SOURCES

office, and digging into the Capturing Our Stories program (with online resources from the University of Texas iSchool and the University Archives at University of Illinois Urbana-Champaign) to hear more from the librarians interviewed for the project.—*Amy Eiben, Information Literacy Librarian, Coastal Carolina University, Conway, South Carolina*

Creating Literacy-Based Programs for Children: Lesson Plans and Printable Resources for K-5. By R. Lynn Baker. Chicago: ALA, 2017. 176 p. Paper $48 (ISBN: 978-0-8389-1500-4).

R. Lynn Baker returns with another useful guide for youth services librarians. As in her previous book, *Counting Down to Kindergarten* (ALA, 2015), Baker's passion for reading readiness and innovative services to K-5 children is abundant throughout this streamlined and practice-based volume. In clear language, Baker advocates for organized and thoughtful approaches to program planning in public libraries. She provides readers with succinct chapters on best practices in programming from inception to evaluation. All planning activities are undergirded by the five modes of multiliteracy: textual, social, digital, multisensory, and visual literacy. This foundation guides programmers through the entire process.

I would not hesitate to recommend the book to seasoned programmers, but *Creating Literacy-Based Programs for Children* would be especially useful to new and preservice public librarians. New professionals will appreciate the book's brevity and practicality as they discover and hone their programming skills. I would highly recommend the volume to university professors whose course offerings include program design for children in public libraries. Baker's work is likely to be instrumental in sharpening students' skills before they find themselves tasked with developing a programming repertoire at their own library.

At the book's conclusion, Baker offers readers a chapter of lesson plans and an appendix of printable resources. The lesson plans offer a basic structure that can be customized to suit a variety of needs or can be used as a ready-made outline. The appendix includes possible survey items to include when evaluating programs, outlines for literacy-based programs, program-planning checklists, lesson plans, and other resources that could come in handy for small, rural, or independent libraries. Branch libraries that have coordinated centralized programming efforts might not find these resources as useful because their systemwide initiatives might include similar features built into the program planning process.

"When the library connects with young children and maintains a relationship with children and families over time, it is much more likely to cultivate lifelong readers and maintain them as library users" (21). Baker's words ring true in today's public library: If you build and foster relationships with your users, your library will thrive. Libraries that neglect this crucial step may survive, but they will not flourish. *Creating Literacy-Based Programs for Children* is

an irreplaceable roadmap that will help programmers craft quality children's programming and will serve as a means to building a multiliterate community.—*Joshua Jordan, Librarian, Del City (OK) Library*

The First-Year Experience Cookbook. Edited by Raymond Pun and Meggan Houlihan. Chicago: ACRL, 2017. 149 p. Paper $42 (ISBN: 978-083898920-3).

In any university library, the first-year experience is an essential component of capturing students' interest and engagement from the very beginning and of publicizing what the library offers them. However, it is always a struggle to determine how exactly to capture freshmen's attention and disseminate information about the library's various resources. Coming up with fresh, relevant ideas on top of an already busy schedule is enough to stress almost any librarian. Pun and Houlihan's book attempts to alleviate this stress by presenting a "cookbook" of ideas, activities, and lesson plans that librarians across the nation have found effective in engaging first-year students, giving library staff a wealth of options to consider, duplicate, or alter according to their own needs. The book itself is divided into four sections—orientations, library instruction, programs, and assessment. Each section's activities and lesson plans are detailed and well described, offering excellent variety as well as suggestions for accommodating a wide range of program sizes, budget constraints, and time and staffing requirements. Many of the included projects also feature photographs of the activities or reproducible versions of handouts, increasing the ease of replicability for interested librarians.

Despite these positives, I admit that I initially found the "cookbook" format off-putting; in certain places, it felt as though the editors were simply trying too hard to fit the content to the metaphor. Terms like "nutrition information," "cooking technique," "chef's note," and "allergy warning" were disconcerting and sometimes distracting. The idea came across as overdone (no pun intended), and it did not add to the book's effectiveness. However, within this conceit, the content was useful, and I appreciated the clear outline of time required ("cooking time"), the number of students the activity was meant to engage ("number served"), and the necessary supplies ("ingredients"). This clarity and the clear, step-by-step instructions were an advantage, although some authors adhered to the format better than others.

Despite the awkwardness of the "cookbook" format, the lesson plans and advice contained in the book present an invaluable resource for university librarians designing a first-year experience program. This book does an excellent job of providing inspiration by showing librarians the variety of options available to them and giving clear instructions on how to implement these experiences. At colleges and universities of any size, librarians will be able to find activities within this book's pages to suit their own budget, purpose, and personality.—*Kyndra Valencia, Graduate Reference Assistant, University of Oklahoma Libraries, Norman, Oklahoma*