



Distributors of Hi Willow Research and Publishing
and F&W Associates

Fall 2007

GREETINGS FROM LMC SOURCE

OUR FOCUS AT
HI WILLOW AND
LMC SOURCE

Welcome to the LMC Source fall catalog for 2007. In our continued push to link the library media program to achievement, we emphasize substantive works and tools to do so. Our most popular book of the past five years has been *Ban Those Bird Units*. This year we are introducing a companion volume, titled *Beyond Bird Units* that adds 3 new teaching models, all new examples and planning worksheets for teacher-librarian collaboration. This major new volume is supplemented by a number of works including *Build Your Own Information Literate School* and *Wiki Templates for Super Teaching*. We are also announcing a new volume of collected assessment measures for the library media program titled *Sharing the Evidence* (p. 5). In this volume, we have collected measures created over the last decade and added new ones for your use.

Below this introduction, you will find a major new title, *In Command!* This book proposes that students build and manage their own information spaces and learn to manage themselves within those spaces. We guarantee that you will have an opinion about this innovative idea.



David V. Loertscher

Direct measurement of the LMC program is available in several important products: *Time and Task Tracker* and *Impact* are amazing uses of Excel spreadsheets for probing and communicating what we do. And check out our young adult section for titles encouraging reading.

We continue to emphasize publications that link closely to the research of the school library media field. This year's Treasure Mountain Retreat papers are titled *Into the Center of the Curriculum*. This volume contains many new research studies published for the first time and some innovative ideas for the complete makeover of the school library media program.

We continue to search for authors of significant publication and have the means to publish materials very quickly in comparison to our competitors. So if you have a time-sensitive publication, do consider us.

As always, we appreciate feedback on our publications including any problems you encounter. Do contact David Loertscher at davidlibrarian@gmail.com for further information.

Make sure you watch the website <http://www.lmcsource.com> for new titles and website specials.

And finally, a warm thanks to all our customers and folks who make constructive comments to us at lmcsource@consolidated.net

NEW



IN COMMAND! KIDS AND TEENS BUILD AND MANAGE THEIR OWN INFORMATION SPACES, AND...LEARNING TO MANAGE THEMSELVES IN THOSE SPACES

Robin T. Williams and David
Loertscher; Hi Willow Research and
Publishing; 2007;
ISBN 1-978-933170-36-0; \$25.00

Most school libraries have a web site or blog that provide a wealth of resources and links to information. However, young people may be saying, "We love you, library, but we love Google more." This book and accompanying website takes a new approach in the battle to capture the attention and serve student needs: It asks each child and teen to construct their own home page using iGoogle, and construct three sections of their own information space:

- **Personal Space** (with assignments, calendars, hobbies, and other critical personal tools). This is a very tightly controlled space that the student can change regularly. If the school library has a blog, then information can be fed to every student via an RSS feed. Thus the librarian can notify a class about a particular library assignment, offering helps and deadlines that will assist the student in their daily work
- **Group Space** for doing projects with others often using web 2.0 tools. For example, a class may be doing a proj-

ect with another class in a foreign country. A ning, a wiki, and blogs can be used to collaboratively share information, do joint planning, and share expertise on a variety of subjects. This capability has really developed over the past 5 years. The concept that multiple students can be seeing and adding to the same page in a word processor is a totally new concept whose time has come.

- **Outer Space** (controlled access to the larger Internet) Students will want to create ways of accessing the entire internet but also learn how to manage those explorations to avoid dangers and pitfalls.

Thus, they learn to manage their own information space. But, even more importantly, they learn to manage themselves within that space. The time has come to offer young people a gift of a lifetime – control over the voices clamouring for their attention and the tools they need to emerge as truly information literates. Unique.

What does it mean to control ourselves within our information space? It would seem that the rules of the road, crossing the road, driving a car safely and other rules that help us go through life need to be taught in information space as well. We learn to cross the street safely, we learn to navigate through information space knowing that there might be predators trying to divert our attention. Thus the librarian and technology staff help kids and teens develop responsibility - the idea is to give every kid or teen a fishing pole rather than a fish. Tech directors may immediately say "no" to such a radical idea. We are betting that developing individual control is far superior to being managed.

BAN THOSE BIRD UNITS! 15 MODELS FOR TEACHING AND LEARNING IN INFORMATION-RICH AND TECHNOLOGY-RICH ENVIRONMENTS

David V. Loertscher, Carol Koechlin, and Sandi Zwaan; Hi Willow Research and Publishing; 2004; ISBN 1-978-933170-11-5; \$35.00



Bird units are fill-in-the-blank library assignments, or reports; the result of which is copying or outright plagiarism. This book provides ways to ban such low-level activities and replace them with exciting learning experiences that link the library and technology into achievement. Models, sample units, forms, and links to popular educational practices such as Understanding by Design are provided. The models work K-12 and across all disciplines. They work when teachers are interested in going beyond the textbook and the lecture. They work extremely well in differentiated instruction and in classrooms where the students cannot understand the textbook. The models show how to integrate information literacy and technology into learning topics based on state standards. The book is a companion work to *Build Your Own Information Literate School*. It's a guide for teachers as much as it is for librarians and technology specialists. Great for planning collaborative units and doing professional development with teachers.

WIKI TEMPLATES FOR SUPERTeaching

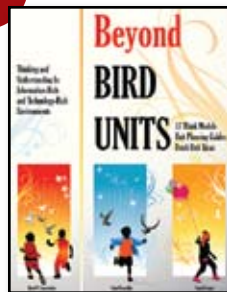
David V. Loertscher, Douglas Achterman, and Debbie Faires; Hi Willow Research and Publishing; 2006; Booklet and CD; ISBN 1-978-933170-20-4; \$50.00



A wiki is a collaborative workspace – a way groups can build a document, an article, a project or do other collaborative writing or planning together. Most of us know about Wikipedia.

org – the largest encyclopedia in the world where anyone can write an article and anyone can edit it. The 50+ templates in this collection are collaborative spaces where the Think! Models of *Ban Those Bird Units* and *SuperTeaching* can be put into practice online. And, best of all, at this point, they can be used for free from anywhere in the world.

The templates in this collection have been designed for use in Seedwiki.com software, primarily because when the students begin the editing process, they will see a familiar word processing toolbar much like Microsoft Word. The templates can be tweaked to be used in any other wiki software. How do you use them? First, you get your own account on Seedwiki.com. Then you create your own wiki for a unit of instruction – say Causes of the Civil War. Then you copy a template from our disk into your wiki; add specific directions, and it's ready for student work. This will jump start your use of this technology and provide instructional designs that match the 15 Think models created by Loertscher, Koechlin, and Zwaan. Not only can you use the templates as designed, but they are easy to modify for your particular use. Once you see our instructional designs, you can build your own from scratch.



BEYOND BIRD UNITS! THINKING AND UNDERSTANDING IN INFORMATION-RICH AND TECHNOLOGY-RICH ENVIRONMENTS

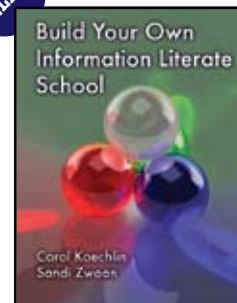
David V. Loertscher, Carol Koechlin, and Sandi Zwaan; Hi Willow Research and Publishing; 2007; ISBN 1-978-933170-37-9; \$35.00

The authors of the popular *Ban Those Bird Units* have joined their talents once more to provide more ways to create very high-level think units when teachers bring learning activities into the information-rich and technology-rich environment of the library. The new volume adds three new models to the original 15, provides planning sheets for each model, presents all new learning activities, and concentrates on the culminating high-think activities of a teacher/librarian collaboration. If you already own *Ban Those Bird Units*, this volume will add many new ideas to your repertoire. If not, then acquire this volume for an introduction to significant learning activities where plagiarism is no longer an issue. The book also includes additional (18 in all) think models and planning guides, plus fresh unit ideas.



BUILD YOUR OWN INFORMATION LITERATE SCHOOL

Carol Koechlin and Sandi Zwaan; Hi Willow Research and Publishing; 2003; ISBN 0-931510-89-9; \$35.00



The book: *Info Tasks* has been well received across the country as a unique book for teaching information literacy. Now these excellent authors have written a more extensive and innovative method of teaching information literacy. While following a general information literacy model, each skill is a two-page spread of wonderful advice on how to teach and assess how well children and teens can practice what they are taught. But this book is very different! The authors present teaching tips for teaching each skill to novices, apprentices, and InfoStars (novice to advanced). Then they give examples from various curricular areas so that the guide can be used across the curriculum and across the grade levels. Their coverage not only covers traditional finding, locating and sorting information, but they tackle analysis and synthesis of information as well. Many useful worksheets provide ideas for teaching. According to David Loertscher this is the very best information literacy book to appear in years and is extremely useful and practical for elementary through high school because of its unique approach.

BEST SELLER

NEW

BEST SELLER

YOUNG ADULT LITERATURE AND MULTIMEDIA: A QUICK GUIDE

Mary Ann Harlan, David V. Loertscher and Sharron L. McElmeel; Hi Willow Research and Publishing; 3rd ed.; 2007; ISBN 1-978-933170-32-8; \$30.00
Completely updated for the 2007-2008 school year, two- and four-page spreads cover many genres in Young Adult Literature and Multimedia. Each spread gives a history of the genre, sample titles, and spotlights authors and how to keep up in that particular genre. Topics include: The young adult novel, fantasy and science fiction, history, popular music, and teen television, among others. Its greatest strengths in comparison to other guides on young adult literature is its price, yet it is a quality introduction for teachers and librarians. Supplemented by two wikis and a website.



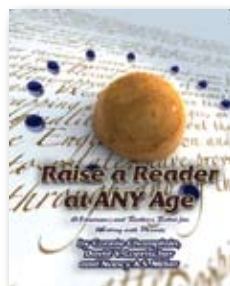
THE BEST TEEN READS 2007

Sharron L. McElmeel; Hi Willow Research & Publishing, 2007; ISBN 1-978-933170-24-7; \$20.00

Completely updated for 2007, McElmeel has assembled the best books, old and new, for teen reads in a wide variety of genres and interest levels. These include a list of the last several years of teen publications that have received star reviews in the reviewing media or have been tapped as award-winning books in the past year. The main list includes these recommended materials, but other sections of the book provide a guide to the best graphic novels, audio books, poetry, and picture books. Along the way McElmeel spotlights authors and provides tips for both using the books in school and public libraries.

RAISE A READER AT ANY AGE: A LIBRARIAN'S AND TEACHER'S TOOLKIT FOR WORKING WITH PARENTS

by Connie Champlin, David V. Loertscher and Nancy A.S. Miller; Hi Willow Research and Publishing; 2005; ISBN: 0-933170-18-2; \$35.00



GRAPHIC NOVELS 101: SELECTING AND USING GRAPHIC NOVELS TO PROMOTE LITERACY FOR CHILDREN AND YOUNG ADULTS: A RESOURCE GUIDE FOR SCHOOL LIBRARIANS AND EDUCATORS

Philip Charles Crawford; Hi Willow Research and Publishing; 2003; ISBN: 0-931510-91-0; \$30.00

No Child Left Behind requires schools to build relationships with the community in an effort to help every child learn to read. *Raise A Reader At Any Age* provides a toolkit with ready-made tri-fold and bi-fold brochures that librarians can print and modify, adding local information from a CD. These valuable brochures place the school and public library into a central role in literacy, showing parents how to use library resources for both children and teenagers. They show how to build avid and capable readers. The user must have access to Microsoft Word (any recent version). A quick and indispensable tool for working with individual parents, groups of parents, and doing teacher inservice.

Graphic novels are book-length comic books and are popular reading for reluctant readers including both children and teenagers. Crawford helps school librarians understand this genre, why it should be included in the collection, what's available, what to avoid (there really are "graphic" graphic novels), and how to purchase and handle them. The author begins with a history of favorite superheros such as Wonder Woman and Superman continuing to the present. Selection criteria, sources for purchase and other helpful advice for elementary through high school make this an excellent source and bibliography of the best.



MY READING AND WRITING LOG MICROSOFT ACCESS™ EDITION

Landon D. Loertscher and David V. Loertscher; 2005; ISBN: 1-978-933170-21-2; \$100.00

Tired of electronic reading programs that are enormously expensive? Tired of limiting what a child or teen reads? Tired of awarding reading points only for factual recall? Consider *My Reading and Writing Log*.

If you have Microsoft Access™ available in the classroom, the library, or the school, teachers can have each child create a database not only for what they are reading but also to allow them to write about their reading correlated to the writing program in the school.

Features include:

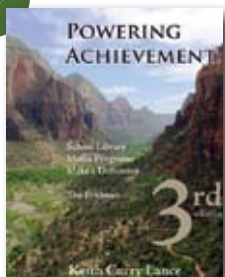
- The student can read anything:
 - Books, periodical articles, graphic novels, newspapers, reference books, Internet sites, etc.
- The student writes about what they read:
 - A type of writing being studied with their teacher (a character sketch, a personal response, outline of the topic, description of the plot, important ideas, answers to essential questions, research notes, etc.)
- The student then can email a report of what they read and what they wrote to their teacher or librarian for a particular time period (reading for a topical unit, a week or two, a semester, etc.)
- The librarian can track selected students in a database.
- The teacher can track every student in each class up to ten periods a day and 49 students per class.
- Both the teacher and the librarian can add comments about the reading and writing to the database.

System requirements for My Reading Log Database:

A School, classroom, or library network on which has Microsoft Access 2000 or 2003 installed, can run large files, and can send/receive email.

OR: A stand-alone computer capable of running Microsoft Access 2000 or 2003, can run large files, and can send/receive email.

NEW EDITION



**POWERING ACHIEVEMENT:
SCHOOL LIBRARY MEDIA
PROGRAMS MAKE A DIFFERENCE;
THE EVIDENCE
3RD EDITION**

Keith Curry Lance and David V. Loertscher; Hi Willow Research & Publishing, 2005; ISBN 1-978-933170-14-X; \$35.00

Hundreds of school librarians have made presentations about the Lance studies linking school library media programs to achievement. The third edition of this standard work helps presenters even more by updating every presentation to include all 14 of the Lance studies through the Illinois study completed in 2005. Yes, there is still a one minute, a five minute, and a 15 minute presentation complete with PowerPoint slides available on the LMC Source website for download, but every one has been updated and re-phrased if needed by the addition of all 14 studies in some 8,000 schools. In addition to the presentations, there are many discussion starters to help school librarians conduct focus groups centering on various aspects of the library media program that boost achievement. This new edition also has doubled the size of the appendixes with many handouts connected to the various studies in the book. And finally, there are many studies both listed and described that exist beyond the Lance studies; the Ohio study by Ross Todd being just one example. Any school library media specialist who anticipates making any kind of presentation about the Lance studies or other studies linking library media programs to achievement should have this new edition.

**WE BOOST ACHIEVEMENT!
EVIDENCE-BASED PRACTICE
FOR SCHOOL LIBRARY MEDIA
SPECIALISTS**

David V. Loertscher with Ross J. Todd. Hi Willow Research & Publishing, 2003; ISBN 0-931510-93-7; \$35.00

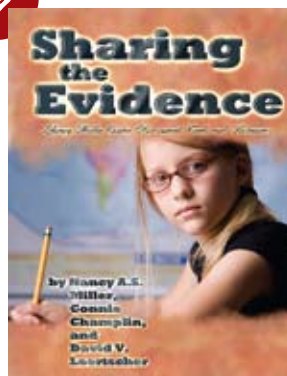


Want to collect the evidence that you boost the achievement in your school with your LMC program? This book provides a multitude of techniques to collect evidence concerning reading, information literacy, collaborative planning, and technology. And like throwing pebbles in a pool causing a ripple effect, these measures not only document what you are doing, but suggest changes in your program to maximize your impact.

The various measures in the book follow what is titled the triangulation of data. That is, if one were to measure impact on reading, data would be collected at the learner level, the teaching unit level, and the organization level. Both direct and indirect measures would be created. Because no thermometer can be stuck in a reader's mouth to see whether there is a 98 degree "capable and avid reader," the variety of measures taken approximate the "duck test" (if it walks like a duck, quacks like a duck... it must be a duck).

An essential guide in times when achievement is the bottom line!

NEW



**SHARING THE
EVIDENCE: LIBRARY
MEDIA CENTER
ASSESSMENT TOOLS
AND RESOURCES**

Connie Champlin, David V. Loertscher and Nancy A.S. Miller; Hi Willow Research & Publishing, 2007; ISBN 1-978-933170-35-2; \$25.00

Linking library media programs to achievement continues to be a central element in the justification and systematic improvement of the LMC existence in the school. The authors pull together simple to advanced techniques, instruments, and strategies to measure five program elements of the library media program: reading, collaboration, information literacy, technology, and the administrative function. The book is both in print with an online component that allows easy access to forms and resources on the web. The authors have concentrated on measures of program most likely to demonstrate impact with a minimum of time in the collection and analysis of data. Particularly useful not only in a single school, but across schools in a school district.

**TIME & TASK TRACKER FOR
SCHOOL LIBRARY MEDIA
PERSONNEL**

Nancy A.S. Miller; Hi Willow Research & Publishing, 2005; ISBN 1-978-933170-17-4; \$60.00



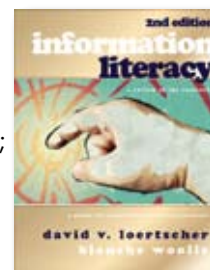
Administrators often want to know what the library media professional and support personnel do in the library. This Microsoft Excel template allows both professionals and support staff to track the number of minutes on random days spent on numerous tasks aligned with *Information Power*. Twice a day adults estimate the amount of time they have spent on their various tasks and enter it into a simple form. After approximately 15 randomly selected days this spreadsheet will draw amazing graphics analyzing how both professionals and support personnel spend their day. It is a very powerful tool in demonstrating the difference between the roles of professional and support personnel. You must have Microsoft Excel on your computer to use this package.

**INFORMATION LITERACY:
A REVIEW OF THE RESEARCH**

David V. Loertscher and Blanche Woolls

Hi Willow Research and Publishing; 2002; ISBN 0-931510-80-5; \$30.00

2nd Edition! 40 New Studies Added



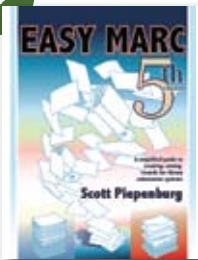
The last major review of research on information literacy for school library media specialists was done by Christina Doyle in her 1994 monograph from ERIC titled *Information Literacy in an Information Society*. Now, the two authors have updated this critical area updating the Doyle work through 2002. Studies published in research journals, research retreats, both in the school library media field and in the larger field of education are included. The volume also includes studies done not only in the U.S. but in Canada, Australia, and in Great Britain.

**EASY MARC:
INCORPORATING FORMAT
INTEGRATION 5TH EDITION**

Scott Piepenburg; F & W
Associates; 2007;

ISBN: 1-978-933170-31-X; \$35.00

NEW
EDITION



Completely revised and updated for 2007! If you have an automated cataloging system and do any cataloging using the MARC records, this is the users bible. Arranged like a dictionary, tag by tag, the user can look up any tag and find easy-to-understand explanations of what information to put in the tag and in what form. Piepenburg not only explains the tag, but gives numerous examples that cover 90% of the cases one would face. In addition, references to AACR2 and USMARC Bibliographic rules and rule numbers help the cataloger refer to the authoritative sources quickly to make correct judgements.

Of value particularly to beginners, this book is also a quick source to find examples for the experienced cataloger, particularly the cross references that relate various tags to each other.



STATE POWER SERIES

Hi Willow Research and Publishing; 2007
Book: \$20.00; Power CD: \$15.00

Whether school librarians are being pink slipped or not, it is always a very wise policy to build the parents' understanding of what the school library does and how it helps every child in the school. This booklet,

a companion to earlier titles for administrators and teachers, provides one-page messages directed at parents to examine the benefits of the school library. It provides hundreds of tips on how to help build readers, wise technology users, and information literates. With a CD or book, each page can be duplicated as much as the librarian likes for the parents of a single school. Great for newsletters, parent awareness nights, mailings, workshops, and handouts to give visiting parents.

Wherever possible, individual focus has been added for each particular state. New individual state titles are being added on a regular basis, so make sure to watch the website at <http://www.lmcsource.com> for your state!

State	Price	ISBN
Arizona Power	\$20.00	1-978-933170-27-1
California Power	\$20.00	1-978-933170-03-4
Florida Power	\$20.00	1-978-933170-04-2
Georgia Power	\$20.00	1-978-933170-02-6
Iowa Power	\$20.00	1-978-933170-08-5
Indiana Power	\$20.00	1-978-933170-07-7
Maine Power	\$20.00	1-978-933170-33-6
Massachusetts Power	\$20.00	1-978-933170-26-3
Minnesota Power	\$20.00	1-978-933170-00-X
New Jersey Power	\$20.00	1-978-933170-01-8
Ontario Power	\$20.00	1-978-933170-25-5
Pennsylvania Power	\$20.00	0-931510-11-2
South Carolina Power	\$20.00	1-978-933170-13-1
Texas Power	\$20.00	0-931510-05-8
Washington Power	\$20.00	1-978-933170-05-0

NEW



**INTO THE CENTER OF THE
CURRICULUM: PAPERS OF THE
TREASURE MOUNTAIN RETREAT
#14, OCT. 24-25, 2007 -
RENO, NEVADA**

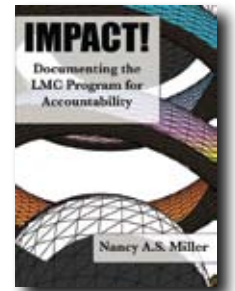
Edited by David V. Loertscher and
Marcia Mardis; 2007;
ISBN: 1-978-933170-34-4;
Price: \$35.00

Approximately every two years, the Treasure Mt. Research Retreat assembles school library media researchers and practitioners for a day of thinking, studying research, and looking at new ideas and trends in the field. This collection of papers comes from some of the most important names in the field and the section on the future of school libraries contains radical ideas that force us to think and re-think our role in the 21st century.



**IMPACT! DOCUMENTING THE LMC
PROGRAM FOR ACCOUNTABILITY**

Nancy A.S. Miller; Hi Willow Research &
Publishing, 2003; ISBN 0-931510-96-1;
\$60.00



A template for Microsoft Excel (PC or Mac, Office '97 or higher required), this amazing computer software tracks the contribution of the LMC program in three essential areas: collaborative planning, information literacy, and links to state standards. By spending five minutes a day recording what units of instruction and teaching you have been doing, this template then transforms what you do into amazing charts, diagrams, and tells both you and administrators where the emphasis of the LMC program lies.

For example, you enter into a template the teacher, the topic, the state standards met, the info literacy skill taught (many items on pull-down menus) and the program takes care of the rest.

Nancy's expertise with Excel goes far beyond what we have ever imagined possible with the Excel spreadsheet. You must have Excel on your computer to use this package. Great for collapsing data across schools to provide a district picture of what's going on. Takes about an hour of experimentation to get the idea of how to enter the data, but there are practice templates included that demonstrate what this software can do. A great companion to Loertscher/Todd's *We Boost Achievement!*

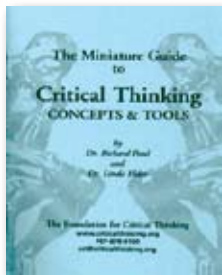
THE MINIATURE GUIDE TO CRITICAL THINKING: CONCEPTS & TOOLS

Richard Paul and Linda Elder; 2004;
ISBN: 0-944583-10-5; Foundation for
Critical Thinking; \$4.00

A tiny gem to be read and studied again
and again by any teacher of information
literacy.

This miniature guide is designed for administrators, faculty and students. It consists in the essence of critical thinking concepts and tools distilled into pocket size. For faculty it provides a shared concept of critical thinking. For students it is a critical thinking supplement to any textbook for any course. Faculty can use it to design instruction, assignments, and tests in any subject. Students can use it to improve their learning in any content area.

Its generic skills apply to all subjects. For example, critical thinkers are clear as to the purpose at hand and the question at issue. They question information, conclusions, and points of view. They strive to be clear, accurate, precise, and relevant. They seek to think beneath the surface, to be logical, and fair. They apply these skills to their reading and writing as well as to their speaking and listening. They apply them in history, science, math, philosophy, and the arts; in professional and personal life.



NEW



TOWARD A 21ST CENTURY SCHOOL LIBRARY MEDIA PROGRAM

Edited by Esther Rosenfeld and
David V. Loertscher; 2007;
ISBN: 978-0-8108-6031-5;
Scarecrow Press and Hi Willow
Research and Publishing; \$29.75

This collection of enlightening and
stimulating articles, written by
some of the most important figures

in school librarianship, demonstrates how teacher-librarians, classroom teachers, and administrators can work together to create a 21st century school library media program. With topics that emphasize student success, leadership, partnerships, curriculum design, collaborative planning and teaching, literacy, 21st century skills, emerging technologies, and so much more, this compendium brings together the best of the best discussions.

The practicing teacher-librarian as well as the student seeking to expand his or her knowledge of the field, will find this compilation especially beneficial in providing an overview of the most critical issues related to the role the teacher-librarian plays in their school. The articles, previously published in the peer-reviewed *Teacher Librarian: The Journal for School Library Professionals* with several included from the magazine *VOYA: Voice of Youth Advocates*, reveal how school libraries and teacher-librarians are moving forward to meet the challenges of this new century.

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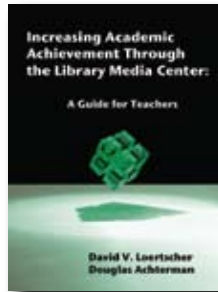
REINVENTING YOUR SCHOOL'S LIBRARY IN THE AGE OF TECHNOLOGY: A GUIDE FOR PRINCIPALS AND SUPERINTENDENTS

2002 Edition; David V. Loertscher; Hi
Willow Research and Publishing; ISBN:
0-931510-79-1; 2002; \$20.00

Newly revised and updated for 2002,
this best selling publication still asks the
questions: Is a school library needed? Is any library needed?
Isn't it all on the Internet? This guide is designed to answer
these questions and more for the school administrator who is
wondering what to do with an amazing array of new technolo-
gies added to the school environment.

Many pages contain checklists to stimulate thinking and plan-
ning. Two threads run through all sections - budget implica-
tions and assessment. Numerous graphic models present a
concept succinctly for instant understanding.

An invaluable tool!



INCREASING ACADEMIC ACHIEVEMENT THROUGH THE LIBRARY MEDIA CENTER: A GUIDE FOR TEACHERS

David V. Loertscher and Douglas
Achterman; Hi Willow Research and
Publishing; ISBN: 0-931510-90-2;
2003; \$20.00

If you liked *Reinventing your School's Library*, this is the perfect companion piece written directly for the teacher who is seeking to increase "scores". Now in its second edition. Using the effective "one idea per page" format, teachers are presented with ideas how to collaborate effectively, what types of library media center activities are likely to produce results, how to promote reading with the library media specialist as a partner, how to enhance learning through technology, and how to promote and partner in the teaching of information literacy. The Second edition contains a number of new pages on a variety of topics and older ideas have been revised. The goal has been to continue to communicate very clearly to a classroom teacher the benefits of working with the library media specialist collaboratively.

Fall 2007 Catalog

<http://www.lmcsource.com>

email: lmcresources@gmail.com
 (800) 873-3043 or (936)271-4560
 Spring, TX 77393
 PO Box 131266



ORDER FORM

Mail this form with payment or purchase order to: LMC Source
 PO Box 131266, Spring, TX 77393 (800) 873-3043
 Fax: 936-271-4560

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QTY	TITLE	PRICE
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Shipping/Handling (\$6.50 1st item, \$1.00 per item after)

Payment:

Visa/Mastercard
 Card # _____
 exp. date _____
 Signature _____

Check enclosed

Purchase Order# _____

TOTAL _____

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