and other library-related products, to collaborate with faculty and reach students in their virtual learning spaces. As with many such collections, the reader might lose sight of the forest for the trees while delving into specific stories of what did or did not work in various libraries' explorations into virtual embeddedness, but the book does ultimately give a roadmap of different directions that libraries can take to engage with their academic constituencies in an online medium.

The first part of the collection offers a historical overview of online embedded librarianship and defines the terms for analyzing the role of embedded librarians in the contemporary academic library community. Part two outlines four examples of how online embedded librarians have successfully established a presence in virtual learning at universities across the world. Chapters on embedding librarians in online graduate programs, military distance education courses, and the Open Polytechnic of New Zealand demonstrate how librarians can engage with patrons even in a virtual environment. This section concludes by providing the embedded librarian with a virtual toolkit of Web 2.0 applications, such a blogs, wikis, social bookmarking sites, and other resources, that can help them connect with patrons. Following this, the collection examines how embedded librarians can work with faculty outside the classroom and can contribute to the instructional design process. The final section contains three chapters on scaling and sustaining online embedded librarianship through the use of student librarians, online widgets in the course management system (Blackboard in this instance), and LibGuides. The last chapter offers some thoughts on how academic librarians might seek to embed themselves in the still somewhat uncharted territories of MOOCs.

This showcase of online embedded partnerships provides examples for readers seeking approaches to reaching faculty and students in the increasingly virtual realm of academe. It does not give a comprehensive, step-by-step blueprint for how to implement such programs, but it does help readers identify the issues and processes they will need to consider as they investigate new ways of online engagement with their patron base.—*David D. Oberhelman, Humanities-Social Sciences Division, Oklahoma State University, Stillwater, Oklahoma*

A Year in the Story Room. By Dawn R. Roginski. Chicago: ALA Editions, 2014. 252 p. Paper $48 (ISBN: 978-0-8389-1179-2).

Any youth services librarian can attest that storytime programs, a favorite of young children and their caregivers, can require hours of planning for less than an hour of program. Luckily, resources such as Roginski's compilation of program plans work like Hamburger Helper for librarians: additional ingredients and prep time may be necessary, but nearly everything you need is in the package.

Roginski's ready-to-use primer is divided into four chapters. First, the "Littlest Learners" chapter offers tips on programming for babies, followed by four baby storytime templates. Roginski recommends repeating each program for an entire quarter because repetition helps infant brain development, and she provides a list of titles so that books may be alternated while rhymes remain the same. In "Toddling into Kindergarten," Roginski provides twenty-four themed, seasonally appropriate storytime programs for toddlers through preschoolers. Most program plans offer templates for flannel or magnet boards, available for download through ALA Editions. "Young Readers" offers titles, plans, and discussion questions for beginner reader book clubs. Finally, "Special Features" suggests one evening program per season, such as a teddy bear themed party or parachute play session, complete with program plans for each.

Although Roginski does not directly mention Every Child Ready to Read, her program plans are founded in current research and include early literacy asides to share with caregivers. Her suggested titles are a mix of older favorites and hits published two to four years ago. Perhaps most importantly, she has tested these titles, rhymes, and activities with children in order to give the busy librarian a fast and proven storytime plan. As a resource for new youth librarians as well as those strapped for time or wearing multiple hats, this collection may be a lifesaver. However, librarians interested in incorporating new media, maker, or science activities into storytime will have to come up with their own supplements to the program plans, which all follow the traditional book/rhyme/flannel board pattern. Likewise, librarians who incorporate themed crafts will not find suggestions in the text. Still, Roginski's lessons make a nice companion to Saroj Nadkarani Ghoting and Pamela Martin-Diaz's *Storytimes for Everyone!* (ALA Editions, 2013).—*Jacki Fulwood, Youth Services Manager, Moscow Public Library, Moscow, Idaho*