

Go Figure! Site Support Notebook Contents

Front pocket: Information on Minnesota Children’s Museum, National Science Foundation, Cargill and 3M; copy of the U.S. Dept. of Education publication, *Helping Your Child Learn Math*.

Front manila insert: Workshop agenda; workshop participants’ list; sample brochure.

Back manila insert: *Go Figure!* logo sheet; funder and sponsor logo sheets; authorized PR photographs

Back pocket: *Whole Person Catalog 4*; ALA Public Programs fact sheet; other general materials.

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**NOTE: Exhibit installation instructions and floorplans
will be distributed at the workshop.**

QUESTIONS?

If you have questions about . . .

- GENERAL PUBLICITY
- PROGRAMMING RESOURCES
- OTHER EXHIBIT QUESTIONS
- ALA PUBLIC PROGRAMS

CONTACT:

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50 East Huron Street
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800-545-2433, ext. 15054
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FOR PUBLICITY, YOU CAN ALSO

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- EXHIBITION SHIPPING
- SHIPPING BROCHURES AND POSTERS
- TOUR ITINERARY/SCHEDULE
- REPORTS TO ALA
- DAMAGE/REPAIRS

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Exhibit credit information

Please use the following guidelines for including sponsor and funder information on all materials you produce to complement the exhibit.

NOTE: • *Go Figure!* should appear in italics followed by an exclamation point in all materials. • Minnesota Children’s Museum does not require a “the” preceding its name. • Please refer to the Museum as “Minnesota Children’s Museum” or “the Museum,” rather than MCM, in publicity materials.

• Please include sponsor and funder credit on all printed and other visual materials--e.g., press releases, brochures, publications, book lists, book marks, invitations, program flyers, advertisements, announcements, Web sites and posters--related to the exhibition.

Options for displaying credit information:

Option 1) Use the credit lines below, and sponsor and funder logos (NSF, Cargill, 3M, Minnesota Children’s Museum, and ALA)

***Go Figure!* was developed by Minnesota Children’s Museum and the American Library Association.**

This project was supported in part by the National Science Foundation. Opinions expressed are those of the authors and not necessarily those of the Foundation.

Major funding provided by Cargill and 3M.

Option 2) If there is not enough space for the information in the first option, then please use the logos for NSF, Cargill and 3M under the heading “Major Funders:” (use the front of the brochure as a model); also use Minnesota Children’s Museum and ALA logos; and include the following credit line:

***Go Figure!* was created by Minnesota Children’s Museum in collaboration with the American Library Association.**

Credit for local donors

Local sponsor credit should follow the *Go Figure!* credit information and be in a type size no larger than the credit. The exception to this rule is for materials which are entirely supported by another funding source. In those cases, it is still necessary for the credit line above to appear, but the additional sponsor's credit may appear first and in larger type.

Other guidelines for sponsor acknowledgment

- **Media articles and features:** In speaking to or sending press releases to newspaper reporters, radio and TV interviewers and other media personnel, please emphasize that full sponsorship and funding credit be included in all articles and features.
- **Press Events and Public Programs:** At press conferences or other public events connected with *Go Figure!*, the exhibit developers and funders should be acknowledged orally at least at the beginning and the end of each event. Use the exhibition credit information as a guide.
- **Press Kits and Other Printed materials:** Exhibit developers and funders should be acknowledged in all press kits and exhibition credit and funder logos should be used in all other printed materials produced by participating libraries.

Publicity guidelines

Local publicity for the exhibit is the responsibility of the exhibiting library. However, ALA will work with libraries to develop effective publicity campaigns.

IMPORTANT: Libraries should use exhibit graphic materials such as logos in the exact form provided in the site support notebook. Any modified graphic materials must be submitted to ALA and approved by ALA before use by the participating library. Covers and illustrations from children's books used in the exhibit may not be reproduced for local publicity.

Please pay special attention to the required exhibit sponsor and funding information on all publicity produced locally. If you have questions, ALA Public Programs will advise you on drafts of press releases, media advisories, Web site articles or notices, and other publicity pieces.

Contact Susan Brandehoff or Pamela Goodes, Tel.: 1-800-545-2433, ext. 15054 (Susan) or 15055 (Pam). Fax: 312-944-2404. E-mail: sbrandeh@ala.org or pgoodes@ala.org.

Copies of all press coverage, including videotapes of television coverage and audiotapes of radio reports, should be sent to ALA with the library's final *Go Figure!* report.

Security and maintenance requirements

The *Go Figure!* exhibit should be displayed in a gallery or other open area in the library where it can be shown in its entirety, but preferably not in a hallway. The exhibit is not to be displayed outdoors or in a tent or other temporary structure. *All libraries are required to complete the exhibit condition report form found in the Logistics section of this notebook and return it to ALA within 48 hours of receiving the exhibit*

Libraries must provide a safe and secure environment and adequate supervision for the exhibit during the time it is in their possession and provide all fire precautions as required by law or local ordinance.

Supervision of the exhibit installation and take-down by the library representative who attends the exhibit workshop is required. While the exhibit is on display, it is preferred that there be someone in the room with the exhibit at all times. This person may be performing other duties as well as monitoring the exhibit. If that is not possible, we expect that a staff member or guard will walk around and monitor the exhibit periodically during the times it is open to the public. We suggest doing this at least every 10-15 minutes during times of peak library use and every half-hour at less busy times.

Because the *Go Figure!* exhibit includes props, the library should inventory all props and other exhibit components upon delivery of the exhibit and when the exhibit is packed for shipment. There will be an inventory list inside each exhibit crate. The library is also expected to conduct an inventory of and reassemble exhibit components at the end of each day, and to ensure that they are clean and in proper working order.

Each exhibit copy will travel with a double set of props. There will be no charge for replacement of props. However, if excessive numbers of replacements are needed due to careless exhibit monitoring and maintenance, the Minnesota Children's Museum and ALA reserve the right to charge the library for replacement and/or repair fees in amounts sufficient to cover the replacement costs incurred by the museum. Other guidelines on exhibit components will be explained at the workshop.

In the case of loss or damage to the exhibit while it is in the possession of a participating library: if the library is determined to be responsible for damage or loss due to negligent supervision or security, then the library will be responsible for paying costs to replace or restore parts of the exhibit. If libraries wish to add an exhibit rider to their regular insurance for the display period, the value of the exhibit is \$70,000.

Outreach and audience development

Libraries selected for the *Go Figure!* tour are expected to commit themselves to reaching families who do not usually come to the library and families from other underserved groups--especially low-income groups--in their publicity campaigns. They are encouraged to collaborate with community-based partners such as Head Start, literacy organizations, Boys and Girls Clubs, or other such agencies, in developing public programs and an audience for *Go Figure!* The final report for *Go Figure!* asks libraries for specific information about their local partners and about their strategies and success in reaching the groups described above.

Telling legislators about the exhibit

Please inform your local, state and national legislators that the library and the community are participants in a project that was funded in part by the National Science Foundation. Invite them to the opening reception or to other programs you are sponsoring; ask them to speak or introduce other speakers. Also urge your patrons to contact their legislators about library programs they value. Anne Prusha, of the Geauga County Public Library in Chardon, Ohio, a previous ALA exhibition host, distributes a flyer that says:

“If you enjoyed the program this afternoon, please feel free to write to any or all of the following to express your appreciation. Paper and envelopes are available as you leave and there will be stamps for sale if you wish to write immediately. Thank you in advance for supporting your library and its programs.”

A list of local, state and federal elected legislators, addresses and fax numbers follows.

Complying with the Americans with Disabilities Act

The Americans with Disabilities Act (ADA) (PL 101-336), which went into effect in July 1992, guarantees that people with disabilities shall have equal access to employment, public services and accommodations, transportation and telecommunications services.

As public service providers, libraries must make reasonable efforts to give disabled people the same access to information, programs and resources enjoyed by those who are not disabled.

Each library on the *Go Figure!* tour will have varying capabilities for providing equal access to disabled people. We urge you to do as much as you reasonably can to make the exhibition accessible to this population.

Enlisting the aid of the person in your library or institution who is responsible for

services for the disabled may be helpful. Local agencies serving these populations can also give advice.

We offer the following suggestions to enhance the accessibility of *Go Figure!*:

- Allow space for wheelchairs when you are setting up the exhibit.
- Prepare a large-print version of publicity materials and program handouts.
- Offer signed tours of the exhibit at specified times.
- Provide for signing at programs related to the exhibit.
- Produce an audiotape of the exhibit text.
- Make members of the library staff available at certain times to walk through the exhibit with people in wheelchairs, the visually impaired, etc.

Go Figure!
Traveling Exhibition
Selected Sites & Itinerary
Arranged by Exhibition Dates

Sept 7 - Oct 19, 2000

Winfield Public Library / 605 College / Winfield KS 67156 / Phone: (316) 221-4470
Duluth Public Library / 520 W. Superior St. / Duluth MN 55802 / Phone: (218) 723-3836
Carrollton Public Library / 206 W Washington / Carrollton MO 64633-1261 / Phone: (660) 542-0183
Dauphin County Library System / 101 Walnut St / Harrisburg PA 17101 / Phone: (717) 234-4961 x105
Fort Worth Public Library / 300 West 3rd St / Fort Worth TX 76102-7309 / Phone: (817) 871-7745

Nov 2 - Dec 21, 2000

Hays Public Library / 1205 Main St. / Hayes KS 67601 / Phone: (785) 625-5916
Marathon County Public Library / 200 N 1st St / Wausau WI 54403-5405 / Phone: (715) 261-7222
Sikeston Public Library / 121 E North St / Sikeston MO 63801 / Phone: (573) 471-4140
Lancaster County Library / 125 N. Duke St. / Lancaster PA 17602-2815 / Phone: (717) 396-9313 X161
Waco-McLennan County Public Library / 1717 Austin Ave / Waco TX 76701-1741 / Phone: (254) 750-5944

Jan 11 - Feb 22, 2001

Alva Public Library / 504 7th St / Alva OK 73717-2228 / Phone: (580) 327-5329
Joliet Public Library / 150 N. Ottawa St. / Joliet IL 60432-4192 / Phone: (815) 740-2662
Rochester Public Library District / P.O. Box 617 / Rochester IL 62563-0617 / Phone: (217) 498-8454
Camden County Library / 203 Laurel Rd / Voorhees NJ 08043-2349 / Phone: (856) 772-1636 x3344
Sterling Municipal Library / Wilbanks Ave / Baytown TX 77520 / Phone: (281) 427-7331

Mar 8 - Apr 19, 2001

Unger Memorial Library / 825 Austin St / Plainview TX 79072-7235 / Phone: (806) 296-1149
Cedar Rapids Public Library / 500 First Street SE / Cedar Rapids IA 52401-2002 / Phone: (319) 398-5145
Champaign Public Library / 505 S. Randolph St / Champaign IL 61820-5193 / Phone: (217) 356-3980
Ocean County Library / 101 Washington St / Toms River NJ 08753 / Phone: (732) 349-6200 x875
Lafayette Public Library / 301 W. Congress St. / Lafayette LA 70502 / Phone: (318) 261-5786

May 3 - June 14, 2001

Las Vegas-Clark County Library / 5175 E. Tropicana / Las Vegas NV 89122-6742 / Phone: (702) 454-4649

L.E. Phillips Memorial Public Library / 400 Eau Claire St / Eau Claire WI 54701 / Phone: (715) 839-6225

Knox County Public Library / 502 N. 7th St / Vincennes IN 47591-2119 / Phone: (812) 886-4380

White Plains Public Library / 100 Martine Ave / White Plains NY 10601-2502 / Phone: (914) 422-1498

Beaumont Public Library System / 801 Pearl St / Beaumont TX 77704-3827 / Phone: (409) 838-6606

June 28 - Aug 9, 2001

Glendale Public Library / 222 E Harvard St / Glendale CA 91205-1075 / Phone: (818) 548-3999

Manitowoc Public Library / 707 Quay St / Manitowoc WI 54220-5326 / Phone: (920) 683-4863 x336

Scott County Public Library / 230 East Main St. / Georgetown KY 40324-1712 / Phone: (502) 863-3566

Worcester Public Library / 160 Fremont St. / Worcester MA 01603 / Phone: (508) 799-1671

Southwest Georgia Regional Library System-Gilbert H Gragg Library / 301 S. Monroe St. / Bainbridge GA 31717 / Phone: (912) 248-2665

Aug 23 - Oct 4, 2001

Salt Lake City Public Library / 209 East 500 South / Salt Lake City UT 84111 / Phone: (801) 524-8200

Peter White Public Library / 217 N Front St / Marquette MI 49855-4220 / Phone: (906) 228-7434

Greene County Public Library / 76 E Market St / Xenia OH 45385 / Phone: (937) 376-2996 x206

Ilsley Public Library / 75 Main St / Middlebury VT 05753 / Phone: (802) 388-4369

Hardee County Public Library / 315 N. 6th Ave. / Wauchula FL 33873-2361 / Phone: (863) 773-6438

Oct 18 - Dec 6, 2001

Salem Public Library / 585 Liberty St SE / Salem OR 97301 / Phone: (503) 588-6039

Madison Public Library / 209 E Center St / Madison SD 57042-2940 / Phone: (605) 256-7525

Chillicothe & Ross County Public Library-Northside Branch / 550 Buckeye St / Chillicothe OH 45601

Phone: (740) 702-4100

Voorheesville Public Library / 51 School Rd / Voorheesville NY 12186-9615 / Phone: (518) 765-2791

Tampa-Hillsborough Cnty Public Library System-Science Library / 4801 E. Fowler Ave. / Tampa FL 33617-2099 / Phone: (813) 987-6378

Jan 3 - Feb 14, 2002

Multnomah County Library / 205 NE Russell St / Portland OR 97212-3796 / Phone: (503) 988-5408

Knoxville Public Library / 213 E Montgomery / Knoxville IA 50138 / Phone: (515) 828-0585

Fairport Harbor Public Library / 335 Vine St / Fairport Harbor OH 44077 / Phone: (440) 354-8191

Tompkins County Public Library / 312 N Cayuga St. / Ithaca NY 14850 / Phone: (607) 272-4557 x212

Athens-Clarke County Library / 2025 Baxter St. / Athens GA 30606 / Phone: (706) 613-3650

Feb 28 - Apr 11, 2002

Boulder Public Library / P O Drawer H / Boulder CO 80306 / Phone: (303) 441-3196
Public Library of Des Moines / 100 Locust St / Des Moines IA 50309 / Phone: (515) 283-4103
Cleveland Heights-University Heights Public Library/ 2345 Lee Rd / University Heights OH
44118
Phone: (216) 932-3600 x288
Providence Public Library / 225 Washington St / Providence RI 02903-3283 / Phone: (401) 455-
8025
DeKalb County Public Library / 215 Sycamore St / Decatur GA 30030-3413 / Phone: (404) 370-
8450 x2225

Apr 25 - June 6, 2002

Brigham City Library / 26 E Forest / Brigham City UT 84302 / Phone: (435) 723-5850
Council Bluffs Public Library / 400 Willow Ave. / Council Bluffs IA 51503 / Phone: (712) 323-
7553 x13
Alpena County Library / 211 N. First Ave. / Alpena MI 49707-2809 / Phone: (517) 356-6188 x11
Westbury Children's Library / 374 School St / Westbury NY 11590 / Phone: (516) 333-0176
Birmingham Public Library / 2100 Park Place / Birmingham AL 35203-2744 / Phone: (205) 226-
3606

June 20 - Aug 1, 2002

Brookings Public Library / 515 Third St / Brookings SD 57006 / Phone: (605) 692-9407
Morton-James Public Library / 923 1st Corso / Nebraska City NE 68410 / Phone: (402) 873-5609
Toledo-Lucas County Public Library / 325 Michigan / Toledo OH 43624 / Phone: (419) 259-5182
Enoch Pratt Free Library / 400 Cathedral St. / Baltimore MD 21201-4484 / Phone: (410) 396-
5402
Athens-Limestone Public Library / 405 E. South St / Athens AL 35611-2664 / Phone: (256) 232-
1233

Aug 15 - Sept 26, 2002

Parmly Billings Library / 510 N Broadway / Billing MT 59101 / Phone: (406) 657-8256
Topeka & Shawnee County Public Library / 1515 SW Tenth Ave / Topeka KS 66604 / Phone:
(785) 231-0520
Flint Public Library / 1026 E Kearsley / Flint MI 48502-1994 / Phone: (810) 232-7111 ext. 2173
Cabell County Library / 455 Ninth St Plaza / Huntington WV 25701 / Phone: (304) 528-5700
Craighead County Jonesboro Public Library / 315 W. Oak Ave. / Jonesboro AR 72401-3513 /
Phone: (870) 935-5133 x38
Lafayette Public Library / 301 W. Congress St. / Lafayette LA 70502 / Phone: (318) 261-5786

Oct 10 - Nov 21, 2002

Williston Community Library / 1302 Davidson Dr / Williston ND 58801-3894 / Phone: (701)
774-8805
Indian Trails Public Library District / 355 S. Schoenbeck Rd. / Wheeling IL 60090-4499 / Phone:
(847) 459-4100
Tippecanoe County Public Library / 627 South St. / Lafayette IN 47901-1470 / Phone: (765) 429-
0119
St. Louis Public Library / 1301 Olive St. / St. Louis MO 63103-2325 / Phone: (314) 539-0380
Lynchburg Public Library / 2315 Memorial Ave / Lynchburg VA 24501 / Phone: (804) 847-1565
x225

Dec 5 - Jan 23, 2003

Laramie County Library System / 2800 Central Ave / Cheyenne WY 82001-2702 / Phone: (307) 634-3561

Racine Public Library / 75 Seventh St / Racine WI 53403 / Phone: (262) 636-9193

Peoria Public Library / 107 N E Monroe St / Peoria IL 61602-1070 / Phone: (309) 497-2143

Sheppard Memorial Library / 530 Evans St / Greenville NC 27858-2398 / Phone: (252) 329-4588

Kansas City Public Library / 311 E. 12th St. / Kansas City MO 64106-2412 / Phone: (816) 701-3450

Exhibit Support Materials

NOTE: Brochures and posters will be shipped eight weeks before the library's exhibit period, unless otherwise requested by libraries. Please use the materials request form distributed at the seminar to request materials, or contact Brenda Barrera (312-280-5053, bbarrera@ala.org).

Marketing brochure

This illustrated brochure will help libraries publicize the exhibit with a brief exhibit description and a list of books and web sites for families. A brochure layout is included in this notebook.

Take-home brochure for parents

This illustrated brochure is designed to help parents support their children's math learning at home. It features questions, activities and suggested books that focus on patterns, number sense, shape, size and measurement, and problem solving.

Poster

A colorful 11" x 17" exhibition poster will be distributed to host libraries.

Banner

Two large nylon banners displaying the exhibit logo will travel with each copy of the exhibition. Banners are approximately 64" wide x 50" deep. They have 2 1/2" pole sleeves at the top and bottom for weighting and can be used inside or outside the library.

Support materials for educators

This site support notebook contains a Go Figure! "Educator's Guide (K-1)," an article from the May 2000 issue of Book Links magazine entitled, "Classroom Connections: Exploring Math with Literature," and several articles and guides for teachers and parents from other sources. Other handouts at the workshop will also support parent and teacher involvement in the exhibit.

***Go Figure!* Library exhibit**

Goals and Messages

The primary goals of the *Go Figure!* exhibit are:

1. To provide irresistible environments inspired by books that entice children from ages two to seven and adults to engage in math play.
2. To help adults become aware of young children's readiness to learn math, and inspire them to become partners in children's math learning.
3. To promote books, libraries, and family reading as tools for children from ages two to seven to learn math.

The messages *Go Figure!* developers would like children and adults to take away from the exhibit are:

1. Math is more than numbers.
2. I can help my child learn math.
3. Math is in books.
4. Math is everywhere.

Why produce an exhibit such as *Go Figure!*?

Who has not seen a preschooler proudly hold up fingers to show her age, count with great delight the buttons on a sweater, or pull up a chair to help measure ingredients? Whether or not the counting or measuring is accurate, these examples demonstrate that math is learned naturally by the inventive, curious mind.

As so often happens with young children, we underestimate their readiness for learning and miss opportunities to nourish their interest and understanding. All too often this early enthusiasm wanes, and by fourth grade, math is rarely an area of interest, but a school subject to be endured until recess.

By the time a child starts kindergarten, parental attitudes about certain subjects have already been communicated to children. Researchers report that parents pass on to their children many of their own negative attitudes toward science and math.

There is growing recognition that parents need more information and support to help their children have a positive attitude toward math. According to recent research, reaching parents is a promising strategy, because if parents view a subject as important for all

students, they will be more likely to promote activities in that subject for their children outside the classroom.

Parents can have an impact on their child's math learning. Their interest and involvement can foster their child's natural curiosity and intuitive sense of math and make a difference in school and later in life. Interacting with hands-on math experiences in an exhibit setting is an ideal way for parent and child to explore, experience, and learn math together.

Why create a math exhibit based on children's literature?

Stories can be a delightful, non-threatening gateway to learning math. Counting books are frequently a young child's first formal encounter with math. They provide experience with shapes, numbers, relationships and problem solving. The best counting books, says Phelan (1991), "are those that lead children from delight to understanding." In addition to giving a clear mathematical depiction for numbers, they capture the imagination and make connections between literacy and numeracy.

Good stories often pose a problem to solve and offer many opportunities to stop and consider, "what if...?" Encouraging children to consider the consequences of a character's actions and predict possible outcomes promotes reasoning, communicating, problem posing and problem solving.

Play environments and activities based on engaging, delightful, math-rich books will spark imaginations and spur children's constructive play while giving parents opportunities to observe, participate, and be informed. The exhibit medium provides families with experiences and information to draw upon as they seek similar book-inspired math encounters at home.

Go Figure! Library exhibit Component and Math Activity Descriptions

COMPONENT # 1: EXHIBIT ENTRY

NOTE: EXHIBIT TEXT IS PRESENTED IN BOTH ENGLISH AND SPANISH

Description

An open book stationed at the exhibit entrance bears the exhibit title, logo, and donor recognition.

Objectives

1. To present the exhibit title and logo to visitors.
2. To recognize major funding sources.

Text/graphics

Go Figure!

Developed by the Minnesota Children's Museum and the American Library Association.

This project was supported in part by the National Science Foundation.

Opinions expressed are those of the authors and not necessarily those of the Foundation.

Major funding provided by Cargill and 3M.

Arthur's Pet Business, by Marc Brown
Copyright © 1990 by permission of Marc Brown
Published by Little, Brown and Company

The Doorbell Rang, by Pat Hutchins
Copyright © 1986 by permission of Greenwillow Books,
a division of William Morrow & Company, Inc.

The Quilt, by Ann Jonas
Copyright © 1984 by permission of
Penguin Putnam Books for Young Readers

Frog and Toad Are Friends: A Lost Button, by Arnold Lobel
Copyright © 1970 by permission of
HarperCollins Publishers

Goldilocks and the Three Bears, by James Marshall
Copyright © 1988 by permission of
Dial Books for Young Readers

COMPONENT #2: ***Arthur's Pet Business***

MATH ACTIVITY: ARTHUR'S CALENDAR

Description

This book component is an oversized calendar. The upper part of the calendar has pictures of puppies, the lower part is a typical monthly calendar grid. A bin at the bottom of the calendar holds a set of “task” tiles, one tile for each of 31 days in the month. Each tile corresponds in shape and size to the squares on the calendar. Pictures and text adorn the tiles. The tiles convey the story line, i.e., what happened while Arthur had his pet business, and outline some of Arthur’s other activities and responsibilities.

Visitor experience

Visitors read the tiles and place them on an appropriate square on the calendar in order to help Arthur plan his month. Some of the tasks belong on specific days, others are not date related. In order to complete the activity, children figure out a strategy for fitting all the tiles on the calendar. Adults assist children in reading and finding the correct spaces on the calendar. Visitors get a sense of what Arthur likes to do and what kinds of chores he is responsible for.

Objectives

1. Children will locate specific days and dates on a calendar.
2. Children will develop strategies for dealing with conflicts that arise as they fill in Arthur’s calendar.
3. Adults will be engaged in this activity with their children through active observation, participation, or assistance.
4. Adults will recognize the math connection in this activity.

Text/Graphics

Help Arthur get organized!

How many days are there in a week?

How many in a month? How many in a year?

Which month could this be?

What’s the math?

- Reading a calendar
- Sequencing events
- Problem solving

[calendar tiles]

1st	Clean my room.
4th	Put up signs to advertise “Arthur’s Pet Business.”
Sunday the 5th	Pick up Perky at Mrs. Wood’s house.
Tuesday the 7th	New pet arrival: Prunella’s ant farm.

9th New pet arrival: The Amazing Larry's trained boa Cuddles.
Friday the 10th Move all the animals to the basement.
Saturday the 11th Cancel movie date with Buster.
12th Mrs. Wood returns today. Perky had puppies and I get to keep one!
Monday the 13th Name my new puppy.
Tuesday the 14th Clean the basement.
Test in math class on Friday the 17th!
Help Dad clean the garage on the 18th.
19th Visit Grandma Thora.
Tuesday the 21st Work on school project with Buster.
Work on school project with Buster on the 22nd.
24th Baby-sit the Tibble twins.
Go to the eye doctor on the 28th.
29th Clean my room.
30th Help Mr. Sipple clean his garage.
Finish cleaning Mr. Sipple's garage on the 31st.

First Monday New pet arrival: The MacMillan's canary Sunny.
First Thursday Paper due in English class.
Second Wednesday The Brain goes on vacation—take care of his frogs
Third Thursday Clean my room.
Fourth Sunday Baby-sit D.W. and Kate.
Fourth Monday Take Pal to the vet for his shots.
Sleep over with Buster and the Brain on Saturday.
No school tomorrow!
Go to the movies with Francine.
Give Pal a bath.
Go to the pet store.

COMPONENT #3: *The Doorbell Rang*

MATH ACTIVITY: COUNT IT OUT COOKIE SHEET

Description

This component consists of a base holding a very large cookie sheet in an almost vertical position. Attached to the cookie sheet are eight very large cookies. The cookies are numbered 1-8 and each has the corresponding number of indentations designed to hold huge chocolate chips. Attached to the bottom edge of the cookie sheet is a tray that holds the chocolate chips. A reset handle allows a visitor to quickly empty the cookies of their chips.

Visitor experience

Children experience one-to-one correspondence—one chip per hole—as they place giant chips into giant cookies. Many children will count aloud as they put the chips into the cookies.

Objectives

1. Children will engage in one or more of the following math-related skills: arranging objects using 1:1 correspondence, counting forward and backward, adding, subtracting, numeral recognition, comparing, talking about numbers, and using math-related language.
2. Adults will recognize the math connection in the activity.
3. Adults will be engaged in this activity with their children through active observation, participation, or assistance.

Text/Graphics

Cookie count

Count and compare the number of chips in each cookie.
Which cookie would you want to eat? Why?

What's the math?

- Counting
- Matching one-to-one
- Comparing

COMPONENT #4: *The Quilt*

MATH ACTIVITY: DESIGN A QUILT (COMPUTER INTERACTIVE)

Description

This touch screen computer interactive fits into the book wall. Its visual surroundings give the impression that it is part of a window.

Visitor experience

Visitors are attracted to the component by a video loop of an animated hand selecting and moving quilt squares onto a quilt. When the screen is touched it instantly displays a screen where visitors can create their own quilt pattern by placing predesigned quilt squares onto a 5 x 5 grid. When a child touches one of eight quilt squares from the palette on the right side of the screen, they turn on that particular square. They can then place that square onto their own quilt by touching squares on the design grid. Visitors can also scroll through a selection of partially finished quilt patterns and select one to finish and they can save their finished quilt to a "gallery" that other visitors may view.

Objectives

1. Children will engage in one or more of the following math-related skills: copying a pattern, continuing a pattern, or creating a pattern.
2. Adults will recognize the math connection in the activity.
3. Adults will be engaged in this activity with their children through active observation, participation, or assistance.

Text/Graphics

Computer quilting

What's the math?

- Following directions
- Creating a pattern
- Reproducing a pattern

<p style="text-align: center;">COMPONENT #5: <i>Frog and Toad Are Friends: A Lost Button</i></p>
--

MATH ACTIVITY: BUTTON SORTING TABLE

Description

This component is a large flat tree stump. Tree rings are visible on the top of the stump. One ring is quite dark in color and forms a sorting circle. The front of the stump has a shallow bin which holds a variety of oversized buttons. Several distinct and obvious attributes are represented in the buttons: size, color, number of holes, and material.

Visitor experience

Visitors sort, stack, match, create series, and play “What’s My Rule” with a large supply of oversized buttons.

Objectives

1. Children will engage in one or more of the following math-related skills: comparing, describing similarities and differences, matching, counting, and asking questions about attributes.
2. Adults will recognize the math connection in the activity.
3. Adults will be engaged in this activity with their children through active observation, participation, or assistance.

Text/Graphics

Play a sorting game.

Take turns creating and guessing sorting rules.
How many ways can you think of to sort the buttons?

What’s the math?

- Sorting
- Pattern recognition
- Describing

COMPONENT #6: ***Goldilocks and The Three Bears***

MATH ACTIVITY: MEASURE UP!

Description

The activity is located on the front stoop of the house. The Three Bears are framed in the doorway. Measuring strips run up both sides of the outer door frame. Magnetic markers are attached to the strips. The strips are numbered in two ways: on one side, inches are numbered 1-72. On the other side, feet are numbered and inches are numbered 1-12 within each one foot segment. On the inside surface of the door frame are two nonstandard ways to measure: one side has a column of pencils, the other side has a column of spoons.

Visitor experience

Visitors work together to measure heights and compare themselves to the size of other people and The Three Bears.

Objectives

1. Children will engage in one or more of the following math-related skills: measuring, comparing, and using math language.
2. Adults will recognize the math connection in this activity.
3. Adults will be engaged in this activity with their children through active observation, participation, or assistance.

Text/Graphics

Measure up!

Are you taller or shorter than Baby Bear? By how much?
How many spoons high is the tallest person in your family?

What's the math?

- Nonstandard measurement
- Measuring height
- Comparing

Go Figure! Library exhibit

Technical and Design Details

Technical details:

- The exhibit consists of six separate components: one entry piece and one component in the form of a book for each of the five featured books: *Arthur's Pet Business*, *The Doorbell Rang*, *The Quilt*, *Frog and Toad are Friends: A Lost Button*, and *Goldilocks and the Three Bears*.
- The active area of each of the six exhibit components (entry and five books) is defined by a footprint of approximately 6 x 6 square feet.
- The proposed floor plans for the exhibit (following page) are extremely flexible for maximum adaptability to 75 different library venues.
- Each exhibit floor plan requires 700 square feet of space and the ability to bring 110-volt electrical service to *The Quilt* component.
- The exhibit has been designed so that two able-bodied persons working together can set up the exhibit in less than three hours using no more than two tools. Necessary set up tools will travel with the exhibit.
- Weight of individual sections of each component will not exceed 50 pounds.
- The exhibit is designed so that each component is shipped in a self-contained shipping crate on rollers. There will be eight crates: six containing the main exhibit components, one containing the computer used with *The Quilt*, and one containing *The Doorbell Rang* cookie sheet and the *Arthur* calendar.
- Each crate will be able to fit through a standard-size door opening.
- The finished size of each shipping crate will be approximately 51" x 62" x 16".
- The total weight of each shipping crate will not exceed 200 pounds.

Design and content details:

- All label text is presented in both English and Spanish.
- Each large-scale component (book) includes dimensional details on page edges and book spine.
- The "outside" of each large-scale book will be a replication of the actual book cover art on the right side (as you look at it); the left side of the book will carry publisher's recognition. Copyright recognition for each book is also located on the entry piece.
- The inside of each book component holds a laminated, permanently-mounted version of the featured book. The inside of each book component includes one math-related activity.
- The inside of each book component includes labels oriented to adults that point out the math concept that is related to the activity, and instructions for engaging in and extending the activity.

Go Figure! Educator's Guide (K-1)

Created by Minnesota Children's Museum

Why learn about math?

- To increase math skills
- To enhance patterns and problem solving skills
- To use objects to help us increase number sense, shapes and measurement

BEFORE YOUR VISIT TO THE EXHIBIT

Before your *Go Figure!* visit, try some of the activities below to prepare your students. Adapt up or down depending on your students' abilities.

1. As a class, learn to count one through ten in a few languages. Write them on the board or make number cards. Try French and Spanish. Look for similarities in the words for each number.
2. Design your own fish using various shapes for fish body parts. Perhaps triangles for the fins or parallelograms for scales. Students can create patterns with different shapes and colors.
3. Sing a counting song such as "The Ants Go Marching One by One" or "One, Two, Buckle My Shoe."
4. Cut a piece of string for each student that is as long as they are tall. Have them compare it with their reach. Use it to find other ratios. Is once around their neck the same as twice around their wrist?
5. Create a mural of the students' handprints containing 100 fingers. Let the class figure out how many children can participate in printing their fingers on the mural. Ask them to count by fives and tens to ensure you really show 100 fingers.
6. Start out each morning by reading *Today is Monday*, by Eric Carle. Follow up with a discussion about the pattern in your daily schedule.
7. Divide your students into small groups of four or six. Have each group "share" (divide) a number of items, i.e., crayons, markers, sheets of paper, among themselves. Ask them to decide how many items each child would receive from the total.

AFTER YOUR VISIT TO THE EXHIBIT

1. Lead your students on a shape hunt, either inside or outside your school. Name as many shapes as can be found in the walls, floors, windows, etc.
2. Make a batch of “No Bake Cookies” as a class. Let the students practice measuring the ingredients. Discuss how the different amounts compare to one another, i.e., three teaspoons equal one tablespoon.

You will need:

2 large mixing bowls	measuring cups
2 cookie sheets	measuring spoons
wax paper	medium saucepan

Ingredients:

2 ½ cups rolled oats	1 cup sugar
½ cup unsweetened cocoa powder	½ cup butter or margarine
2 cups shredded coconut	½ cup milk
1 teaspoon vanilla extract	

Cover a cookie sheet with a piece of waxed paper. In a large bowl, stir the oats, coconut and vanilla together. In a medium saucepan, over medium heat, stir the sugar, butter, and milk until it bubbles. Let it cook for 5 minutes. Pour the liquid mixture over the dry ingredients and stir well. Cool for 3 minutes. Drop the dough by spoonfuls onto the cookie sheet and form the dough into balls with your fingers. Refrigerate or freeze until the cookies harden. These are great with milk!

3. Have the students bring in a collection of one hundred of the same items from home in a self-seal bag. Make sure parents know anything will do--Cheerios, beans, pennies, paper clips, leaves. Using cups or bowls, the students can recount each other's items by grouping them by fives and tens.
4. Discuss how the calendar is set up and the patterns that are involved: 24 hours in a day, seven days in a week, twelve months in a year. Students can learn how many days in a month from using the “knuckle method,” or the rhyme “Thirty days has September.”
5. At several work stations around the room, place small identical containers of objects such as cubes, marbles, paper clips or beads. Ask the children to work in groups and estimate how many of the item is in each container. After they are finished, discuss how different sized items take up more or less space in the container.
6. Make number cards similar to dominos. Write a numeral on one end of the card and use dots to represent the number on the other end.
7. Students can make a classroom quilt, using an old sheet and tempera paint. Draw Xs in marker to divide the squares. Use color or shapes to create a pattern on your quilt.

Picture books that support math concepts

Compiled by:

Sue McCleaf Nespeca

Board Member, Association for Library Service to Children

Email: sue@kidlitplus.com Home Page: www.kidlitplus.com

Number Sense

Exhibit book: *The Doorbell Rang* by Pat Hutchins

Other recommended books:

- Anderson, Lena. *Tea for Ten*. R & S Books, 2000.
- Anno, Mitsumasa. *Anno's Counting Book*. HarperCollins, 1987.
- Archambault, John. *Knots on a Counting Rope*. Holt, 1987.
- Baker, Keith. *Big Fat Hen*. Harcourt Brace, 1994.
- Bang, Molly. *Ten, Nine, Eight*. Greenwillow, 1987.
- Bennett, David. *One Cow Moo Moo!* Holt, 1990.
- Cabrera, Jane. *Over in the Meadow*. Holiday House, 1999.
- Carlstrom, Nancy White. *Let's Count It Out, Jesse Bear*. Simon & Schuster, 1996.
- Christelow, Eileen. *Five Little Monkeys Jumping on the Bed*. Clarion, 1989.
- Christelow, Eileen. *Five Little Monkeys Sitting in a Tree*. Clarion, 1991.
- Crews, Donald. *Ten Black Dots*. Morrow, 1986.
- Ehlert, Lois. *Fish Eyes*. Harcourt Brace, 1990.
- Evans, Lezlie. *Can You Count Ten Toes?* Houghton Mifflin, 1999.
- Fleming, Denise. *Count!* Henry Holt, 1992.
- Galdone, Paul. *Over in the Meadow*. Simon & Schuster, 1989.
- Grossman, Bill. *My Little Sister Ate One Hare*. Crown, 1996.
- Gunson, Christopher. *Over on the Farm*. Scholastic, 1995.
- Hague, Kathleen. *Numbears*. Holt, 1999.
- Keats, Ezra Jack. *Over in the Meadow*. Viking, 1999.
- Kirk, David. *Miss Spider's Tea Party*. Scholastic, 1994.
- McGrath, Barbara Barbieri. *The Cheerios Counting Book*. Scholastic, 1998.
- McGrath, Barbara Barbieri. *The M & M's Brand Chocolate Candies Counting Book*. Charlesbridge, 1994.
- Masurel, Claire. *Ten Dogs in the Window*. North-South, 1997.
- Mora, Pat. *Uno, Dos, Tres: One, Two, Three*. Clarion, 1996.
- Peek, Merle. *Roll Over! A Counting Song*. Clarion, 1991.
- Pinczes, Elinor J. *One Hundred Hungry Ants*. Houghton Mifflin, 1993.
- Pomeroy, Diana. *One Potato*. Harcourt Brace, 1996.
- Root, Phyllis. *One Duck Stuck*. Candlewick, 1998.
- Ryan, Pam Munoz. *One Hundred is a Family*. Hyperion, 1994.
- Schwartz, David. *How Much is a Million?* Morrow, 1985.

Sierra, Judy. *Counting Crocodiles*. Harcourt Brace, 1997.
Slate, Joseph. *Miss Bindergarten Celebrates the 100th Day of Kindergarten*. Dutton, 1998.
Swinburne, Stephen. *What's A Pair? What's A Dozen?* Boyds Mills Press, 2000.
Walsh, Ellen Stoll. *Mouse Count*. Harcourt Brace, 1991.
Wells, Rosemary. *Emily's First 100 Days of School*. Hyperion, 2000.

Pattern

Exhibit book: *The Quilt* by Ann Jonas

Other recommended books:

Ahlberg, Janet and Allan. *Each Peach Pear Plum*. Viking, 1979.
Baker, Keith. *Hide and Snake*. Harcourt Brace, 1991.
Barton, Byron. *The Little Red Hen*. HarperCollins, 1993.
Carle, Eric. *Very Busy Spider*. Philomel, 1985.
Carle, Eric. *Very Hungry Caterpillar*. Putnam, 1984.
Carle, Eric. *Today is Monday*. Philomel, 1993.
Carlstrom, Nancy White. *Jesse Bear, What Will you Wear?* Simon & Schuster, 1986.
Galdone, Paul. *Three Billy Goats Gruff*. Houghton Mifflin, 1979.
Galdone, Paul. *Three Little Kittens*. Houghton Mifflin, 1986.
Jones, Carol. *This Old Man*. Houghton Mifflin, 1990.
Kalan, Robert. *Jump Frog Jump*. Morrow, 1995.
Martin Jr., Bill. *Brown Bear, Brown Bear*. Holt, 1992.
Mosel, Arlene. *Tikki Tikki Tembo*. Holt, 1988.
Palatini, Margie. *Piggie Pie!* Clarion, 1995.
Raffi. *Five Little Ducks*. Crown, 1999.
Rounds, Glen. *Three Billy Goats Gruff*. Holiday, 1993.
Slobodkina, Esphyr. *Caps for Sale*. HarperCollins, 1988.
Stewart, Matthew. *A Pair of Socks*. HarperCollins, 1996.
Taback, Simms. *There was an old lady who swallowed a fly*. Viking, 1997.
Trapani, Iza. *How much is that doggie in the window?* Whispering Coyote Press, 1997.
Williams, Sue. *I Went Walking*. Harcourt Brace, 1990.
Wood, Audrey. *Napping House*. HarcourtBrace, 1984.

Size

Exhibit book: *Goldilocks and the Three Bears* retold by James Marshall

Other recommended books

Aliki. *My Feet*. HarperCollins, 1990.
Bridwell, Norman. *Ciifford, the Small Red Puppy*. Scholastic, 1990.
Brown, Marc. *D.W. Thinks Big*. Little, Brown, 1993.
Carle, Eric. *The Grouchy Ladybug*. HarperCollins, 1996.

Cuyler, Margery. *The Biggest, Best Snowman*. Scholastic, 1998.
Gilman, Phoebe. *Something from Nothing*. Scholastic, 1992.
Joyce, William. *George Shrinks*. HarperCollins, 1985.
Kellogg, Steven. *Jack and the Beanstalk*. Morrow, 1991.
Kellogg, Steven. *Much Bigger Than Martin*. Dial, 1976.
Krauss, Ruth. *The Carrot Seed*. HarperCollins, 1988.
Miller, Margaret. *Big and Little*. Greenwillow, 1998.
Most, Bernard. *How Big were the Dinosaurs?* Harcourt Brace, 1994.
Murphy, Stuart. *Best Bug Parade*. HarperCollins, 1996.
Murphy, Stuart J. *Super Saturday Sand Castle*. HarperCollins, 1999.
Petach, Heidi. *Goldilocks and the Three Hares*. Putnam & Grosset, 1995.
Taback, Simms. *Joseph Had a Little Overcoat*. Viking, 1999.

Shape

Exhibit book: *Frog and Toad: the Lost Button* by Arnold Lobel

Other recommended books:

Burns, Marilyn. *Greedy Triangle*. Scholastic, 1995.
Carle, Eric. *Draw Me A Star*. Philomel, 1992.
Carle, Eric. *The Secret Birthday Message*. HarperCollins, 1987.
Ehlert, Lois. *Color Farm*. HarperCollins, 1997.
Ehlert, Lois. *Color Zoo*. HarperCollins, 1997.
Greene, Rhonda Gowler. *When a Line Bends...A Shape Begins*. Houghton Mifflin, 1997.
Henkes, Kevin. *Circle Dogs*. Greenwillow, 1998.
Hoban, Tana. *Shapes, Shapes, Shapes*. Morrow, 1986.
Pienkowski, Jan. *Shapes*. Little Simon, 1998.
Shaw, Charles. *It Looked Like Spilt Milk*. HarperCollins, 1988.
Tompert, Ann. *Grandfather Tang's Story*. Crown, 1990.

Problem Solving

Exhibit book: *Arthur's Pet Business* by Marc Brown

Other recommended books:

Adler, David. *Fraction Fun*. Holiday, 1996.
Axelrod, Amy. *Pigs Will be Pigs: Fun With Math and Money*. Simon & Schuster, 1994.
Also, *Pigs Go to Market: Fun With Math and Travel*; *Pigs In the Pantry: Fun With Math and Cooking*; *Pigs on a Blanket: Fun With Math and Time*; *Pigs on the Ball: Fun with Math and Sports*; *Pigs on the Move: Fun with Math and Travel*.
Baker, Keith. *Quack and Count*. Harcourt Brace, 1999.
Beil, Karen Magnuson. *A Cake All For Me*. Holiday, 1998.
Demi. *One Grain of Rice*. Scholastic, 1997.

Hoban, Tana. *26 letters and 99 cents*. Greenwillow, 1987.
Jonas, Ann. *SPLASH!* Greenwillow, 1995.
McMillan, Bruce. *Eating Fractions*. Scholastic, 1991.
Merriam, Eve. *12 Ways to get to 11*. Simon & Schuster, 1993.
Miranda, Anne. *Monster Math*. Harcourt Brace, 1999.
Murphy, Stuart J. *Jump, Kangaroo, Jump!* HarperCollins, 1999.
Murphy, Stuart J. *Room for Ripley*. HarperCollins, 1999.
Pinczes, Elinor. J. *A Remainder of One*. Houghton Mifflin, 1995.
Schlein, Miriam. *More Than One*. Greenwillow, 1996.
Schwartz, David. *How much is a million?* Morrow, 1985.
Scieszka, Jon. *Math Curse*. Viking, 1995.
Viorst, Judith. *Alexander who used to be rich last Sunday*. Atheneum, 1978.
Wells, Rosemary. *Bunny Money*. Dial, 1997.
Young, Ed. *Seven Blind Mice*. Philomel, 1992.

Resources for parents and teachers

Compiled by Sue McCleaf Nespeca, with additions by ALA Public Programs

Free government publications

Early Childhood: Where Learning Begins Mathematics: Mathematical Activities for Parents and Their 2- to 5-year Olds. U.S. Dept. of Education publication ECI 1999-9002, 1999. To order single copies, call toll free 1-877-4ED-pubs (1-877-433-7827) or order online via the Internet: <http://www.ed.gov/pubs/edpubs.html>
This publication is also available online at <http://www.ed.gov/pubs/EarlyMath>

Helping Your Child Learn Math. U.S. Dept of Education publication MIS 1999-6560R, 2000. To order single copies, call toll free 1-877-4ED-pubs (877-433-7827) or order online via the Internet at: <http://www.ed.gov/pubs/edpubs.html>
A copy of this publication is included in this site support notebook. It is also available online at: <http://www.ed.gov/pubs/parents/Math/index.html>

Books

50 Simple Things You Can Do to Raise a Child Who Loves Math, by Kathy A. Zahler. Macmillan, 1997. ISBN 0028617665.

Count on Math: Activities for Small Hands and Lively Minds, by Pamela Schiller and Lynne Peterson. Gryphon House, 1997. ISBN: 0876591888

Family Math, by Jean Kerr Stenmark, Virginia Thompson and Ruth Cossey. University of California, 1986.

Family Math for Young Children: Comparing (Equals Series), by Grace Davila Coate and Jean Kerr Stenmark. University of California, 1997.

Games for Math: Playful Ways to Help Your Child Learn Math from Kindergarten to Third Grade, by Peggy Kaye. Pantheon, 1988. ISBN: 0394755103

Growing Mathematical Ideas in Kindergarten, by Linda Schulman Dacey and Rebecka Eston. Marilyn Burns Education Assoc., 1999. ISBN: 0941355225.

Janice VanCleave's Play and Find Out About Math: Easy Activities for Young Children, by Janice VanCleave. John Wiley and Sons, 1998. ISBN: 0471129380.

Math and Literature: (K-3) Book One, by Marilyn Burns. Marilyn Burns Education Assoc., 1993.

Math for the Very Young: A Handbook of Activities for Parents and Teachers, edited by Lydia Polonsky. John Wiley & Sons, 1995. ISBN: 0471016470.

Math for Your First- and Second-Grader: All You Need to Know to Be Your Child's Best Teacher, by Stephen L. Slavin. John Wiley & Sons, 1995.

Math Play! edited by Susan Williamson. Williamson Publishing, 1997. ISBN:1885593082.

Matharts: Exploring Math Through Art for 3 to 6 Year Olds, by MaryAnn F. Kohl and Cindy Gainer. Gryphon House, 1996. ISBN: 0876591772.

Teaching Math with Favorite Picture Books, by Judi Hechtman, Deborah Ellermeyer and Sandy Ford Grove. Scholastic Professional Books, 1998. ISBN: 0590762508

Background Articles

(Minnesota Children's Museum and ALA)

Ann G. Anderson, "**Parents as Partners: Supporting Children's Mathematics Learning Prior to School,**" *Teaching Children Mathematics*, Volume 4, Number 6 (February 1998): 331-337.

Douglas H. Clements, "**Young Children's Ideas about Geometric Shapes,**" *Teaching Children Mathematics*, Volume 6, Number 8 (April 2000): 482-488.

Birgitta Corneille, "**Recognizing the Mathematics,**" *Teaching Children Mathematics*, Volume 4, Number 2 (October 1997): 112-115.

Colin K. Ducolon, "**Quality Literature as a Springboard to Problem Solving,**" *Teaching Children Mathematics*, Volume 6, Number 7 (March 2000): 442-446.

Jacqueline Harris, "**Interweaving Language and Mathematics Literacy through a Story,**" *Teaching Children Mathematics*, Volume 5, Number 9 (May 1999): 520-524.

Joy L. Lowe and Kathryn I. Matthew. "**Classroom Connections: Exploring Math with Literature,**" *Book Links*, Volume 9, No. 5 (May 2000), p. 58-62.

Barbara Rowley, "**As Easy as 1, 2, 3,**" *Parenting*, Fall 1999, Special Issue: 54-57.

David J. Whitin. "**Explore Mathematics Through Children's Literature,**" *School Library Journal*, Volume 38, No. 8 (August 1992) p. 24-28.

Web Sites

(Please examine web sites for their appropriateness for young children, taking into consideration reading abilities and computer skills; most of these web sites are for caregivers and teachers to use with children)

<http://www.funbrain.com/numbers.html>

Math baseball, fresh-baked fractions, shapes, making change, measuring, and many other math activities are offered at four levels: easy, medium, hard, and super brain.

<http://www.ctw.org/preschool/guide>

Children's Television Workshop web site includes a math section for preschoolers.

<http://www.dcmrats.org> DuPage County (Illinois) Children's Museum web site. Go to section called "Aunty Math" for math challenges in a story format.

<http://www.ed.gov/pubs/EarlyMath>

Mathematical activities for parents and their 2- to 5-year olds.

<http://www.ed.gov/pubs/parents/LearnPtnrs/math.html>

Let's Do Math! for caregivers and children.

<http://www.ed.gov/pubs/parents/Math/index.html>

Helping your child learn math.

<http://www.funschool.com>

Basic math concepts for K-3 in colorful, fast moving, interactive games.

<http://www.kidsource.com/kidsource/content4/math.myth.html>

Math and the Myth of 1,2,3. Also, click on two related articles in the column at left on the screen: "Helping Your Child Learn Math" and "Learning Partners - Let's Do Math!"

<http://knowledgeadventure.com/features/parents>

Interesting math games using everyday objects.

<http://www.mathstories.com>

Interesting word problems for children at various skill levels, including Grade 1. Also "Word Problems Based on Children's Books."

Fact Sheet

Go Figure!

WHO: The Minnesota Children’s Museum, the American Library Association (ALA) Public Programs Office, and the Association for Library Service to Children (ALSC), a division of ALA, collaborated in producing the traveling exhibition. The National Science Foundation (NSF) provided major funding for the exhibition; additional support came from Cargill and 3M.

WHAT: “Go Figure!” is a 700-square-foot exhibition based on a large, 1,200-square-foot interactive exhibition of the same name that opened at Minnesota Children’s Museum in St. Paul, Minn., in January 2000 and will begin traveling to children’s museums across the country in Fall 2000.

The library exhibit includes interpretive and educational materials that bring the exciting world of math and its everyday uses to children two to seven years old and their parents through children’s literature. The core of the exhibition will be representations of scenes from the following children’s books: *Arthur’s Pet Business* by Marc Brown; *The Doorbell Rang* by Pat Hutchins; *The Quilt* by Ann Jonas; *Frog and Toad Are Friends: A Lost Button* by Arnold Lobel; and *Goldilocks and the Three Bears*, James Marshall, illustrator. Exhibit text is in English and Spanish.

Take-home materials will give parents helpful information on fun-filled and age-appropriate ways of helping children to recognize and use math concepts such as measuring, sorting, counting, and estimating in their lives outside of school.

WHERE: Five copies of the traveling exhibition will each tour to 15 libraries in the U.S. For a list of libraries on the tour, visit www.ala.org/publicprograms/ (click on Exhibitions, then Go Figure).

WHEN: The exhibition will travel between September 2000 and January 2003.

WHY: “Go Figure!” is designed to address four critical strategies to help awaken in children a comfort with, an interest in, and a view of the world informed by math: start early, make math real, involve parents, and engage curiosity in books. The goals of the project are to stimulate parents’ awareness of young children’s readiness to learn math; to stimulate the realization among parents and children that math is everywhere; to provide parents with the means to actively support and participate in their children’s math education, and to promote books and family reading as a tool for learning math.

CONTACT: ALA Public Programs Office, 312-280-5054. E-mail: sbrandeh@ala.org. Or, visit the ALA Public Programs Office Web site – www.ala.org/publicprograms.

Publicity samples

SAMPLE MEDIA ALERT/CALENDAR LISTING

(Print on library letterhead)

For Immediate Release
(MONTH, DATE, YEAR)

Contact: (LIBRARY CONTACT)
(TELEPHONE, E-MAIL)

At the (NAME OF LIBRARY).....

Go Figure!--a national traveling exhibit organized by Minnesota Children's Museum and the American Library Association (ALA)--opens at the (NAME OF LIBRARY) on (DATE) for six weeks. The exhibit introduces early math concepts such as sorting and measuring through kid-sized environments inspired by familiar children's books.

The library is offering free programs and other events for the public in connection with the exhibit. Call (TELEPHONE NUMBER) for details.

Go Figure! is designed to bring the exciting world of math and its everyday uses to children two to seven years old and their parents or caregivers. It is based on a large interactive exhibition of the same name that opened at Minnesota Children's Museum in January 2000 and is traveling to other children's museums around the country.

The ALA's Public Programs Office and Association for Library Service to Children collaborated with the Museum in producing *Go Figure!* The National Science Foundation, Cargill and 3M provided major funding for the exhibit.

SAMPLE LETTER TO COMMUNITY GROUPS

(Print on Library Letterhead)

(NOTE: In mailings to the media and community groups, include announcements, flyers and brochures of library programs related to the exhibition. Letters to the media should also include press kits, offer assistance in developing stories, and include the name of a library spokesperson to contact for interviews.)

(DATE)

Dear Library Friend: **(PERSONALIZE GREETING WHENEVER POSSIBLE)**

The **(NAME OF LIBRARY)** is pleased to announce the opening of a new exhibit--*Go Figure!*--on **(DATE)**. The library is one of 75 libraries in the United States selected to host the traveling exhibit. Minnesota Children's Museum and the American Library Association's (ALA) Public Programs Office and Association for Library Service to Children organized the library tour.

Go Figure! is made possible, in part, through a major grant from the National Science Foundation, with additional support from Cargill and 3M. It is based on an interactive exhibition of the same name that opened at Minnesota Children's Museum in January 2000 and is traveling to other children's museums around the country.

Go Figure! brings the exciting world of math and its everyday uses to children two to seven years old and their parents or caregivers through kid-sized environments inspired by familiar children's books and characters.

We invite you to a special preview of *Go Figure!* on **(DAY, DATE)** at **(TIME)** at the library **(OR PARTICULAR LOCATION IN LIBRARY)**. **(NAME)** will be the guest speaker. A news release included with this correspondence provides additional details. Please contact me at **(TELEPHONE, E-MAIL)** if you have questions.

We hope you can join us as we introduce this exciting exhibition to our community.

Sincerely,

(NAME)
(JOB TITLE)

SAMPLE NEWS RELEASE

(Print on library letterhead)

For Immediate Release
(DATE)

Contact: (LIBRARY CONTACT)
(TELEPHONE, E-MAIL)

(NAME OF LIBRARY) to host *Go Figure!* traveling exhibit

(CITY) – Storybook characters present enjoyable, meaningful, interactive math experiences to children and adults in *Go Figure!*--a national traveling exhibit that begins a six-week visit at the (NAME OF LIBRARY) on (DAY, DATE).

Organized by Minnesota Children’s Museum, St. Paul, Minn., and the American Library Association’s (ALA) Public Programs Office and Association for Library Service to Children, the traveling exhibit is made possible, in part, through a major grant from the National Science Foundation (NSF). Additional support came from Cargill and 3M.

“We are delighted to have been selected as a site for this exhibit,” said (LIBRARIAN COORDINATOR OR DIRECTOR). “Using familiar children’s books, it offers our community delightful experiences with simple math and helps demonstrate that math is learned naturally by the inventive, curious mind. Children ages two to seven years old and their parents or caregivers will enjoy the lively graphics of the exhibit and the related library programs and activities.”

Go Figure! transforms charming children’s books into a kid-sized world where children and adults can have fun exploring math surrounded by familiar characters such as Arthur the Aardvark and the Three Bears. Each of the five colorful large-scale book elements in the exhibit includes a math-related activity such as measuring,

- more -

Go Figure – Add One

weighing, or sorting, along with labels to guide parents. Featured books are *Arthur's Pet Business*, *The Doorbell Rang*, *The Quilt*, *Frog and Toad Are Friends: A Lost Button*, and *Goldilocks and the Three Bears*.

A free brochure for parents and caregivers contains helpful information on fun-filled and age-appropriate ways of helping children recognize and use math concepts such as patterns and shapes, counting, and estimating in their everyday lives. The brochure also suggests children's books that help reinforce specific math activities.

Go Figure! is based on an interactive exhibition of the same name that opened at Minnesota Children's Museum in January 2000 and is traveling to children's museums around the country.

The library is sponsoring free programs and other events for the public in connection with the exhibition. Contact (**TELEPHONE NUMBER, E-MAIL**) for more information.

SAMPLE PUBLIC SERVICE ANNOUNCEMENTS

:10

The **(NAME OF LIBRARY)** is hosting the traveling exhibit *Go Figure! Go Figure!* highlights early math concepts, such as sorting and measuring, in the colorful and familiar world of children books. It begins on **(DAY, DATE)**. Call **(TELEPHONE NUMBER)** for details.

:20

Go Figure!--a new traveling exhibit at the **(NAME OF LIBRARY)**, introduces simple math concepts to young children using familiar storybook characters. It encourages parents and children to share hands-on math activities in an exhibit setting--an ideal way for families to explore, experience, and learn math together.

Come and see how parents' involvement in learning can help foster a child's natural curiosity and intuitive sense of math and make a difference in school and later life, beginning **(DAY, DATE)**. Call **(TELEPHONE NUMBER)** for details.

:30

Parents can have an impact on their child's interest in math. Their involvement can foster a child's natural curiosity and intuitive sense of math and make a difference in school and later in life.

The **(NAME OF LIBRARY)** invites you to explore early math concepts in a colorful and familiar children's book environment at a free exhibition – *Go Figure!* – on display at the library for six weeks beginning on **(DAY, DATE)**. Sharing hands-on math activities in an exhibit setting is an ideal way for parent and child to explore, experience, and learn math together.

Go Figure! is organized by Minnesota Children's Museum, St. Paul, Minn., and the American Library Association. It is made possible, in part, through a major grant from the National Science Foundation, with additional support from Cargill and 3M.

For more information, call **(TELEPHONE NUMBER)**.

Promotion Pointers

All libraries are expected to plan and implement effective publicity programs designed to create awareness of the *Go Figure!* exhibit and related programs in the community.

Make sure all promotional materials feature the sponsor and funder credit information found in the front of this notebook.

The following guidelines are intended to help you launch a successful campaign.

GET STARTED

Involving staff members at all levels in program planning pays off not only in new ideas but also in support and enthusiasm. One way to help staff “buy in” is to hold a mini-workshop or brainstorming session on *Go Figure!*

- Emphasize the potential for recruiting new users and building support for the library.
- Communicate the goals for your program -- what you want to accomplish, how to continue the partnerships.
- Assign staff with various interests/talents to work in small groups to carry out any established goals.
- Share your program plans with the library director, board, Friends and other library support groups. Invite their ideas and cooperation.

DEFINE YOUR TARGET AUDIENCE

Your press materials will reach a general audience of mixed ages and backgrounds. Use a personal letter (see Sample Letter to Community Groups) to contact specific groups who may have an interest in the exhibit and programs. A copy of your flier can serve as an informal letter. Include a personal note soliciting support.

Groups who may be interested in the *Go Figure!* exhibit and programs include:

family social services providers
day care center personnel
church-sponsored child care centers
museums
early childhood teachers and other educators
parent support groups
local high school, college and university education and early childhood classes

DEVELOP AN AUDIENCE PROFILE

Ask yourself the following questions to develop a profile of the audience you want to reach with *Go Figure!*

Where do they work?
What restaurants do they eat in?
Where do they spend their leisure time?
What other community activities do they take part in?
What social, religious, professional, civic organizations do they belong to?
What educational institutions do they use?
What special arrangements do they require?
 Is a particular time of day best for programs?
 Need child care?
 Need transportation?
 Need access/space for wheelchairs?
 Need signing for deaf/hard of hearing?
 If your program is outside the library, is parking available, public transportation?
 Other physical/space/time considerations?

DETERMINE WHAT PUBLICITY WILL BEST REACH YOUR AUDIENCE

- Include members of your target audience on your program planning committee.
- Go to meetings of the groups your audience belongs to and talk about the program.
- Call or meet with community leaders, church leaders who deal with your target audience—ask them what publicity methods work best.
- Keep your eyes open for new places for publicity as you go through your day, especially on the weekend. Notice how other services and programs are advertised and use them as a model if appropriate., e.g. place mats or tent signs in restaurants; flyers in grocery bags; newspaper inserts; information on city mailings to residents such as bills, information leaflets.
- Note how you yourself find out about particular events in the community you are interested in. Can you use that form of publicity for your program?

CHOOSE THE BEST WAY TO COMMUNICATE

Determine the best ways to communicate with those persons or groups you have identified as potential participants. Some considerations:

personal contact: word of mouth, public speaking, telephone

written materials: program fliers, newspaper and newsletter announcements

broadcast: interview programs, public service announcements

graphics: posters, bookmarks, displays

Web sites: make links from the library Web site to your partner Web sites as well as other relevant Web sites in your community. Pass that information to the ALA Public Programs Office to add to the project Web site (Contact Susan Brandehoff, sbrandeh@ala.org).

Personal contact

One-on-one personal contact can be one of your most effective means of communicating themes and generating enthusiasm for the exhibition and programs..

- Make a list of influential individuals in your community--the mayor, city council members, business leaders, legislators. Let them know about this project and invite them to visit the library for this and other events.

- Speaking to community groups is another direct, inexpensive, and very effective way to publicize the exhibit and your programs. Introduce yourself to organization officers and ask for an opportunity to speak to the membership or key group leaders. At the meeting, outline your overall program plans and ask for their support. Bring along brochures and other handouts to reinforce your talk.

Written materials

- The fact sheet included in this section of the notebook can be adapted for your local use. Include it with press release mailings and letters to key potential partners and/or participants. Your local fact sheet should include information on the exhibition or specific program, exhibition organizers and funders, your speakers and community partners, local tie-ins, program dates, time and location(s), and a contact name and telephone number.

- Adapt the sample news releases, media alert and public service announcements in this section of the notebook for your local media. Keeping the media up-to-date on the exhibition and your programs will ensure maximum coverage. Offer press kits, including a photograph and biography of guest speakers and other key participants. Offer story ideas. Ask guest speakers and key participants to actively participate in media interviews.

- Newspapers remain a popular source of general information and can provide in-depth news and features coverage. Besides your local newspapers, consider these other important print sources:

- Free-circulation "shoppers"
- School newspapers and PTA publications
- Newsletters to parents from schools, day care centers, Head Start, etc.
- In-house employee newsletters
- Community newsletters (seasonal or monthly; call your civic center for details)
- Journals, tabloids, and newsletters of special interest groups
- Chamber of Commerce and tourism bureau publications

Broadcast

- Send a letter and background materials to radio/TV producers followed up by a telephone call. Preliminary discussions about possible shows should start immediately. If

it's a call-in show, have friends and supporters call with questions you want to be asked. Also be prepared to answer questions that you don't want to be asked.

- Arrange radio, TV (including cable stations) interviews with scholars or other community representatives involved in the project, along with the librarian.
- Public-access cable TV stations, college radio stations, and other electronic media channels that reach a very small or select audience are often the most enthusiastic about running feature-length programs and interview shows on specialized topics. Contact public or community affairs directors with specific ideas for media tie-ins to the exhibition, programs, and events.

Advertising

- Exhaust all of your "free" sources before considering paid advertising.
- Use the exhibition logos and include local program information in ads. Submit them in press kits to key media. In larger newspapers, more than one press kit may be required for varied editorial and advertising needs. Don't forget ads in target group newsletters, community and weekly papers and library newsletters.
- Ask major newspapers and/or radio and TV stations for donated time or space as a means of sponsorship.
- Solicit assistance from your Friends group to underwrite promotional material development.

Graphics

- Clip art using the *Go Figure!* identifying graphic and sponsor logos is included with these materials.
- Use the graphics on fliers, bookmarks, programs, Web sites, and other materials.

DISTRIBUTION POINTS

- Display promotional materials such as posters, bookmarks, photos and background on prominent guest speakers throughout the library.
- Prepare a special display with promotional materials, background on films and suggested readings.
- Supply your Friends and trustees with posters and/or flyers, and ask them for their help in getting them displayed around town.

· Ask managers of local stores –book, dry cleaners, grocery stores, restaurants –to display posters or fliers in windows. Other suggestions:

high schools, colleges and universities
YMCA's and YWCA's
day care centers
health clubs
park district centers
art galleries
laundromats

doctors' and dentists' waiting rooms
dry cleaning/other services
churches
malls
cafes/internet cafes
senior citizen centers
department stores

PHOTOGRAPHS

Avoid instamatic-like cameras; use 35 mm whenever possible. Use an experienced photographer if your budget permits.

Shoot color or black-and-white photos. Submit the photos in duplicate with your final project report.

Get close to the subject and try to use natural “available” light whenever possible. Keep clutter and irrelevant objects out of the picture. Take pictures that tell a story.

Avoid cliches, e.g, a speaker at a podium, an audience listening to a speaker. Sometimes a dull situation can be enlivened by an unusual angle (from the floor, from a balcony) or special lens (wide angle, fish eye).

Make sure photos have an interesting background, preferably one with signage indicating the name of the program and funder information.

Provide background information for the photo. Included names and titles of individual/groups pictured, name of program and any other interesting information.

Shipping and Receiving Information

The shipper for *Go Figure!* will be CDS Fine Art Services. Exhibition pick-up and delivery will be coordinated by the shipper with the assistance of ALA project staff.

Important: *Because there is limited time available to get the exhibition from one site to another, libraries must have the exhibition dismantled and ready for pick-up no later than the day after closing at 12:00 noon. The closing day in most cases is a Thursday.*

HOST LIBRARIES ARE REQUESTED TO PROCEED AS FOLLOWS:

1. CDS will contact libraries one week before the scheduled closing date. If your library has not heard from CDS by one week before closing, please call CDS at the following number between 9 a.m. and 5 p.m. Central Standard Time to confirm pick-up arrangements:

1-800-466-2787
Ask for Ed Noonan

2. Please arrange for the pick-up during business hours (9-5 your time). Please give CDS the following information:

- ◆ Name and telephone number of a contact person.
- ◆ Address where exhibition should be picked up and actual place of pick-up at that address, such as back of building, etc.
- ◆ Opening and closing times of building if relevant.
- ◆ Special conditions that apply, e.g., parking restrictions, use of back door only, etc.

All shipping costs will be billed directly to the ALA Public Programs Office.

The ALA contact person for inquiries about *Go Figure!* shipping is:

Brenda Barrera, Program Assistant/Registrar
ALA Public Programs
50 E. Huron St.
Chicago, IL 60611
Phone: 312-280-5053, fax: 312/944/2404, e-mail: bbarrera@ala.org

PLEASE NOTE THAT ANY DAMAGE THAT REQUIRES REPLACEMENT OF EXHIBIT PIECES OR PREVENTS DISPLAY OF THE EXHIBIT SHOULD BE REPORTED AT ONCE TO BRENDA BARRERA BY TELEPHONE OR E-MAIL. FOR OTHER DAMAGE, USE THE CONDITION REPORT FORM FOLLOWING.

Condition Report

Go Figure!

1. All libraries are required to complete the condition report form when they receive the exhibit. Please complete this form **within 48 hours** of receiving the exhibit and fax it to Brenda Barrera, 312-944-2404.

2. If you observe damage that prevents display of the exhibit and/or requires replacement or repair of part of the exhibit, **immediately call** Brenda Barrera at 312/280/5053.

Crate #1

1. Assess the exterior condition of the crate.

_____ Check here if there is no visible damage to the exterior of the crate.

_____ Check here if there is damage to the exterior of the crate, handles, fasteners, wheels or other.

Describe below the nature of the damage, its location, whether it was damaged before arrival or at the library, and whether the crate needs repair.

2. Inventory the contents of the crate.

_____ Check here if the contents of the crate match the packing plan found on the inside of the crate and in the site support notebook.

_____ Check here if the contents have been incorrectly packed or if there are items missing. Describe below the nature of the discrepancy:

3. Assess the condition of the crate contents.

_____ Check here if all the contents of the crate are clean and in good physical condition.

_____ Check here if any of the contents of the crate have visible damage. Consider physical integrity, paint condition, graphics condition, functioning of interactive and manipulatives, etc. Describe below the nature of damage, its location, and whether it needs repair.

Crate #2

1. Assess the exterior condition of the crate.

_____ Check here if there is no visible damage to the exterior of the crate.

_____ Check here if there is damage to the exterior of the crate, handles, fasteners, wheels or other.

Describe below the nature of the damage, its location, whether it was damaged before arrival or at the library, and whether the crate needs repair.

2. Inventory the contents of the crate.

_____ Check here if the contents of the crate match the packing plan found on the inside of the crate and in the site support notebook.

_____ Check here if the contents have been incorrectly packed or if there are items missing. Describe below the nature of the discrepancy:

3. Assess the condition of the crate contents.

_____ Check here if all the contents of the crate are clean and in good physical condition.

(Crate #2 continued)

___ Check here if any of the contents of the crate have visible damage. Consider physical integrity, paint condition, graphics condition, functioning of interactive and manipulatives, etc. Describe below the nature of damage, its location, and whether it needs repair.

Crate #3

1. Assess the exterior condition of the crate.

___ Check here if there is no visible damage to the exterior of the crate.

___ Check here if there is damage to the exterior of the crate, handles, fasteners, wheels or other. Describe below the nature of the damage, its location, whether it was damaged before arrival or at the library, and whether the crate needs repair.

2. Inventory the contents of the crate.

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___ Check here if the contents have been incorrectly packed or if there are items missing. Describe below the nature of the discrepancy:

3. Assess the condition of the crate contents.

___ Check here if all the contents of the crate are clean and in good physical condition.

___ Check here if any of the contents of the crate have visible damage. Consider physical integrity, paint condition, graphics condition, functioning of interactive and manipulatives, etc. Describe below the nature of damage, its location, and whether it needs repair.

Crate #4

1. Assess the exterior condition of the crate.

___ Check here if there is no visible damage to the exterior of the crate.

___ Check here if there is damage to the exterior of the crate, handles, fasteners, wheels or other. Describe below the nature of the damage, its location, whether it was damaged before arrival or at the library, and whether the crate needs repair.

2. Inventory the contents of the crate.

___ Check here if the contents of the crate match the packing plan found on the inside of the crate and in the site support notebook.

___ Check here if the contents have been incorrectly packed or if there are items missing. Describe below the nature of the discrepancy:

3. Assess the condition of the crate contents.

___ Check here if all the contents of the crate are clean and in good physical condition.

___ Check here if any of the contents of the crate have visible damage. Consider physical integrity, paint condition, graphics condition, functioning of interactive and manipulatives, etc. Describe below the nature of damage, its location, and whether it needs repair.

(Crate #4 continued)

Crate #5

1. Assess the exterior condition of the crate.

_____ Check here if there is no visible damage to the exterior of the crate.

_____ Check here if there is damage to the exterior of the crate, handles, fasteners, wheels or other.

Describe below the nature of the damage, its location, whether it was damaged before arrival or at the library, and whether the crate needs repair.

2. Inventory the contents of the crate.

_____ Check here if the contents of the crate match the packing plan found on the inside of the crate and in the site support notebook.

_____ Check here if the contents have been incorrectly packed or if there are items missing. Describe below the nature of the discrepancy:

3. Assess the condition of the crate contents.

_____ Check here if all the contents of the crate are clean and in good physical condition.

_____ Check here if any of the contents of the crate have visible damage. Consider physical integrity, paint condition, graphics condition, functioning of interactive and manipulatives, etc. Describe below the nature of damage, its location, and whether it needs repair.

Crate #6

1. Assess the exterior condition of the crate.

_____ Check here if there is no visible damage to the exterior of the crate.

_____ Check here if there is damage to the exterior of the crate, handles, fasteners, wheels or other.

Describe below the nature of the damage, its location, whether it was damaged before arrival or at the library, and whether the crate needs repair.

2. Inventory the contents of the crate.

_____ Check here if the contents of the crate match the packing plan found on the inside of the crate and in the site support notebook.

_____ Check here if the contents have been incorrectly packed or if there are items missing. Describe below the nature of the discrepancy:

3. Assess the condition of the crate contents.

_____ Check here if all the contents of the crate are clean and in good physical condition.

_____ Check here if any of the contents of the crate have visible damage. Consider physical integrity, paint condition, graphics condition, functioning of interactive and manipulatives, etc. Describe below the nature of damage, its location, and whether it needs repair.

Crate #7

1. Assess the exterior condition of the crate.

_____ Check here if there is no visible damage to the exterior of the crate.

_____ Check here if there is damage to the exterior of the crate, handles, fasteners, wheels or other.

Describe below the nature of the damage, its location, whether it was damaged before arrival or at the library, and whether the crate needs repair.

2. Inventory the contents of the crate.

_____ Check here if the contents of the crate match the packing plan found on the inside of the crate and in the site support notebook.

_____ Check here if the contents have been incorrectly packed or if there are items missing. Describe below the nature of the discrepancy:

3. Assess the condition of the crate contents.

_____ Check here if all the contents of the crate are clean and in good physical condition.

_____ Check here if any of the contents of the crate have visible damage. Consider physical integrity, paint condition, graphics condition, functioning of interactive and manipulatives, etc. Describe below the nature of damage, its location, and whether it needs repair.

Crate #8

1. Assess the exterior condition of the crate.

_____ Check here if there is no visible damage to the exterior of the crate.

_____ Check here if there is damage to the exterior of the crate, handles, fasteners, wheels or other.

Describe below the nature of the damage, its location, whether it was damaged before arrival or at the library, and whether the crate needs repair.

2. Inventory the contents of the crate.

_____ Check here if the contents of the crate match the packing plan found on the inside of the crate and in the site support notebook.

_____ Check here if the contents have been incorrectly packed or if there are items missing. Describe below the nature of the discrepancy:

3. Assess the condition of the crate contents.

_____ Check here if all the contents of the crate are clean and in good physical condition.

_____ Check here if any of the contents of the crate have visible damage. Consider physical integrity, paint condition, graphics condition, functioning of interactive and manipulatives, etc. Describe below the nature of damage, its location, and whether it needs repair.

Please return this form to: Brenda Barrera, ALA Public Programs, 50 E. Huron St., Chicago, IL 60611, phone: 312-280-5053; fax: 312-944-2404; e-mail: bbarrera@ala.org

Final Report—Go Figure!

NOTE: Reporting is a requirement for all libraries participating in the *Go Figure!* exhibition tour. This report must be completed and returned to the address below within 30 days of the closing of the exhibition. Some questions will require additional space and paper. THIS REPORT FORM MAY BE DOWNLOADED FROM THE ALA PUBLIC PROGRAMS WEB SITE: www.ala.org/publicprograms/ (click on exhibitions and then *Go Figure!*)

1. **LIBRARY NAME:** _____

2. **DATES OF EXHIBITION:** _____

3. **EXHIBITION ATTENDANCE:** (It is often difficult to monitor exhibit attendance, but informed estimates are required.)

Total exhibit visitors _____ Actual ____ Estimate ____

Total library visitors (or gate count) during exhibit period: _____ Actual ____ Estimate ____

Source of statistics: _____

4. PUBLIC PROGRAMS

Please summarize your programming efforts in a few sentences, characterizing your audience and scope of programming.

5. INDIVIDUAL PROGRAM DESCRIPTIONS (include Title, Format and Presenter)

1) _____

Total attendance _____ Adults ____ YA ____ Children ____ School Groups _____

2) _____

Total attendance _____ Adults ____ YA ____ Children ____ School Groups _____

3) _____

Total attendance _____ Adults ____ YA ____ Children ____ School Groups _____

4) _____

Total attendance _____ Adults ____ YA ____ Children ____ School Groups _____

5) _____

Total attendance _____ Adults ____ YA ____ Children ____ School Groups _____

Total number of programs _____ **Total program attendance** _____

Final Report--Go Figure!--page 2

6. SCHOOLS AND PROGRAMS

- 1. Total number of schools _____ classrooms _____ and students _____ visiting the exhibition.
- 2. Total number of schools _____ classrooms _____ and students _____ using curriculum materials.

7. FUNDING (include sources and actual/in-kind amounts of support for any exhibition-related programs, invitations, printing, events, etc.):

Source: _____ Amount: _____

Source: _____ Amount: _____

Source: _____ Amount: _____

8. OUTREACH PLAN

Please describe your plan to ensure that the audience for *Go Figure!* included representation from groups that do not usually use the library, or are considered underserved populations. What were your strategies to determine if your plan achieved its goals? What groups served as partners in your outreach plan? Did the plan achieve its goals? Why or why not?

9. CARGILL AND 3M SUPPORT

Did you receive support from a local Cargill or 3M office for *Go Figure!*? ____ Yes ____ No

If yes, what was the nature of the support?

10. WEB PAGE INFORMATION

Does your library have a Web page? Yes ____ No ____ Address of page: www.

Did you devote a page on your site to *Go Figure!*? Yes _____ No _____

Address of page: www.

How many hits did this page receive from its creation until the end of the exhibition?

11. COMMENTS ABOUT THE EXHIBIT AT YOUR LIBRARY

(Please identify source of comments, e.g., librarian, program participant, presenter or partner organization)

12. PLEASE ATTACH SAMPLES OF PUBLICITY, OTHER PRINT MATERIALS PRODUCED BY THE LIBRARY FOR THE EXHIBIT, AND CAPTIONED PHOTOGRAPHS, IF POSSIBLE.

Submitted by: _____ Date: _____

Phone: _____ E-mail: _____

Return this form and attachments within 30 days of the closing of the exhibit to:

Brenda Barrera, ALA Public Programs, 50 E. Huron St., Chicago, IL 60611
Any questions, please call 312/280/5053 or bbarrera@ala.org.