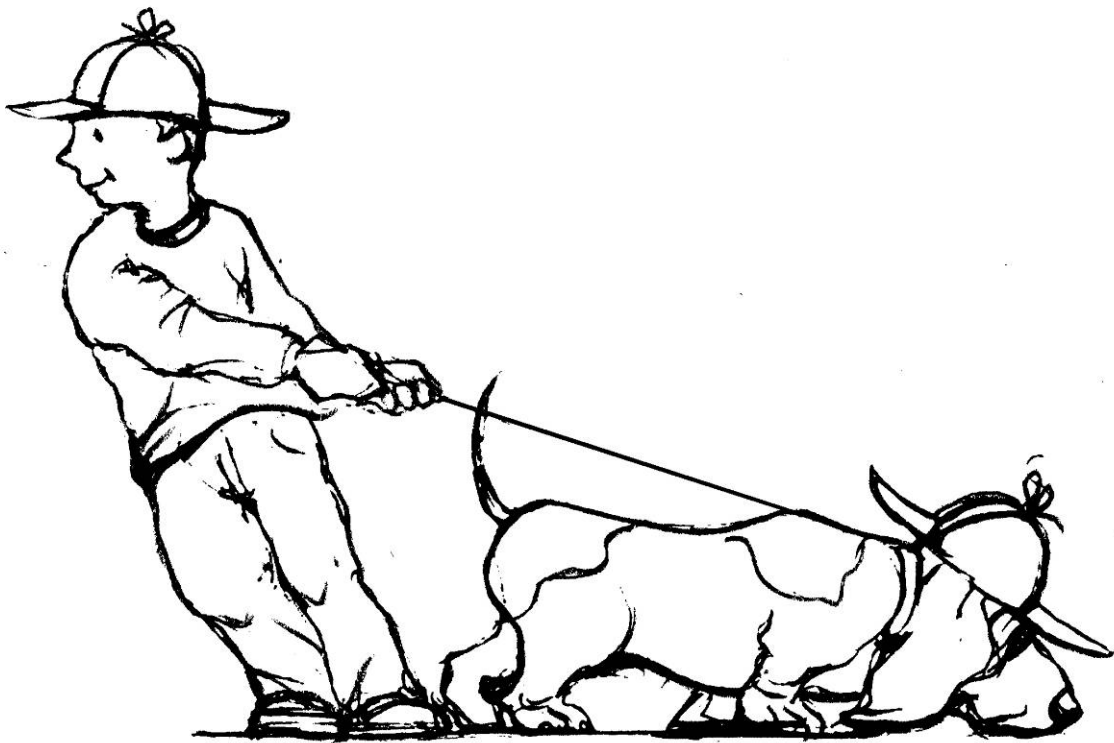


TD Summer Reading Club 2009

# *AGENT 009*

## Staff Manual



Library and Archives  
Canada

Bibliothèque et Archives  
Canada

Canada

**TD Summer Reading Club 2009**  
***Agent 009***  
**Staff Manual**

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# 1. Toronto Public Library Welcome Letter

## Welcome to Agent 009

The Toronto Public Library is pleased to present the TD Summer Reading Club 2009 made possible through the support of TD Bank Financial Group. This award-winning program runs to capacity crowds in libraries across most of Canada. A team of children's librarians from the public libraries of Toronto, Ottawa and London developed the materials for the program. The team has been working feverishly for the past few months getting this program ready. The first step was choosing the theme and the artist. The Detectives theme was chosen by a nationwide vote of children's staff in public libraries that participate in the program. This summer young readers can be amateur detectives who conduct an investigation, unravel a mystery or solve a riddle all while reading great detective books.

Our illustrators are chosen through a rigorous selection process and the search is also Canada wide. Past illustrators have included such talents as Ange Zhang, Martha Newbigging, Joe Weissmann and last year cartoonist, Patricia Storms. For the Detectives theme this year, Werner Zimmermann worked with watercolours to draw the poster and illustrate the supporting materials for the program.

One of the challenges of the program has been to make the materials adaptable to libraries of any size. Staff is encouraged to bring their strengths and interests to this exciting summer event. The TD Summer Reading Club was specifically developed to allow libraries across the country to adapt the program to suit their community. The common element of the program has been that a child can visit any library and expect to receive a full-colour poster, a sheet of stickers and an activity booklet. In some locations the stickers are used as incentives: each time a book is reported on, a sticker is handed out. In other locations the stickers are given out all at once. Each sticker is placed on a given area of the poster, revealing something new. Branches decide how best to run the program given their staffing levels and the number of children participating. The materials have been designed to offer libraries of all sizes the greatest flexibility in delivering the program.

For the second year in a row, the TD Summer Reading Club is pleased to support responsible forestry practices by printing this manual and the supporting print materials on Forest Stewardship Council certified paper. FSC promotes environmentally friendly, socially beneficial, and economically viable management of the world's forests.

In an effort to reduce the size of this Staff Manual the forms, templates and clip art for activities will be posted only on the Library and Archives (LAC) website at <http://www.td-club-td.ca>. The entire Staff Manual can be downloaded from the LAC site.

Also new this year, the TD Summer Reading Club program is collaborating with the Canadian National Institute for the Blind. Books on the TD SRC Booklists that are available through the CNIB in alternate formats such as Braille, audio and described video will be indicated on the Library and Archives website at <http://www.td-club-td.ca>.

An exciting TD National SRC Kids' website will be available from mid-June until the end of the summer at <http://tdsrc.torontopubliclibrary.ca>. Encourage your staff to promote it to the children in your community. If you are able, link to it on your website. Both children and librarians are able to submit the number of books read in their library. Remember, the website is there for kids, even when your library isn't open.

We hope that you have a wonderful summer introducing the children in your community to the TD Summer Reading Club 2009 Detectives theme *Agent 009*.

Yours in Reading Fun,

Ken Setterington  
Children and Youth Advocate for Library Services  
Toronto Public Library

Anna Cocca  
Coordinator, TD Summer  
Reading Club

## 2. Welcome Letter from Library and Archives Canada

Grab your deerstalker and your magnifying glass and, using your keen sense of observation and highly tuned powers of deduction, join the investigation to help the TD Summer Reading Club's **Agent 009** put together a chain of clues to unravel a puzzling mystery.

Again this year, TD Bank Financial Group, the Toronto Public Library and Library and Archives Canada are proud to support literacy in Canada by offering the TD Summer Reading Club to Canadian children across the nation in both English and French. New this year is the creation of francophone material by librarians from Québec City, Montréal, and Ottawa. Renowned author and illustrator, Werner Zimmermann has been chosen to create the artwork for 2009.

The TD Summer Reading Club has been successful in inspiring children to spend more time reading books. It has also encouraged parents and caregivers to become more involved in their children's reading activities. It is very promising to learn that the number of children visiting libraries and enjoying books is increasing. During the summer of 2008 an incredible half a million Canadian children participated in over 27,000 library activities in 2000 locales, reading close to 2 million books! The goals of the TD Summer Reading Club are to encourage Canadian children to read for pleasure, to help maintain and improve their children's reading skills during the summer and to encourage them to be lifelong readers and library users. For more information on the 2008 evaluation results go to the Library and Archives Canada website at: <http://www.td-club-td.ca>.

Join in the investigation and help promote this award-winning program that offers children and their families a fun way to enjoy reading during the summer months and raise literacy levels in Canada.

Ian E. Wilson  
Librarian and Archivist of Canada

### 3. Something About the Artist: Werner Zimmermann

Werner Zimmermann is a children's book author and illustrator and a teacher of animation at the Seneca College @York University program. Born in Austria, he grew up in southern Ontario, where he discovered in Grade 2 that he wanted to be an artist. Werner works in a variety of media that include watercolour, pastel, oil, ink, and pencil.

Though a resident of Guelph, Ontario, his true love is for the north where he acted as printmaking advisor to the Inuit of Povungnituk and other Northern Quebec Inuit communities. No longer in the north, he still finds inspiration in winter and snow having written and illustrated the popular book *Snow Day!*

He has toured extensively across the country, giving presentations in schools and libraries and speaking at conferences. Werner still maintains a studio on the Bruce Peninsula, a place where he finds a bit of the landscape and sea shore of most parts of Canada.

Visit our illustrator's blog **Word from Werner** at

<http://www.wernerzimmermann.blogspot.com/> where you can read about upcoming visits and presentations and find news about his latest work and illustrations.

Werner also maintains a website with lots of pictures and descriptions of his art. Check it out at <http://www.wernerzimmermann.ca>

#### Awards

Mr. Christie's Book Award (illustration) for *Pippin the Christmas Pig*, 2003.

Nominated for Governor General's Literary Award (illustration) for *Brave Highland Heart*, 1999 and *Whatever You Do, Don't Go Near That Canoe*, 1996.

#### Publications:

*The Pirates of Captain McKee*. Written by Julie Lawson and Werner Zimmermann. Scholastic Canada, 2008.

*Snow Day!* Written and illustrated by Werner Zimmermann. Scholastic Canada, 2007.

*Listen, Said the Donkey: Tales of the First Christmas*. Written by Jean Little. Illustrated by Werner Zimmermann. North Winds Press, 2006.

*Pippin the Christmas Pig*. Written by Jean Little. Illustrated by Werner Zimmermann. Scholastic Canada, 2003.

*Brave Highland Heart*. Written by Heather Kellerhals-Stewart. Illustrated by Werner Zimmermann. Stoddart Kidds, 1999.

*Each One Special*. Written by Frieda Wishinsky. Illustrated by Werner Zimmermann. Orca, 1998.

*Farmer Joe Baby-sits.* Written by Nancy Wilcox Richards. Illustrated by Werner Zimmermann. Scholastic Canada, 1997.

*Whatever You Do, Don't Go Near That Canoe!* Written by Julie Lawson. Illustrated by Werner Zimmermann. North Winds, 1996.

*Finster Frets.* Written by Kent Baker. Illustrated by Werner Zimmermann. Stoddart, 1994.

*In My Backyard.* Written by John De Vries. Illustrated by Werner Zimmermann. Scholastic Canada, 1992

*A Circle is Not a Valentine.* Written and illustrated by Werner Zimmermann. Oxford University Press, 1990.

*The Colour of Spring.* Written and illustrated by Werner Zimmermann. Oxford University Press, 1990.

*Farmer Joe Goes to the City.* Written by Nancy Wilcox Richards. Illustrated by Werner Zimmermann. Scholastic, 1990.

*Twelve Months Make a Year.* Written and illustrated by Werner Zimmermann. Oxford University Press, 1990.

*Zero is Not Enough.* Written and illustrated by Werner Zimmermann. Oxford University Press, 1990.

*Henny Penny.* Written and illustrated by Werner Zimmermann. Scholastic, 1989.

*Farmer Joe's Hot Day.* Written by Nancy Wilcox Richards. Illustrated by Werner Zimmermann. Scholastic, 1987.

## **4. How to Run a Successful TD Summer Reading Club**

### **Be Prepared to Have Fun**

When library staff shows enthusiasm for the program, it is infectious. The children will have a great time.

### **Why Run a Summer Reading Program?**

For years, studies have shown that school-age children lose many of their reading skills over the summer months if they do not continue to read while they are out of school. Summer reading clubs first started when library staff realized that they could make a difference. When further studies demonstrated that children who do not learn to read fluently in fourth grade will likely never feel totally comfortable with the printed word, our job was clear. Keep those children reading and make sure they have fun doing so!

### **Getting Ready**

Hosting a successful summer program takes careful planning. Children will be anxious to come to the library if they know that something exciting is happening. Library staff can build enthusiasm prior to the summer using displays; but the most effective method is to get children to tell their friends about the club. Each child and parent who visits the library should be reminded that the library is planning a summer of fun. When children are at the circulation desk taking out books, remind them to join the program.

### **Contacting Schools**

#### **Invitations**

Invitations will be sent to participating libraries. Staff can contact local schools to drop off the invitations and request that they be distributed with the children's report cards. Since this may require a lengthy approval process in some schools, the request should be made as soon as possible.

#### **Class Visits**

Statistics from previous years show a strong connection between classroom visits and enrolment in the summer reading program. Library staff will notice an increase in program participation if they schedule visits with the appropriate grades in local schools. Bring along a copy of the poster with the stickers and the activity booklet. Tell children when they can come to get their own poster at the library. A quick "book talk" on a fun subject will demonstrate that summer reading can be light and easy. The artist for the program has some books that are appropriate for this year's theme, so bring one along.

## **Displays**

Included in this manual is a collection of the artist's clip art. A photocopier can assist staff with the enlargement of the images to create interesting displays. This year's program poster can serve as a focal point for the display. The theme was chosen to allow staff to be as creative as possible. Let your imagination run wild. Why not have downloaded drawings from the poster placed all over a notice board? Children often enjoy seeing their names displayed on a board, so incorporating their names or the books they have read into the display is always effective.

### **Wall of Fame**

This manual also includes two sheets that can be turned into a wall of fame display. Place the two sheets together and add blank paper underneath so that children's names can be listed when they finish the program or when they register.

### **Book Displays**

This year's theme provides ample opportunity to make displays with your current collection. A booklist of recommended titles is included in this manual, but these are only suggestions. Use similar books from your own bookshelves. This is also a good time to pull out copies of prize-winning books or books which have been nominated for awards. Remember, children are likely to be attracted to books which are displayed face-out.

### **Posters**

The full-colour poster designed by this year's illustrator can be mounted on foam core and put on an easel at the circulation desk. Display this fun poster throughout the library; do not limit it to the children's department.

## **Plan a Launch**

An excellent way to bring attention to the TD Summer Reading Club program is to host a media launch. If this event occurs in June then classes can be invited. Invite the mayor or a local celebrity to kick-off the program to ensure publicity in the local newspaper. Be sure that the CEO and upper management of the local TD Bank are invited so that they can support the program. If the local newspaper does not send a photographer, take a photograph and send it with the story to the paper. July and August are often slow months for local news. Please make sure to save a copy of any media clippings to be included with your Statistics and Evaluation Form to your main library. A library can put all the new books on display and then seal the display with ribbon or tape until the launch of the TD Summer Reading Club. This is an effective way to build excitement.

## **Advertise in Your Local Newspaper**

Send the local paper a copy of the invitation, the poster and the activity booklet along with information about the program. Explain how the program is unique for your library. The paper might be willing to run a story about the program, interviewing a staff member with expertise in children's services. Consider buying space in the paper, the invitation can be easily adapted to become an ad.

## **Local Television**

Be sure to let your local cable station know about the program. Suggest coming to talk about the summer of fun that the library has planned. Take the poster and stickers and explain how the stickers reveal secrets hidden in the poster. Have a few of the artist's books on hand to talk about. Take lots of other books to remind viewers that reading is a great summertime activity.

## **Running the Program**

Planning the TD Summer Reading Club demands that library staff decide what approach works best for the library and the local children. The program has been designed to be used in virtually any fashion. Children only need to receive the poster, the stickers and the activity booklet. Meetings can be established or children can simply be told to keep track of their reading in the activity booklet. The following are just a few of the methods that can be used.

### **Registration of Participants**

Librarians should encourage children to register for the program; however, registration should not be mandatory for children to receive the summer reading club materials. In fact, children might be more willing to participate after familiarizing themselves with the reading kit.

The staff manual provides samples of Registration Forms designed to collect statistics on participation, including the sex and age of each participant. The form also includes a tally on how children first hear about the program. Collecting this information is mandatory on the Statistics and Evaluation Form to be filled out at the end of the summer.

### **Record Children's Progress on the Reading Log Page**

Remind children that they should record all the books that they read in their reading log page of the activity booklet. A template of the reading log is included in this staff manual, so that you can photocopy extra pages for avid readers.

## **Reading Options**

Keep track of the number of books read. This is a standard method of making sure that children read throughout the summer. For every book read, the child gets a sticker. Some libraries vary this by asking younger children to read more books, while older children can get a reward for finishing one long book. Others count the minutes spent reading in a day. Thirty minutes a day for older children, or 15 minutes of being read to for younger children. If you choose the latter consider giving the children a calendar on which they can mark their minutes. This calendar can also advertise your summer reading activities.

## **Book Reporting Options**

### **Anytime the Library is Open**

Past practice in many libraries has been to allow children to come to the library at any time and discuss, with library staff, the books that they have read. This encourages children to read extensively and provides the opportunity for staff to promote a wide variety of books. The stickers can be used in this type of program as an incentive for each book read.

### **Weekly Meetings (e.g., two hours reporting each Tuesday and Thursday)**

Locations may identify a specific time each week when children can come to the library to report on the books that they have read. This allows the library to staff accordingly. Pages might be brought into the library to help cover the circulation desk while the staff listens to children discuss the books that they have read. Included in this manual is a list of questions for staff to ask children about the books. This can be turned into a game by using the dice (template included). The children can roll the dice to decide which question will be asked. Alternatively you can enlarge the questions and put them on cards to be chosen from, or use a numbered spinner.

### **Club Meetings (one afternoon a week)**

Library branches may decide to have a weekly meeting where children come as a group and discuss the books that they read during the previous week. An advantage to this option is that children hear from other children about books they think are good. Peer promotion is always a good way to build interest in books. During these meetings a variety of other activities can be planned. Staff may decide to give out the stickers at each meeting as an attendance incentive.

### **As a Family Event**

This method allows the family to set their own goals and come whenever the goals are met. The parents judge whether the books read are appropriate and this eliminates the need for staff to ask the children questions.

## **Maintaining Interest**

### **Special Events**

Special events are an excellent way to build excitement throughout the summer. Contests, plays, puppetry workshops and storytelling are just a few of the many events that can be planned during July and August.

### **Author/Illustrator Readings**

Many children's authors and illustrators make excellent presentations to children. Hosting a reading during the summer means that the children in attendance are the children who want to come – not children who are there because their class came to the library. If you bring in an illustrator, make sure that you have paper and an easel for them to demonstrate their illustration techniques.

### **Community Friends and Leaders**

The local bookstore owner, the fire chief, the mayor and the school crossing guard are people the children recognize. Invite them to the library to share their favourite children's books.

## **Other Things to Do**

### **Keep Statistics**

Individual library branches are asked to provide their evaluation responses to their main branch so that each library system fills out a unique online Statistics and Evaluation Form. Before starting the program, please review the form to find out what information is requested (see Forms, Section 14 and <http://www.td-club-td.ca>). Also, please use the designated Registration Forms designed to collect other mandatory statistics.

These statistics are useful not only to show how many children participated in the program, but also to highlight the great work being done in Canadian public libraries.

### **Write a Letter to the Sponsor**

Towards the end of the summer, get the children to write a letter, either individually or as a club to TD Bank Financial Group. The letter can describe their summer of reading fun. Include any pictures, drawings or book reports that you think would be of interest. Please send all material to your main library branch.

## **Using this Manual**

### **More Than You Will Ever Need!**

The manual has been created to give you many ideas to choose from. The book suggestions are just that—suggestions. If you own the books listed, that's great! But feel free to substitute books from your collection. The crafts or other activities can also be adapted to your supplies, or space, or number of kids attending.

### **Pick and Choose What You Will Use**

If you started at the beginning of the manual and did every program right to the end, you would probably still be doing summer programming in December! Instead, figure out which activities get you excited about the theme and concentrate on those.

## 5. Taking the Summer Reading Club into Your Community

### Outreach to Summer Camps and Child-Care Centres

There are often many children in our communities who cannot take part in a summer reading club because they are enrolled in summer long activities such as day camps, summer schools and child-care centres. One way to reach these children is to incorporate an element of outreach into your TD Summer Reading Club (TD SRC).

Examine your community to find out where it is logical to do some outreach. Some places to look include:

- Summer day camps (municipal parks and recreation programs, private day camps, charity run day camps, YM/YWCA, Boys and Girls Clubs)
- Child-care centres
- Community/public housing projects
- Faith-based programs

Look for programs that are general in focus. While there are skill-based activities/camps (sports, technology, theatre) in communities, these programs are often so focused on achieving skills that there is no room to include a summer reading club component.

Outreach to summer camps and child-care centres can take several forms:

#### 1. Programs and Summer Reading Club at a camp or child-care centre

Library staff or volunteers make trips to the camp location or child-care centre to offer programs based on books and reading. These would occur regularly and library staff would register children at the site in the TD SRC.

#### 2. Visits to the library

Children and child-care workers visit the library for special programs and activities. They could take part in regularly scheduled events or have special programs presented to them by library staff. As part of the visit all the children would be encouraged to register for the TD SRC.

#### 3. Child-care workers register children in the TD SRC

The library cooperates with child-care workers to provide TD SRC materials. Child-care workers register and encourage all children to participate in the TD SRC and to record books read. The child-care workers report back to the library at the end of the summer.

#### 4. Orientation of child-care workers

Library staff or volunteers would take part in training sessions organized for child-care workers. As part of the orientation, library staff would cover how to incorporate reading into their program planning and show them how to choose appropriate books. This could take place in conjunction with any of the above scenarios or as a stand-alone activity.

## **5. Library book collections in camp and child-care centres**

The library provides collections of books for child-care workers to use with their children over the summer. Collections could be signed out for the whole summer or regularly changed as suits the library and the centre.

Keep in mind:

- You will need to assist child-care workers in getting all the children registered and comply with their requirements for parental permission before taking any personal information.
- You may need to order extra kits if you are planning a significant outreach program.
- Child-care workers are often new to serving children and welcome advice, resources and ideas to make their programs fun and engaging.
- It is advisable to set up an evaluation component from the start. Make sure child-care workers know in advance that they must track the number of participants, and that registration forms and/or evaluation forms are required to be completed in order to evaluate the success of the program.
- Follow up with the child-care workers at the end of the summer to get feedback on the program, evaluation and registration statistics.

## **Outreach to Other Community Groups**

In addition to working with children in formal care situations you can also take the TD SRC into the community by working with groups and agencies such as:

- Girl Guides and Scouts
- Family literacy agencies
- Community information and health centres
- Family shelters
- Hospitals

You can also look for opportunities to highlight the TD SRC at community events such as:

- Canada Day and other community celebrations
- Local fairs
- Community picnics and outdoor events

Throughout the summer, look for ways to take the TD SRC into the community. This is a great way to use materials you have on hand after the initial registration push in your branches.

## Sample Training Session for Child-care Workers

The following is an outline of a sample training session that could be offered to child-care workers. It focuses on the importance of reading and how to incorporate reading into their general camp program. The time allotted to each component can be changed according to the amount of time you are given for the training session.

Introduction 5 minutes  
Be sure to include information about local branch hours, location and contact information

The importance of summer reading 5 minutes  
Talk about why we do summer reading clubs, why kids love to take part in them and how they help children  
You could use a quote such as:  
“A review of literature provided evidence that summer reading clubs were effective tools for keeping summer learning loss at bay and improving children’s reading performances”  
TD Summer Reading Club Literature Review  
<http://www.collectionscanada.ca/obj/009003/f2/009003-06-040-e.pdf>

TD Summer Reading Club 5 minutes  
Describe the TD SRC, registration information, forms, and kits

How to weave reading into a summer day camp program 10 minutes

Give ideas for using books and reading throughout the camp day:

- Storytimes
- Reader’s theatre
- Quiet reading times
- Reading games
- Shared reading/ reading partners
- Poetry breaks

Reading aloud 10 minutes

Demonstrate reading a favourite book, (e.g. use felts or puppets)

Share tips for reading aloud, such as:

- Choose books you love to read, never read a book you do not like just because it fits the theme
- Choose books with a strong story line, that has an obvious beginning, middle and ending
- Choose books that kids can relate to
- Make sure that the books are age appropriate (know your audience)
- Look for ways to encourage participation (e.g. repetitive phrases that kids can repeat)

- Read the book in advance and know it well

Sample reading-based program

5 minutes

Distribute handout(s) of sample programs based on books, use program ideas from the TD SRC staff manual or, if possible, find out the camp or centre themes in advance and base your handout on those themes.

Practise reading aloud in pairs

10 minutes

Hand out good examples of read-aloud books and have the child-care workers practise reading to each other.

Questions

## 6. Ready for Reading at Toronto Public Library

*Ready for Reading* is Toronto Public Library's full set of programs, services and resources for children from birth to five years of age. *Ready for Reading* emphasizes the importance of early literacy and helps parents and caregivers learn how to develop six important pre-reading skills in their children.

### ***Six pre-reading skills:***

1. **Print motivation (I like books!)**  
Being interested in and enjoying books
2. **Phonological awareness (I hear words!)**  
Being able to hear and play with the smaller sounds in words
3. **Vocabulary (I know words!)**  
Knowing the names of things
4. **Narrative skills (I can tell a story!)**  
Being able to describe things and events and tell stories
5. **Print awareness (I see words!)**  
Noticing print, knowing how to handle a book, knowing how to follow the words on a page
6. **Letter awareness (I see letters!)**  
Knowing letters are different from each other, knowing their name and sounds, recognizing letters everywhere

### **Why is early literacy important?**

For many years, scientists have presented compelling evidence that a child's success in school is linked directly with the acquisition of early literacy skills. The relationship between the skills with which children enter school and their later academic performance is striking. Children's success in life depends on their success in school.

### **Preschool activity sheet**

Staff is encouraged to plan and adapt their TD Summer Reading Club activities to include *Ready for Reading* principles and approaches for children five years and under by using the TD SRC Preschool activity sheet found in the Forms section of this Staff Manual.

### **Ready for Reading online**

<http://kidsspace.torontopubliclibrary.ca/preschoolers.html>

## 7. Detectives Theme

### Clueing into the Detective Novel

Josiane Polidori, Head, Canadian Children's Literature, Library and Archives Canada

#### From the Rue Morgue to Today

Today's detective novels, mysteries and whodunits grew out of the scary stories printed in inexpensive, serial format in the late 19th century, known as "penny dreadfuls" in England, "dime novels" in the United States and "canards" in France. Edgar Allan Poe is often heralded as the father of the detective novel, with his book *The Murders in the Rue Morgue*. The genre's popularity was established with the *Hardy Boys* series, which appeared in 1927, *Nancy Drew* in 1930, and Enid Blyton's *Famous Five* in 1942. The Swedish writer Astrid Lindgren also found huge success with her Detective Blomkvist stories, which have been translated into several languages. Educators frowned on detective novels for youth, and many authors combined adventure stories with police investigations, no doubt to appease the critics.

Few English-language detective novels were published in Canada before 1980. Shortly thereafter, authors such as Eric Wilson, Claire Mackay, Joan Clark and Monica Hughes made Canada the setting for their stories. A few suspense novels were published in French after 1928, and intrigues were common in adventure stories and scouting novels. Monique Corriveau, Serge Wilson and Robert Soulières helped to develop this type of detective novel.

More violent elements emerged towards the late 1980s, giving rise to sub-genres such as the thriller and horror story (Christine Brouillet's *Natasha* series, Roy MacGregor's *Screech Owl* series, and novels by Laurent Chabin and Denis Côté). Many books contain enough elements of the detective novel that they can be considered part of the genre (Tim Wynne-Jones, Brian Doyle). Mysteries can also be combined with tales of the supernatural or historical novels (Norah McClintock and Iain Lawrence, the *Canadian Chills* series by Arthur Slade). Many novelists explore social themes and conditions in other countries (Camille Bouchard, Ted Stenhouse, James Heneghan) or combine intrigue and humour (Robert Soulières and Linda Bailey). Shane Peacock makes a connection with Sherlock Holmes in his new series *Eye of the Crow*, which focuses on the great detective's teenage years. The detective genre includes collections and series with a famous detective as the central character (*Atout policier*, *Graffiti*, *Conquêtes* and the new series by Emily Pohl-Weary), and classic novels are being reprinted as comic books and graphic novels. Lastly, several non fiction books focus on methods of investigation, mysteries from the past (*Royal Murders*, the series *From the Edge* and *It's True*) and the lives of famous detectives.

#### Three Characters

A detective novel needs at least one detective, one culprit and one victim. The role of the detective is often played by a team of two or three youths. In detective novels for younger readers, the group is often accompanied by an animal (such as Sylvie Desrosiers' dog called Notdog). Not only do the detectives follow the clues, but they are also caught up in an adventure that lets them solve the central problem. Detectives stand out from the other characters thanks to their strong and unique personalities (as in Cary Fagan's *Kaspar Snit* series). Young protagonists use their intelligence, keen sense of observation, highly developed skills and powers of deduction to arrive at their conclusions.

Several novels draw on the scientific techniques used in criminology, an approach that is very popular with young readers.

The criminal is often a very unsympathetic adult or a character who keeps a very low profile in the story. In books for very young readers, the story may sometimes involve a misunderstanding. As a twist, the genre can focus on good-hearted burglars, as inspired by Arsène Lupin, or likeable criminals such as Eoin Colfer's *Artemis Fowl*. In murder stories, readers know little about the victim, whose presence is implicit throughout the tale.

### **Beginning with the End**

The detective novel, mystery and whodunit follow a reverse chronology, with a narrative that takes readers back into the past. The opening pages describe activities that occurred previously. The novel lets readers travel back to discover clues that will connect the story elements. It is constructed like a puzzle in which readers follow a vital lead and put together a chain of clues scattered throughout the book. Readers may encounter dead ends, have misadventures and be forced to choose between real and bogus clues. The novels involve flashbacks and elements that can be misinterpreted.

The reader and the detective follow the same trail; they conduct an investigation, unravel a mystery or solve a riddle. The structure and logic of each part of the story are critically important because the reader discovers the various elements at the same time as the detective. The clues are provided in a logical sequence as the reader advances through the story.

### **The Reader**

Young readers can sometimes join in the investigation by checking out the coded information at the end of the story, which offers a different perspective and can be part of the solution. Reading detective stories can stimulate powers of observation and the importance of reasoning and inference. This participatory approach to reading is fun and encourages readers to use their imagination. There has been much debate about introducing children to stories of murder and violence, but they understand that it is just fiction, and enjoy finding the clues and sometimes being a little frightened.

## Keywords

Detective novel, mystery fiction, whodunit, crime fiction, detective fiction, thriller, horror story, suspense, super sleuth, secret agents, investigators, inspectors, amateur and private detectives, police

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## Awards

Arthur Ellis Best Juvenile Crime Award, <http://www.bookcentre.ca/award>.

Edgar Allan Poe Award, <http://www.mysterynet.com>.

## 8. Week By Week Theme/ Program Guide

Here is a sample schedule of weekly summer programs using ideas from the manual. One way to plan programs is to use pieces of the programs in the manual in conjunction with the books and resources of your library.

Use this as a sample – feel free to vary the order of the program and the length. Make it as simple or complicated as you want. These simple descriptions include some sample activities and along with them you can add stories, active games and further crafts to fill in the time you have allotted for the program.

### Program One: The Science Of Detection

Program description: From Deduction to Forensics – use science to solve the crime  
From the Manual: Detective School Week 3 (pg. 61)

Other activities:

- Dust for fingerprints
- Foot to height analysis
- Analyse shoe prints
- Analyse handwriting (graphology)

<http://www.cyberbee.com/whodunnit/crime.html>

<http://www.cyberbee.com/whodunnit/foot.html>

[http://www.ehow.com/how\\_2302248\\_do-cool-science-project-based.html](http://www.ehow.com/how_2302248_do-cool-science-project-based.html) (graphology)

### Program Two: Codes And Ciphers

Program description: Learn the secrets of making and breaking codes and ciphers  
From the Manual: Detective School Week 4 (pg. 64) and Invisible Messages (pg. 93)

Other activities:

- Decode the quote – have kids work in teams to be the first to decode a quote from a detective novel using a simple code. Read a passage from the novel after.

<http://www.nationalgeographic.com/ngkids/trythis/secretcodes/semaphore.html>

<http://www.marthastewart.com/article/secret-codes>

- Invisible writing (this one works if you have an iron):

<http://home.howstuffworks.com/detective-activities-for-kids1.htm>

### Program Three: Detective Disguises

Program description: Every great detective must learn the art of costume and disguise  
From the Manual: Power of Disguise (pg. 75)

Other activities:

- Have kids bring their own hats and decorate them
- Make masks see “Body Detectives” (pg. 119)
- Decorate dollar store sunglasses

- Do a clothing relay –
  - Visit the local thrift shop and buy used men’s clothing (3 pair of pants, 3 men’s button shirts, three ties)
  - Divide the kids into three teams.
  - Divide piles of clothes each with a pair of pants, a shirt and a pre-tied tie in each pile.
  - Each member of the team takes turns running to the clothing pile, putting on all the clothes, running back to the group, stripping and having the next person put on all the clothes.
  - First team to have all its members dress and un-dress wins.

### **Program Four: The Scene Of The Crime**

Program description: Practice finding the clues and solving the crime at the scene of the crime

Activities:

- Start with puzzles such as “spot the difference” as practice to looking for clues.

<http://www.janpienkowski.com/fun-and-games/spotthedifference/index.htm>

[http://tdsrc.torontopubliclibrary.ca/activities\\_en.html](http://tdsrc.torontopubliclibrary.ca/activities_en.html)

- Set up a “real” scene of the crime” (for example for a scene where “cookies have been stolen” -- knocked over cookie jar, footprint on the floor, handwritten note, baseball cap left on the floor, milk jug and half full glass left on the table...) Have the kids note all the clues they can see. After 5 minutes talk about what they see and have the group work together to “solve” the crime.

### **Program Five: Fairy Tale Mysteries**

Program description: A program full of mysteries from your favourite fairy tales.

From the Manual: Dramatic Detectives (pg. 101)

Other activities:

- Fairytale scavenger hunt – hide “items’ from fairytales for example:
  - Red cape or basket with cookies (*Little Red Riding Hood*)
  - Brick and straw (*Three Little Pigs*)
  - Sewing needle (*Sleeping Beauty*)
  - Glass slipper (*Cinderella*)
  - Bean seeds (*Jack and the Beanstalk*)

### **Program Six: Crime Courtroom**

Program description: Become a lawyer in a mock trial. Will you be found guilty??

Find mock trial/readers theatre scripts:

<http://www.spl.surrey.bc.ca/Programs+and+Services/Kids+Space/Kids+Book+Club+Resources.htm>

## **Program Seven: Detective Practicum Clue Tournament**

Program description: Put all your new knowledge to work at the Clue Board Game Tournament

Borrow or buy multiple copies of the board game CLUE

Describe the rules to Clue to the group

Divide the kids into “tables” and have them play a game of clue.

Have a “leader board” recording the culprit, weapon, and room for each games –at the end of the program announce which ‘character’ committed the most crimes.

Find the rules to Clue at:

[http://gamebits.gameroom.com/RULES/Clue\\_1993\\_Rules.html](http://gamebits.gameroom.com/RULES/Clue_1993_Rules.html)

If you can't get enough copies of Clue, choose one of the “Detective School” week programs to do instead.

## **Program Eight: Animal Mysteries**

Program description: Be a Nature Detective and discover the mysteries of the animal world.

From the Manual: Fingerprint Creatures (pg.48) and Insect Investigators (pg. 43) and Animal Detectives (pg.123)

Other activities:

- Identifying bird calls or bird nests  
<http://www.naturedetectives.org.uk/>

## **Program Nine: Spies Like Us**

Program description: Learn the tricks of master spies

From the Manual: Detective School Week 1 (pg.57) have the kids create their own fake name and identification

Other activities:

- Have kids design a secret hand shake and password
- Create an I Spy display--- use a glass case and fill it with small toys (toy cars, rubber animals, finger puppets) pencils, erasers, and things from the junk drawer. Try to include multiples of some things. To make the display interesting pile boxes on the base and cover with fabric to give the display various heights. Make a list of things in the display and have the kids see if they can find everything on the list

<http://homeschooling.gomilpitas.com/explore/crimescene.htm>

<http://www.fbi.gov/kids/spykids/spytricks.htm>

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