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ILS 521-S70
Professor Bielefield
Programs 1 and 2

Program 1: Our Many-Colored Days

This program is for toddlers to introduce them to colors. The children will hear stories about different colors, sing songs, and work on coloring pages based on a color or group of colors (warm and cool colors, for example). The objectives of this program are to build and improve color recognition.

The target audience for this program is ages 2-3 and the program will run for three weeks for thirty minutes. The first week will be warm colors (orange, red, and yellow) followed by cool colors (blue, green, and purple). The final program in the series will be all the colors.

The first week I will introduce the warm colors and then we will read *Lemons Are Not Red* by Laura Vaccaro Seeger and *Orange Pear Apple Bear* by Emily Gravett. Then the children will get the opportunity to color pages of warm-colored objects (apples, the sun, etc.) The second week will begin the same, with an introduction to cool colors. The books for this week will be *Dog Blue* by Polly Dunbar and *Harold and the Purple Crayon* by Crockett Johnson. We'll round out the time with coloring pages featuring cool-colored objects (grass, grapes, etc.) The final week will cover all the colors. I'll begin with singing the folk rhyme "Rainbow Colors" (Briggs, 2008). Then we'll read *Mouse Paint* by Ellen Walsh and *The Color Box* by Dayle Dodds.

The materials needed for this project are photocopied coloring pages and markers. The cost of office supplies (toner and copier paper) is factored into Wilton Library's

operating budget. A large Crayola Classpack (256 markers) is about \$70 on Amazon.com which averages out to three dollars per marker, although the cost per use will be much less—probably about twenty cents at most.

To evaluate the program, I'd rely on comments from caregivers and ask "Did you have fun?" at the end of each session.

Program 2: Beginning to Knit

This program is for upper elementary children who have not had any experience knitting before. The children will start by braiding and finger knitting to get them comfortable handling yarn, and then we will move on to knitting needles to learn about casting on, knitting, purling, and binding off. The objectives of this program are to work on hand-eye coordination and concentration. Schwartz (2009) indicated that knitting can also be a soothing activity for overstimulated children and can improve math skills since it requires counting stitches and rows.

The target audience for this program is third and fourth graders and the program will run for two weeks for an hour each week. The first week will cover the basics of yarn including what materials it's made from and handling it. I'll then move into simple braiding and finger knitting. Clewer (2003) described finger knitting as a way to knit a chain of yarn without using knitting needles. It resembles a chain of crochet stitches. Finally, toward the end of the first session, we'll move on to knitting needles, how to hold them, and hopefully have time to cast on stitches.

In the second session, we'll cover the knit stitch, purl stitch, and binding off, with plenty of time to work on each skill. If time is tight, I can just show the knit stitch and

binding off, since it isn't imperative to learn the purl stitch to produce a knitted object. The materials for this project include knitting needles for each participant that they will keep. If the program has eight children—and I think that's about all I can teach at one time by myself—then \$2.99 knitting needles plus tax comes to about \$25.00. The yarn company Caron sells one-pound skeins of yarn that can make four full sized scarves and I could easily roll individual balls of yarn from the larger skein. Two skeins at \$7.99 plus tax comes to around \$17.00, making the total \$42.00. Again, any photocopies come from the office supplies line of the library's operating budget. If necessary, the library could charge a small materials fee for this program since we are giving the children knitting needles to keep

For evaluating the purposes of this program, I'd listen to verbal feedback from the children in the program and see how well they are catching on. It can be frustrating when a new skill is hard to learn and that can make the learning process not very fun. Hopefully, by having only a handful of kids at a time, I can be more in tune to their learning speed.

Publicity

The Wilton Library is fortunate in that it has a full-time publicist who gets the word out about all the library programs. Crystal (2011) wrote that information about Wilton Library programs is sent to "The Wilton Bulletin including the Arts & Leisure section that covers 8 additional towns, The Wilton Villager, The Hour (Norwalk), The Advocate, Danbury News-Times, CT Post, News12, the New York Times CT section, The Daily Wilton, Patch.com, PR Plus – online sites for Stamford, Norwalk, Connecticut,

Shoreline), and American Towns.” Furthermore, the library posts information on its own website, Twitter and Facebook accounts as well as sending out a monthly email blast that currently has six thousand subscribers. Finally, the head of the children’s library sends out her monthly e-newsletter. The key to publicity is building relationships with news outlets and wording information so the key points are in the very beginning in case you only get a few lines in the paper. Another key is getting the word out for free. The flyers for the library are produced in-house and the cost of those is factored into the library’s budget—not completely free, but not an additional cost above what is budgeted annually. For the 2009-2010 fiscal year, the administration budget of which office supplies is a part was \$108,340 (Annual Report, 2010).

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