

February Essential Reads

This *SLM* column asks leading thinkers in school libraries and in education to tell us what they're reading so school librarians can recommend titles to others. Feel free to duplicate this page or link to the online version (<http://www.schoollibrarymonthly.com/pdf/ERdetail.pdf>).

This month's contributors are Gary Hartzell and Kristin Fontichiaro. Gary Hartzell, former school administrator, is a well-known spokesperson for school libraries. He authored *Building Influence for the School Librarians* (2nd Ed.; Linworth, 2003). Kristin Fontichiaro is the *SLM* blogger and regular *SLM* columnist and is a Clinical Assistant Professor, University of Michigan.

ER: Gary Hartzell

Author of *A Principal Resource: Using the School Library Media Center to Improve Administrative Performance* (Libraries Unlimited, 2008) and *Building Influence for the School Librarian: Tenets, Targets & Tactics* (Linworth, 2003); co-author with Richard C. Williams and Kathleen T. Nelson, *New Voices in the Field: The Work Lives of First-Year Assistant Principals* (Corwin, 1995); Professor Emeritus of Educational Administration, University of Nebraska at Omaha

Kotter, John. *Leading Change*. Harvard Business Press, 1996. ISBN 978-0875847474.

Kotter, John. *A Sense of Urgency*. Harvard Business Press, 2008. ISBN 978-1422179710.

Kotter, John. *Buy-In: Saving Your Good Idea from Getting Shot Down*. Harvard Business Press, 2010. ISBN 978-1422157299.

►“It's worth people's time to look at John Kotter's work. He has at least three books—though not written for education—that can enlighten people who are trying to make a difference in their organi-

zations, and schools are 'organizations' every bit as much as any business.

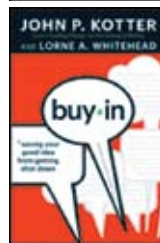
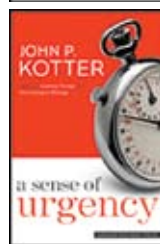
“*Leading Change* still is one of the best of its kind. Kotter examined more than 100 different change efforts in a wide variety of organizations and distilled some important principles from what he saw. The book is insightful, readable, and useful. The principles he presents can serve as a framework for analyzing any organizational change effort.

“*A Sense of Urgency* expands upon one of the principles developed in *Leading Change*. In too many places, school people tend to think that they can go along as they have in the past. To get them to change, one has to convince them that the issues that confront them and the need to address them are urgent. Without the sense that ‘we must deal with this now,’ people are not moved to change their viewpoints or priorities.

“*Buy-In: Saving Your Good Idea From Getting Shot Down* is a new one. I think the title says what you need to know.”

ER: Kristin Fontichiaro

Editor of *21st-Century Learning in School Libraries* (Libraries Unlimited, 2009); co-author with Sandy Buczynski of *Story Starters and Science Notebooking: Developing Student Thinking Through Literacy and Inquiry* (Libraries Unlimited, 2009); author of *Podcasting at School* (Libraries Unlimited, 2008) and *Active Learning Through Drama, Podcasting, and Puppetry* (Libraries Unlimited, 2007), as well as two titles in *Cherry Lake Publishing's Information Explorer series for middle-grade readers; Clinical*



Assistant Professor, University of Michigan

Somoza, David, and Peter Lourie. *Writing to Explore: Discovering Adventure in the Research Paper, 3-8*. Stenhouse, 2010. ISBN 978-157110-787-9.

►Fontichiaro, who blogs for *SLM* (<http://blog.schoollibrarymonthly.com>) and compiles the “Nudging toward Inquiry” column, is always on the search for dynamic library pedagogy. She says, “Once in a blue moon, you read a professional book that is so good, that manages to solve so many tricky professional issues, that you stay up half the night to read it in its entirety.” For her, *Writing to Explore* is that book.

Somoza, an elementary classroom teacher, despairing over state reports that regurgitate the encyclopedia, begins studying the nonfiction writings of Peter Lourie. Building on those mentor texts and on conversations with Lourie, Somoza designs a rich, vivid unit that combines adventure writing, sensory details, digital note taking, and Web research. His students use music and photography to absorb the mood of various settings, then plan an adventure as they travel from one setting to another. They delve into Web sites for airlines and Amtrak, peruse local menus, and immerse themselves in travel Web pages to add authentic details to their essay. Along the way, they practice note taking, citation, and image captioning.

This book is rich with opportunities for librarians and teachers to work together to help build middle-grade research projects that embrace children's imaginations, develop online research fluency, and build practical, transferrable skills. Give yourself a Valentine and buy this book. At the time *SLM* went to press, the full-text was available for preview (<http://www.stenhouse.com/shop/pc/viewprd.asp?idProduct=9250>). ◀

