, idicate that “Third grade is the critical dividing line between learning to read and reading to learn” as rising fourth graders are expected to start reading significantly in subjects such as math, social studies, and science (Read Charlotte). Overall, “reading proficiency by the end of third grade is the most important predictor of high school graduation, career, and life success. If kids can’t read by the end of third grade, they lose confidence, fail in school and struggle in life - all at a cost our community and their families can’t afford” (Read Charlotte). “A Child Becomes a Reader: Proven Ideas from Research for Parents” is a publication produced by the National Institute for Literacy that every clearly deliniates the reading skills children who are reading on grade level should be able to demonstrate by the end of each grade from Kindergarden to third grade. The following event proposal is based around activities that can help model for parents how early elementary school children can work toward staying grade level proficient with their reading skills.

<http://charmeck.org/city/charlotte/mayor/News/Pages/Charlotte-Leaders-launch-$5.5-million-Third-Grade-Reading-Initiative.aspx>

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

<http://blog.whooosreading.org/the-importance-of-picture-books-for-learning/>

<http://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten>

<http://inkygirl.com/inkygirl-main/2013/11/7/why-picture-books-are-important.html>

3. Overal Literacy Event proposal *goal/purpose, theme, targeted population groups, overall description of the event, and length of time*

[National Picture Book Month](http://picturebookmonth.com/about-us/) is an international event established by a group of authors and illustrators to celebrate picture books every November. The month is intended to recognize the value of the print picture books for helping to build literacy skills in young readers in the midst of a digital age.

In honor of this national celebration, I am proposing a month long collaboration between Cornelius Public Library and Cornelius Elementary School focused on a variety of activities centered around the importance of picture books in developing lifelong literacy skills prior to third grade. The Cornelius Elementary School, located directly across the street from Cornelius Public Library, is part of the Charlotte-Mecklenburg school system; in this school system, more than half of all 3rd graders are not reading at grade level. To address this disparity, Read Charlotte, a collaborative, community-wide movement was established to double the percentage of 3rd grade students in Charlotte-Mecklenburg Schools reading at grade level from 40% to 80% by 2025.

While picture books are the foundational building blocks for even the earliest, beginning readers (babies and toddlers), this month long collaboration of activities between the library and elementary school will be targeted at preschool through third graders and their families with a focus on developing emergent and initial literacy skills in an effort to support the Read Charlotte Initiative. Cornelius Public Library already implements several early literacy programs (ages birth to 5), including baby, toddler, and preschool storytimes supported by the Every Child Ready to Read initiative. Therefore, it is important for this National Picture Book Month celebration to focus on those the earliest school age groups (preK-3) and their families to reinforce how picture books can be just as effective as early chapter books, if not more so, in building critical thinking skills, literacy skills, and confidence in young readers.

To do this, the public library and school library will lead a series of independent picture book activities throughout the month of November, culminating in a collaborative festival on Saturday, November 19th open to pre-k through 3rd graders and their families. The festival will feature a presentation and Q&A session by Aaron Reynolds about his Caledcott Award winning book, Creepy Carrots. Other festival highlights include a “book-nic,” debuting and awarding school book trailers, presentation by Charlotte Reads, craft and face painting stations, emergent and initial reading vendors, and more. The purpose of this festival is to celebrate the power of the picture book and model to parents and their young children the importance of encouraging their child to love reading, espeically picture books, to address low reading level performance in the community.

Other activities with be scheduled at the public library and school library throughout the month. At the public library, activities include: ongoing picture book scavenger hunt, picture book trivia night, wordless picture book theatre, special sleepy storytime, special preschool storytimes with themed crafts, and a two day write your own picture book workshop. Cornelius Elementary School activities include: ongoing picture book collection drive, media center picture book mural painting, a book trailer contest, media specialist collaboration with each grade level around curriculum supported picture book extension lessons, and two large assembly presentations (K-1st grade and 2nd-5th grade) by author Aaron Reynolds.

4. Literacy Event Plan -

National Picture Book Month  - November

A collaboration between Cornelius Public Library and Cornelius Elementary School

Event Committee:

Cornelius Public Library children’s program staff: George Peterson, Megan Northcote (committee co-chair), Patty Lyons

Cornelius Elementary School: Pamela Liley (media specialist and committee co-chair), Judith Kidd (visual arts), and grade level team lead teachers Amanda Hansil (3rd grade), Alyssa Harrington (2nd grade) Ashleigh Donner (1st grade), and Tanya Paxton (kindergarten)

Charlotte Read - Maggie Wittman, project manager

Event schedule: time/place and a brief (one sentence) description

School programming: all month

* Picture book collection drive - All books will be donateds to International Book Project - <http://www.readingrockets.org/article/search-free-books>. Drive begins November 1st and ends November 30th. Drop off boxes in school media center.
* Book Trailer contest for 2nd and 3rd graders: Workingin groups of 2-6, students in 2nd and 3rd grade can write and film their own book trailer based around a picture book fo their choosing. Trailers are due by November 14th and will be judged by media specialist and school lead teachers (K-3rd grade). The top three trailers and an honorable mention wiil be shown at the culminating festival November 19th.
* **Presentation by picture book author Aaron Reynolds:** 
  + **Friday, November 18th - Vote for President Squid - 11 a.m.- noon; grades 2nd-5th** 
    - **Presentation details: Being president is all about being the big boss...right? Well, in this pick-your-own-adventure presentation, kids are the BIG BOSS as they vote for which secret behind-the-scenes details they want to hear about being an author and which ones they don’t! Along the way, they’ll discover Aaron’s**

**newest picture book President Squid and why squid should get their vote for best president ever! Or should he?**

* **Friday, November 18th at 9:00 a.m. - 9:30 am. - Kindergarden and 1st grade** 
  + **Geeking out with Nerdy Birdy! - In this fun, character focused, and totally hands-on presentation, kids will explore Aaron’s newest book Nerdy Birdy, embrace their inner geek (and the nerdiness of their neighbors) ad realize that what makes us different is what makes us truly awesome!**
* Each week, media specialist collaborates with different grade level on a picture book lesson with curriculum extension during that subject period
  + Week of the 1st - kindergarten - K.ICR.1 - Understand healthy and effective interpersonal communication and relationships - read books and act out positive ways to handle situation - Do unto Otters by Laurie Keller, My Mouth is a Volcano by Julie Cook, You get what you get by Julie Gassman
  + Week of 7th - 1st grade - science - animals - 1.L.2 - summarize the needs of living organisms for energy and growth- use books such as Diary of a Worm, Diary of a spider, Diary of a Fly -  brochures about their animals
  + Week of 14th - 2nd grade- **CC.2.R.L.2** Key ideas and details: recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral - analyze folktales, trickster tales, especially Anansi the spider and Aesop’s fables - write own tales
  + Week of 21st (Monday and Tuesday) and week of 28th - 3rd grade - use The Little Red Hen Makes a Pizza to discuss and map out differnet shapes and their properties - 3.G.1 - Understand that shapes in different categories may share attributes and that the shared attribures can define a larger category

Public Library programming:

* Picture book scavenger hunt - all month long (November 1st-30th)- passive programming - children in Kindergarten-3rd grade can pick up a scavenger hunt at the circulation desk that gives them ten clues about very popular picture books (Berenstein Bears, Pete the Cat, etc.). Participants must find the spot on the shelf where the picture book is normally shelved, to read the next clue. Once all 10 clues have been discovered book titles filled in, the student must take their scavenger hunt to the front desk. Students successfully completing 80 percent of the scavenger hunt take home their own picture book.
* Monday, November 7th - 6:30-7:30 p.m. - 2nd and 3rd grade
* Picture book trivia night - Participants play a round of jeopardy guessing titles, authors, and characters from their favorite picture books. Team that wins takes home a picture book of their choosing.
* Monday, November 14th  and Monday, November 21st - 6:00-7:30 p.m. - 2nd and 3rd graders
  + Act out wordless picture books - During the first evening, participants read through one of the selected picture books and work in groups to write their script. During the second evening, teen volunteers guide the students in acting out and filming their own wordless picture book script using the green screen and AV materials. Props included.
* Monday, November 28th - special sleepy story time - 6:30 p.m. - preschoolers
  + Parents find a special corner of the library and read aloud picture books about nighttime to their little ones - wear your pajamas and bring your favorite stuffed animal - craft to follow
* Every Wednesday at 11 a.m. - preschool story times focusing on specific theme with book-based crafts - registration begins October 20th <http://www.readingrockets.org/books/booksbytheme>
  + Nov. 2nd - dots and color - Herve Tullet [Mix it up] and Peter Reynolds [The Dot] - finger paint art;  (Peterson)
  + 9th - monsters - Leonardo the terrible monster, go away big green monster, the gruffalo, monsters love colors, Love monster - Monster cardboard tube craft (Northcote)
  + 16th- food (dragons love tacos, The Wolf’s Chicken Stew, The LIttle Red Hen makes a Pizza, Pete’s a pizza) - make a pizza or taco (Peterson)
  + 23rd (closed for holiday)
  + 30th - Elmer series - make a patchwork tissue paper elephant suncatcher (Northcote)
* Saturday, Nov. 5th and 12th, 10 a.m. - noon -  two part design your own picture book workshop-  guided by Ellen Loflin, summer writing camp instructor at the Cannon School -  K-3rd graders <http://ignitingwriting.com/> - registration begins October 17th - participants must attend both Saturdays - on the 5th, participants generate character names, setting, plot, and map it out on easel paper- on 12th, participants write and illustrate their story on large canvas and hang it in the library
* Saturday, November 19th festival: on the green beside the library  (rain location - inside the school media center) - targeted to Preschool-3rd graders and their families
  + 10-10:30 a.m. Read Charlotte speaker, National Picture Book Month representative
  + 10:30-11:30 a.m. Aaron Reynolds picture book author presentation - all ages
    - Creating Creepy Carrots - This presentation takes an in-depth look at Aaron’s Caldecott Honor winning picture book, Creepy Carrots! Through storytelling and interactive improv, Aaron explore the surprising behind-the-scenes facts of how this book went from creepy idea to creepy finished book.
  + 11:30-noon -Q&A with the author (Reynolds)
  + Noon - 1 p.m.  - Book-nic - picnic with foods go along with popular picture books
    - Dragons like tacos, Pete’s a Pizza, Strega Nona, Cloudy with a Chance of Meatballs, Hungry Caterpillar, If you give a mouse a cookie, etc.
  + 1-1:45 p.m. debut award winning book trailers and present awards (picture books and certificates, debut finished mural from the design your own picture book activity
  + 1:45-2:00 p.m. - raffle drawing for Reynolds’ picture books and closing remarks - librarians (Northcote and Lilley)
  + Ongoing during festival:
    - Picture books swap- bring a book, take a book - run by public library book sale volunteers
    - Picture yourself as...paper plate mask making station as favorite picture book character - run by teen volunteers
    - Dress as your favorite book character photo booth - led by volunteer teens
    - Booths of community literacy partners - Read Charlotte, Imaginon, Children’s Literacy Initiative, Parents’ Choice, Reading Rockets, etc.

http://www.familyreading.org/great-ideas/favorite-websites/websites-promoting-literacy/

* + - Face painting with volunteer teens

Timeline:

Mid-May 2016 -

* Event committee meets to discuss the purpose of the celebration (to encourage school aged children to read picture books alone and aloud with their families to improve literacy skills to read at grade level and to encourage their love of reading), to establish a date and location for culminating festival in November, and to generate ideas for National Picture Book Month
* each committee member agrees to spearhead a different portion of the event and research logistics over summer break (see breakdown below)
* all committee members will also research and select a potential keynote picture book author and illustrator (and a back up author) to speak at the culminating festival

Shortly following Mid-May meeting:

* The committee co-chairs (Northcote and Lilley) will present the general program idea to the principal of Cornelius Elementary School and the manager at Cornelius Public Library
* Once they have the blessing of both the principal and manager, the co-chairs will approach the town of Cornelius (Cornelius Town Hall) to get approval to use the empty lot to the right of Cornelius Elementary to host the culminating festival in November
* Lilley will contact the selected presenters and book them for both school presentation and selected festival date; Northcote will contact the Read Charlotte presenter

Summer (June-August 2016):

All committee members will research their respective areas during the summer -

* Kidd (art teacher): paints mural on wall in media center depicting famous children’s picture books
* All teacher leads - selecting unit/lessons and collaborating with Lilley on featuring picture books;
* Lilley (media specialist) - creating a flyer with the guidelines for entering the book trailer contest;  collaborating with lead teachers on ideal picture book units
* Northcote (public library programmer) - identifying a community member to conduct a build your own picture book workshop - contact and book them
* All public library programmers - identifying book crafts, and small scale programming ideas, such as picture book trivia and picture book scavenger hunts, etc.

Late August 2016:

* Committee will reconvene to share findings, discuss ideas and foreseeable problems
* Specific days will be decided for specific events and marked on everyone’s calendar (see below)
* Deadlines will be set:
* By September 30th :
  + picture book scavenger hunt sheet prepared (Lyons)
  + Collection boxes gathered for International Book Project Drive (Lilley)
  + Picture book trivia game created and picture book prizes secured (Peterson)
  + Picture book topics selected, books reserved and related crafts selected for all preschool story times in November (Northcote and Peterson)
* By November 7th
  + Film studio equipment rented and wordless picture books selected (Northcote)
* First week of September:
  + During English classes, all teachers introduce the book trailer competition to their students and tell them the different picture book theme for each grade level (see below)
* Throughout month of September:
  + 1st/2nd grade students choosing to participate in the book trailer contest form groups within their grade level and set up time to discuss idea with Lilley; write script
* Throughout month of October:
  + Each group films book trailers in media center before or after school with Lilley; edit with Lilley’s assistance
  + Reserach examples of paper mask picture book characters (purchase supplies) (Lyons)
  + Select books for book-nic at festival (Lyons)
* November 1st-30th :
  + International Book Project Drive begins through November 30th; boxes placed in media center for drive
* Week of November 1st:
  + Kidd (art teacher) - leads kindergarteners  in putting their handprint and name on a cinder brick making a border around their favorite cihldren’s book depicted in the mural
  + Lilley and Paxton - teach emotion picture book lesson in media centerto all kindergardeners
  + Go to high schools and recruit for teen volunteers at the festival, total of 4 (Northcote)
* Week of November 7th:
  + Kidd (art teacher) - leads 1st graders iin putting their handprint and name on a cinder brick making a border around their favorite children's book depicted in the mural
  + Lilley and Donner - teach animal science lesson in media center to all 1st graders
* November 14th: book trailer entries are due for judging; winner selected by Friday, November 18th (Lilley, elementary lead teachers)
* Week of november 14th:
  + Kidd (art teacher) - leads 2nd graders in putting their handprint and name on a cinder brick making a border around their favorite children's book depicted in the mural
  + Lilley and Harrington- teach folktale/trickster lesson to all 2nd graders
  + Purchase all food for Book-nic (Lyons)
  + Pick up picture book author and illustrators from airport (Lilley)
* Friday, November 18th
  + Set up stage/platform for picture book author and illustrator (Peterson)
  + Set up tables for book swap, picture yourself as craft station (Lyons)
* Early morning Saturday, November 19th
  + Set up outdoor screen and projector for showcasing all picture book trailer winners and photo booth technology (Lilley)
  + Set out books for book swap (Northcote)
  + Orient volunteers and set up face painting station (Lyons)
  + 11:30 a.m. - set out food for Book-nic (Lyons, Peterson)
* After festival (2 p.m. and later) Saturday, November 19th
  + Take down projector, photo booth, face painting station, Book-nic station, book swap station (Lilley, Northcote, Lyons, Peterson, etc.)
* November 20th
  + Take picture book author and illustrator back to airport (Northcote)
* Week of november 21st and 28th:
  + Kidd (art teacher) - leads 3rd graders in putting their handprint and name on a cinder brick making a border around their favorite children's book depicted in the mural
  + Lilley and Harrington- teach money lesson to all 3rdgraders
* By November 21st -
  + all book trailer videos due to Lilley for formal review
  + Picture books and crafts selected for sleepy story time (Northcote)
* November 28th - Lilley and teacher leads judge all book trailers and determine 1st-3rd place winners
* November 30th - International Book Project Book drive ends

**5. Program details:**

**Program title:**

**Presenter(s):**

**Date/time:**

**Location:**

**Target audience:**

**Program description:**

**Any materials/resources to be provided:**

**Food/refreshments:**

**Publicity:**

**Evaluation method:**

All month at school

* Program title: collaborative art mural
* Presenter(s): Kidd, school art teacher
* Date/time: ongoing throughout November (see below)
* Location: school library back wall surrounding picture book collection
* Target audience: K-3rd graders (all students will enjoy it too)
* Program description: in June before school lets out, Kidd will collaborate with Lilley to select 5 picture book characters whom children admire. Throughout summer break, Kidd will paint these 5 characters in the mural, leaving a square border around each one. Throughout the month of November, each week Kidd will take a different grade level’s art students to the media center to put their hand print and sign their name on the border around whichever one of the five picture book characters they like the best (Kindergarteners go the first week, and so on, see schedule below)
* Any materials/resources to be provided: paints (see budget)
* Food/refreshments: n/a
* Publicity: n/a
* Evaluation method: nothing formal

**7. Event budget -**

**Aaron Reynolds: day visit with a two-day or more booking: $1,900 plus travel expenses ($2,000)**

**Cannon School (in Concord) tell me a story two day workshop presenter - $500**

**Food, plates, napkins, cups for festival - $200**

**Paints for mural- $50**

**Craft supplies (paper plates and preschool story time crafts): $50**

**Picture books for scavenger hunt, trivia night, and book trailer presentations - $200**

**Total: $3,000**

**Authors with multiple titles**

Candace Fleming

Margaret Wise Brown

Jan Brett

Eric Carle

Tomie dePaola

Mem Fox

Ezra Jack Keats

Mercer Mayer

Laura Numeroff

HA Rey

Cynthia rylant

Dr. seuss

Mo Willems

Eric Litwin

Karma Wilson

Kevin Henkes

Jane Yolen

Jon Scieska

Bill Martin

Doreen Cronin

Donald Crews

Ed Emberley

Jan Thomas

David shannon

Books with crafts:

Dragons love Tacos - make tacos

Mix it up or The Dot- thumb print art

My heart is like a zoo - shape art

Elmer series - elmer suncatcher

Leonardo the terrible monster, go away big green monster, the gruffalo, monsters love colors, Love monster - Monster cardboard tube craft

Pete the cat headbands

<http://www.lexpublib.org/booksinkindergarten>

<https://www.goodreads.com/shelf/show/first-grade>

<http://thisreadingmama.com/favorite-picture-books-grades-k-2/>

<http://www.greatschools.org/gk/book-lists/favorite-books-for-second-graders/>

<http://www.onemorestory.com/learningresources/booksbygrade_thirdgrade.html>

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\* Cornelius Elementary School Assistant Principal Elizabeth Brammer verified the validity of these statistics

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