Forest Of Reading

Canada’s largest recreational reading program | Manual for Running School-Aged Programs in Schools

Official Wholesaler

tinlids
best books for schools and libraries

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Introduction to the Program

About —

The Forest of Reading® is Canada’s largest recreational reading program — more than 270,000 readers participate every year individually, or at their school or public library. This initiative by the Ontario Library Association offers ten reading programs for all ages, and each program consists of popular Canadian fiction and non-fiction titles. It is intended for readers across the country and those in Canadian international schools. The Forest occupies a major place of prominence in Canada’s literary landscape and encourages a love of reading in people of all ages.

Goals of the Forest of Reading —

- To encourage children, young people and adults to enjoy reading
- To develop recognition for Canadian authors and Canadian books
- To contribute to the financial stability of the Canadian publishing industry
- To provide teacher-librarians, teachers, librarians, library staff and parent volunteers with a meaningful tool for improving literacy in schools and libraries
- To respond to community interest and needs

School-Aged Programs Timeline —

In October, the programs are launched when the lists of nominated titles are announced. Most schools and libraries start to run the programs in the following January or February. Please see the “Suggested Timeline” section of this manual.

Getting the Books —

Books are sold by the official wholesaler of the Forest, tinlids Inc. Tinlids offers schools and public libraries a discount when books are purchased through them. Alternatively, at the time of registration, books can be purchased through OLA, but will be shipped by Tinlids. You can find many of the books at retail stores and public libraries. Bookmarks and other merchandise may be purchased from the Library Marketplace.

Official Wholesaler —

The Forest of Reading Official Wholesaler is tinlids Inc. Without their support, this program would not be possible.

Forest of Reading Festival —

Save the Date — May 12, 13, and 14, 2020

Our Forest of Reading Festival is a fun and exciting celebration of reading. With over 20,000 participants, the multi-day event is Canada’s largest literary event for young readers.

This year’s Festival will take place in Toronto, ON at the Harbourfront Centre. Satellite Festivals will also take place in London and the Waterloo Region.

Visit accessola.com/forest to access resources on how to host your own celebration.

Trademarks —

Most Forest of Reading Award programs are trademarked with either a ® or ™, so please ensure you are following the Brand Guide when using these programs for any purpose. Only registered sites are permitted to be using the Forest brand and its award program logos. The Brand Guide can be found on the Forest of Reading website under “Forest Resources,” as well as the password website, under “General Resources.”
Steps to Running Your Program

So you’re ready to start your Forest of Reading Program? Excellent! Remember that you can run your program any way you would like! Some people start their programs as soon as the list of nominated titles are released in October, while some prefer to wait until the new year to launch. Either way works!

Now that you have registered for the program. Here’s what to do next:

**Order Your Books —**

The lists of nominated titles are released in October, and all books can be ordered from tinlids Inc., the official wholesaler of the Forest of Reading, at the time of registration, or throughout the year directly from tinlids.

Purchase at least 1 copy of each of the titles in a bookset from tinlids. Be sure to get them catalogued and processed. Books can be purchased at the same time as registration for your convenience.

When you purchase a bookset from tinlids, you will receive a Forest poster for your school or library, plus spine labels. We suggest ordering 1 bookset per 15-20 readers. The quantity is dependent upon how many readers you have participating in your program.

Try to gather colleagues to read the books prior to launching the Forest in your library, as your knowledge and expertise will help the participants read the books and engage them in conversation.

**Visit the General Informational Website —**

accessola.com/forest

- Visit the “Nominated Lists” webpage to view the books you’ll be reading in the program
- Visit the “Resources” webpage to download documents for parents, as well as promotional materials to share with others.
- Visit the “Alternate Formats” webpage if you have a reader with a print exceptionality.

**Log Into the Password Website —**

forestofreading.com

This is the most important part of the Forest – only Forest registrants have exclusive access. There’s so many great resources, you will be amazed at how easy it is to run an amazing Forest of Reading program!

The password website has information and downloadable files, such as:

- Resources to use with your readers specific to the books (at least four per book)
- Resources to use with your readers for the overall Forest of Reading program
- Materials to create your Forest display
- Author and illustrator detailed information
- Annotations of the books
- Downloadable book covers
- Templates of resources that you can use and cater to your own readers
- Voting information and materials
- General resources for the program

Resources for each individual book will be available starting December 1.

**Plan Out Your Program —**

Take the time to mark your calendar with some important dates and read the suggested timeline on the next place. Voting begins April 1 and closes April 30.

**Visit the Library Marketplace —**

Buy your bookmarks, certificates, spine labels, and other merchandise at thelibrarymarketplace.com.
How to Use the Password Website

When you register for the Forest of Reading, you will receive an email that has the password to access the password website. The password website is exclusive to only current registrants. It is where you will find all of the program and book resources to run your program.

Log in Using the Password —

When you visit forestofreading.com, the webpage will look like the top image. Enter the password from your registration confirmation email and click “Login.”

Get To Know The Website —

Take a few minutes to explore everything the password website has to offer. Remember, you are registered in all of the Forest programs. Take full advantage of the wealth of general resources and book-specific resources available for download and use.

Access All Resources —

On the next page, you’ll see what the webpages should look like:

1. All general Forest resources are under “General Resources.”

2. Book-specific resources are under “Book Resources”— there are at least four for each book.

“Authors & Illustrators” is where you will find information, headshots, bios, and related information about nominated authors and illustrators.

5. “Run the Forest” is similar to the “Steps To Running Your Program” section of this manual.

6. “Voting” is where you can download all voting materials, read up on the electoral process, and submit your vote totals in April.
How to Use the Password Website

1. “General Resources” webpage
2. “Book Resources” webpage, where you can find the individual book resources
3. “Authors & Illustrators” webpage
4. “Run the Forest” webpage
5. “Voting” webpage
Voting in the Forest of Reading

The Forest of Reading is one of the few reading programs in Canada that puts the power in the hands of the readers by allowing them to choose the award winners.

Participants read a minimum of 5 out of the 10 nominated titles, with the exception of Blue Spruce and Peuplier (readers must have or have been read to all 10 nominated titles).

In the spring, readers vote for their favourite nominated title and choose the winners of the award programs. The winners are announced at the Toronto Forest of Reading Festival in May.

When Is Voting in the School-Aged Programs? —

The Official Voting Day is April 23. Voting for the school-aged programs can begin at any time after April 1 and all votes must be collected by April 30.

What is the Voting Process? —

Those running the program are asked to follow an official electoral process with their readers.

Select an official voting day at your library. It can be either the official voting day of the Forest on April 23 or any other day that you choose.

Designate a specific area in your library for this special event.

Print and distribute the ballots, signs, and other voting materials from the password website.

Collect and tabulate the votes.

Please use the Group Vote Summary Form to collect the vote totals before sending them electronically.

Submit the vote totals electronically any time between April 1 and April 30. (Submit only the totals. We do not require hard copies of individual ballots or the hardcopy of your Group Vote Summary Form.)

The submission form will close on April 30 at midnight.

How Do I Submit My Votes? —

Log into the password website at forestofreading.com. From the menu, click on “Voting.” Please click on the link or image that says “Submit Your Vote Totals” and you can fill out the form from there. The submission form will open April 1 and close on April 30.

Where Can I Get Voting Materials? —

You will find all the voting materials on the password website, under the “Voting” webpage.

What Are The Requirements for My Readers To Vote? —

Readers must read at least FIVE of the books in Silver Birch Express, Silver Birch Express, Yellow Cedar, Red Maple, White Pine, Le prix Peuplier, Le prix Mélèze, and Le prix Tamarac.

For Blue Spruce and Le prix Peuplier, readers must have or have been read to all TEN of the nominated books.

What Else Should I Know About Voting? —

In order for votes to count, institutions MUST be registered in the Forest. Please ensure branches in your area are registered before voting totals are sent in.
About Blue Spruce™

Start your young readers with our picture book award program – Blue Spruce! These books will enrich their learning experiences with beautiful illustrations blended with fun, interesting, and exciting stories. This is Canada’s only picture book choice award program.

The Award is given out at the Forest of Reading Festival in Toronto, Ontario, in every May.

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**Read-Aloud —**

Incorporate the nominated titles into your read-aloud time. Read one, and display the rest. Set aside a few minutes to discuss the Forest and draw attention to the nominated titles. Invite students to share their opinions about the title you just read.

Have students look at the cover of the books and predict what will happen in each book. Go through a picture walk of each book, asking if students want to change or add on to their predictions. Highlight the illustrations, draw attention to colours, point out characters or objects in the background, ask questions, or even simply connect the book to other unit topics. (i.e. “Today, we talked about dogs. We sang songs about dogs and now I’m going to show you a picture of a very silly dog named Stanley. Let’s all look at Stanley together. Stanley and this book have been nominated for an award!”).  
*Curriculum Connection: Language (Reading)*

**Retell Activity —**

Get copies of the pictures from a nominated book. Arrange them in random order. Discuss the storyline of the book with students and have them place the pictures or events in order with guidance.  
*Curriculum Connection: Language (Reading, Writing)*

**“Reading Buddies” —**

Pair older students (junior-intermediate) with younger students (primary). Have older students read the titles with the younger students. This can be done during the school day or after school, depending on your schedule.  
*Curriculum Connection: Language (Reading)*

**Blue Spruce Mural —**

Create a Blue Spruce mural for your classroom or school library. Brainstorm with students about what should be drawn or painted on the mural. If resources and time allow, let students paint parts of the mural with you.  
*Curriculum Connection: Visual Arts*

**Author Visits —**

Invite an author or illustrator to speak to students. If an author is unable to come to the classroom, set up a virtual interview with the author via Skype or Google chat. Have students research the author beforehand, and develop interview questions with the students. See the “How to Book and Host an Author Visit” section this manual for more information on planning an author visit.  
*Curriculum Connection: Language (Writing, Oral Communication)*

**Mapping Places —**

Consider going on class visits to places mentioned in a book. If resources are not available, use Google Earth to show students the place virtually or print out photos of the places to show students. Have students locate these places on a map and put markers to track the different book settings.  
*Curriculum Connection: Social Studies*

**Bar Graph —**

Take an informal vote of students’ favourite books. Create a bar graph of the results on a SMARTboard or chart paper with your students. You could also survey students’ favourite characters or favourite events from the books.  
*Curriculum Connection: Mathematics*
Silver Birch Supporting Activities

About Silver Birch Fiction®  
ages 8–12, Grades 3–6 | English, fiction

One of the Forest of Reading’s most popular award programs, this is the one that started it all! Geared towards those in Grades 5 and 6, from fantastical, fun titles to serious, life-learning tales, this program provides a variety of stories for readers to enjoy.

The Award is given out at the Forest of Reading Festival in Toronto, Ontario, in every May.

About Silver Birch Express®  
ages 8–10, Grades 3–4 | English, fiction / non-fiction

This award is unique in providing a mix of fiction and non-fiction titles for readers at different reading levels, especially those in Grades 3 to 4. If you have an ESL student, reluctant reader, a reader with exceptionalities, or others, this is a program suited for them!

The Award is given out at the Forest of Reading Festival in Toronto, Ontario, in every May.

Silver Birch Mural —
Create a Silver Birch mural for the school library or classroom. Collaborate with students on what to paint or draw on the mural.
Curriculum Connection: Visual Art

Book Report —
Students will choose a nominated book to do a book report on. Create a learning goal and success criteria with students about book reports. Students may use their book reports to do a book talk as well.
Curriculum Connection: Language (Writing, Reading, Oral Language)

Book Retell —
Write down major events from a nominated book on cards. Discuss the storyline of the book with students and have them place the events in order. Provide guidance as needed. This can be done as a class, in groups, and/or individually, using different books.
Curriculum Connection: Language

Role-Play —
Have students role-play a favourite scene from one of the books. Ask students how they feel at different points of the role-play, and discuss point of view and character relationships.
Curriculum Connection: Drama

Compare-and-Contrast —
As a class, choose two books to compare and contrast. Create a Venn diagram of differences and similarities between the books.
Curriculum Connection: Language, Mathematics

Book Reviews —
Encourage students to write reviews of the nominated books and post them on an official Silver Birch board, around the classroom, or around the school library.
Curriculum Connection: Language (Writing)

Prologue/Epilogue —
Students can write a prologue and epilogue to a nominated book of their choice. Students can choose to write it from the author’s perspective, a character’s perspective, or their own perspective.
Curriculum Connection: Language (Writing)

Design-Your-Own-Book-Cover —
Host a design-your-own-book-cover contest and invite students to re-design a cover of a nominated title.
Curriculum Connection: Visual Arts

Letters or Emails to an Author —
Have pre-stamped postcards addressed to nominated authors. Review over letter-writing and/or email-writing with students. Have students write letters to the author of their favourite Silver Birch book.
Curriculum Connection: Language (Writing)

Activity Sheets —
Use the activity sheets and other suggestions offered through the password-protected sites (word-searches, cross-word puzzles, activity guides, etc) for extra work.
Curriculum Connection: Language
Yellow Cedar Supporting Activities

About Yellow Cedar

The newest tree to grow in the Forest, Yellow Cedar is the consolidation of our two school-aged non-fiction programs (Silver Birch and Red Maple). Readers will learn about real life stories and facts – these books are definitely conversation starters!

The Award is given out at the Forest of Reading Festival in Toronto, Ontario, in every May.

Silver Birch Mural —

Create a Silver Birch mural for the school library or classroom. Collaborate with students on what to paint or draw on the mural.

Curriculum Connection: Visual Art

Book Report —

Students will choose a nominated book to do a book report on. Create a learning goal and success criteria with students about book reports. Students may use their book reports to do a book talk as well.

Curriculum Connection: Language (Writing, Reading, Oral Language)

Book Retell —

Write down major events from a nominated book on cards. Discuss the storyline of the book with students and have them place the events in order. Provide guidance as needed. This can be done as a class, in groups, and/or individually, using different books.

Curriculum Connection: Language

Role-Play —

Have students role-play a favourite scene from one of the books. Ask students how they feel at different points of the role-play, and discuss point of view and character relationships.

Curriculum Connection: Drama

Compare-and-Contrast —

As a class, choose two books to compare and contrast. Create a Venn diagram of differences and similarities between the books.

Curriculum Connection: Language, Mathematics

Book Reviews —

Encourage students to write reviews of the nominated books and post them on an official Silver Birch board, around the classroom, or around the school library.

Curriculum Connection: Language (Writing)

Prologue/Epilogue —

Students can write a prologue and epilogue to a nominated book of their choice. Students can choose to write it from the author’s perspective, a character’s perspective, or their own perspective.

Curriculum Connection: Language (Writing)

Design-Your-Own-Book-Cover —

Host a design-your-own-book-cover contest and invite students to re-design a cover of a nominated title.

Curriculum Connection: Visual Arts

Letters or Emails to an Author —

Have pre-stamped postcards addressed to nominated authors. Review over letter-writing and/or email-writing with students. Have students write letters to the author of their favourite Silver Birch book.

Curriculum Connection: Language (Writing)

Activity Sheets —

Use the activity sheets and other suggestions offered through the password-protected sites (word-searches, cross-word puzzles, activity guides, etc) for extra work.

Curriculum Connection: Language
Red Maple Supporting Activities

About Red Maple™

This program is for students in Grades 7 and 8, and encourages Canadian writing and authors. Readers will get swept into these exciting fictional stories by Canadian authors while improving their reading skills.

The Award is given out at the Forest of Reading Festival in Toronto, Ontario, in every May.

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**Book Trailers —**

Have students create book trailers about a nominated book. Discuss the effects of media and advertising on specific audiences. If technology is not available to create book trailers, students can still advertise a book by creating posters, or writing tweets, blog posts, or Facebook posts on paper.

*Curriculum Connection: English (Media Studies)*

**Forest of Reading Debate —**

Host a Forest of Reading debate. Students could debate the merits of one title over another, or assume the identities of characters in the books and argue a particular subject as their characters.

*Curriculum Connection: English*

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**Red Maple In-Class Coffeehouse —**

Host a Red Maple coffeehouse where teens can talk about the books, read excerpts, and perform. Encourage teens to perform music (songs inspired by their favourite book, songs mentioned in the book, or songs they think the character would like), dance (creative interpretive dance of the book), or do anything creative, inspired by the book.

*Curriculum Connection: Drama, Music, Dance, Visual Arts*

**Persuasive Essay —**

Students will write a persuasive essay about their nominated book. They will need to convince the Forest of Reading why their book should win, ensuring they include supporting details for their arguments.

*Curriculum Connection: Language (Writing)*
White Pine Supporting Activities

About White Pine™

This program offers high school readers the opportunity to read the best of Canada’s recent young adult fiction titles. With a mix of stories that are uplifting, difficult, and exciting, teens will devour this engaging book list.

The Award is given out at the Forest of Reading Festival in Toronto, Ontario, in every May.

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Book Trailers —

Have students create book trailers about a nominated book. Discuss the effects of media and advertising on specific audiences. If technology is not available to create book trailers, students can still advertise a book by creating posters, or writing tweets, blog posts, or Facebook posts on paper.

Curriculum Connection: English (Media Studies)

Forest of Reading Debate —

Host a Forest of Reading debate. Students could debate the merits of one title over another, or assume the identities of characters in the books and argue a particular subject as their characters.

Curriculum Connection: English

White Pine In-Class Coffeehouse —

Host a White Pine coffeehouse where teens can talk about the books, read excerpts, and perform. Encourage teens to perform music (songs inspired by their favourite book, songs mentioned in the book, or songs they think the character would like), dance (creative interpretive dance of the book), or do anything creative, inspired by the book.

Curriculum Connection: Drama, Music, Dance, Visual Arts

Persuasive Essay —

Students will write a persuasive essay about their nominated book. They will need to convince the Forest of Reading why their book should win, ensuring they include supporting details for their arguments.

Curriculum Connection: Language (Writing)
Promoting the Forest in Your School

Launch Party —
Host a launch party for students after school. Display the nominees, decorate and then hold a book talk. Take pictures of the event (make sure waivers get signed) and post the photos around the school library or classroom.

Character Day —
Designate one day for students to come to school dressed as their favourite character from one of the books. Consider giving prizes for the most creative costumes (perhaps a copy of the book their character came from for them to keep).

Classroom Website —
Have a portion of your classroom website devoted to the award programs you are running. Include information on how to vote, titles available, rules, incentives, and encourage participants to write reviews of the books and post the best ones on your classroom website. Display the website on SMARTboard, so students are able to see their reviews posted in real-time. If a SMARTboard or classroom website is unavailable, post the information and student book reviews in a designated spot on classroom walls.

Showcase Display —
Between October and May, showcase one nominated title from each category each week in a special Forest display. Change the display from week to week to build momentum for the program and keep the excitement going through the winter and into spring.

Wall Display —
Designate wall space for Forest news, information, photos, book covers, and trivia, as well as important dates in the program.

Forest of Reading Wall of Fame —
Create a Forest of Reading Wall of Fame on a classroom or school library bulletin board. Every time a child reads a nominated title, they get to stick a small copy of the book cover on a wall and sign their name to it.

Forest of Reading Tree Display —
Bring in an actual tree branch, possibly spray-painted, and create leaves for it. When a book is read, the reader fills in the leaf and attaches it to the tree. Alternatively, you can create a tree out of paper or cardboard and post it on the wall as your Forest of Reading display. There are also leaves for students to write their names on available to download through the password website.

Forest of Reading Map of Canada —
Display a map of Canada with the locations of the authors, illustrators and where the stories take place (if applicable).

Vote Tracker —
Set up a big display that prominently features the nominated titles. Create a large chart devoted to track participants’ progress in the program. This would require tallying the votes on a regular basis and keeping the chart up to date as to who was currently in the lead. Alternatively, you can track participants’ progress on a chart and let students add a sticker to their name every time they read a nominated title.

Voting Day Kick-Off/Finale —
Set up a designated area for voting. Depending on available resources, decorate voting area (classroom, school library, gym, or another designated space) with balloons, signs, and pictures of the nominated book titles. Signs for ballot boxes, polling stations, and voting day are available on the Forest of Reading password website.

Parent Involvement —
Send home a letter to parents explaining the Forest of Reading (there is a template of a take home letter to download from the password website). Encourage one-on-one reading of Forest books at home. Give students take-home activity sheets related to the nominated books being read in class and ask parents to do the activity sheets with their child.

Forest Merchandise —
Purchase Forest merchandise through the Library Marketplace at thelibrarymarketplace.com.

Promotional Materials —
Visit the Forest website to download promotional materials for free, such as promotional flyers to share with readers. Also purchase and use materials from the Library Marketplace, such as posters and bookmarks.

Contests —
Hold contests periodically from October to April that are related to the Forest, such as i.e. readers who read the most books, reader(s) with the most creative cover pages, etc.)
Staff Engagement

Think of creative ways to engage staff members with the Forest so that they can feel confident promoting it to patrons.

Create a quiz about the Forest of Reading and invite staff to take it. Participating staff can be entered into a draw for a prize.

Create Get Caught Reading or READ posters using staff members for particular books. This staff member can be that title’s advocate for the year and answer patron questions, create read-alike lists for the title, or assist with reader’s advisory work around the title.

Arrange for a Forest representative to attend a staff meeting to answer questions, take suggestions for improvement, and learn new programming/promotional ideas for the Forest from staff members.

If your system has multiple schools, consider holding a competition between neighbouring schools to determine which school can sign up the most number of Forest participants. Think of a prize or fun event that will benefit all competitors.

Show one or two book trailers for nominated titles between October and May, during regularly scheduled staff meetings. Bring the books with you and pass them around so staff can familiarize themselves with the titles. Talk about the particular program(s) the titles are a part of.

Encourage staff to connect with the Forest of Reading online! Encourage staff to “like” the official Forest of Reading Facebook page and follow the Forest of Reading Twitter page.

The enthusiasm of program leaders and adults at the school is the most important aspect of maintaining the interest of the students. Encouraging adults to read one or more of the books pays dividends throughout the reading. Consider including as many staff members as possible.

Get your principal and vice principal(s) involved!
Community Collaboration

**Reach out to local homeschooler groups.** Let the parents run the program. With approval from administration, provide the space and the books.

**Reach out to local parent groups and literacy circles in the area.** Let the parents or group leaders run the program. With approval from administration, provide the space and the books.

**Liaise with local schools to host an “all-candidates debate,”** where staff or volunteers champion a particular title. Include a moderator who can ask both serious and funny questions about the books.

**Encourage schools that are not running the program to do so.** You can send our promotional flyers to those working in schools to let them know everything about the Forest. Visit the Forest website to download promotional materials for free.

**Collaborate with local schools.** If there are no trained library staff in the schools, offer your library staff’s expertise and go into schools to book-talk the nominated titles.

**You may wish to hold a joint-meeting early in the fall,** if you wish to establish a more-formal collaboration or partnership with another group or organization. Consider the following questions:

- How many children can be accommodated in how many segments of the Forest program?
- Who will order which books? Will one organization or institution order all the books and send an invoice to the other one(s)?
- When should the program(s) start?
- Will a letter go home to parents describing the whole program? If not, how else might the information be provided?
- Can funding be found to invite an author of one of the books to a mid-point session?
- Who will do what, and on what timeline?
- Are other meetings needed?

**Organize and throw a mid-point celebration bash for one or more programs.** Partner with another school or institution running the Forest program and split the costs.
Book and Host an Author/Illustrator Visit

Consider having nominated authors/illustrators come for book talks. Having nominees connect with readers is a great way to form connections with books. Any budding young authors will get a first-hand encounter that may further develop their interest in writing.

The Forest of Reading likes to promote nominees as many wish to book school and library visits. Information for each nominee is available through the password website at forestofreading.com.

We encourage you to go to each of the nominee author webpages through the password website to contact them about visits. If the nominee is a member of Authors’ Booking Service (ABS), they can be booked directly through ABS. This information is indicated on the nominee webpage.

Choosing a Nominee —

Once Forest of Reading nominations are announced, nominees who are available for visits will be indicated on their nominated author webpage through the password website.

When making contact directly with nominees, please provide the following information: the presenter or presenters that you’d like to consider for a visit, potential dates, grade range, group size, budget, and number of sessions required.

A single presentation usually takes 45 to 60 minutes, and nominees can typically do up to four in a single day.

Special Events —

If you are planning to host a regional Forest of Reading event in the spring, with several nominees in attendance, please OLA staff know as soon as possible (preferably in the fall). Nominees get booked up quickly, especially during the week of the Forest of Reading Festival in May.

Checklist to Prepare for the Author’s Visit —

☐ Have an email exchange or a phone call with the nominee well in advance of the visit.

☐ What is the exact cost of the visit, including travel, HST, and any other costs?

☐ Ask the nominee to email you an invoice in a PDF attachment at least 3 weeks prior to the visit.

☐ How can the nominee get in touch with you urgently on the day of the visit? How can you get in touch with them while they’re in transit? Exchange mobile telephone numbers.

☐ How will the nominee be arriving? Do they know the exact address?

☐ Are there access issues, for example, parking spots, or a particular door that they must enter?

☐ Are there mobility issues for this nominee? Some may need assistance with equipment/books, and others may have accessibility needs.

☐ If the nominee is arriving by public transit, will transportation be provided to and from the train station, or subway station?

☐ If the sessions are all day, is lunch provided? Are there any dietary restrictions for this nominee? This is especially an issue for nominee coming from a distance and from out of province.

☐ What does the nominee require in terms of table, microphone, audience configuration, and any other set-up requirements? An ideal venue for most authors is a school library or a room in the public library with good acoustics. A gymnasium is less effective but sometimes necessary.

☐ Make sure the nominee has water during the presentation, plus time for lunch and bathroom breaks throughout the day.
Book and Host an Author/Illustrator Visit

**Book Signings —**

Would you like the nominee to bring in books for sale and autograph? If so, check if this is something your author offers and confirm arrangements prior to the visit.

Factor in 15 minutes after the presentation for book sales and signings, if this has been arranged. Ideally, the nominee will prepare an order sheet that can be sent home ahead of time.

Gather up your library copies and ask that the nominee sign them before leaving. Most will be delighted to do this as long as there is time. In the case of hundreds of books, this is not always possible.

**Prepare Your Readers —**

Let them know well in advance when the author will visit.

Read the nominated book ahead of the visit. This is the single most important part of preparation! Readers respond to and benefit from author visits to a much greater degree if they are familiar with the author’s work prior to the presentation.

Have readers prepare questions. Ask readers to research the author and/or the topic of the book.

**During The Visit —**

Have a reader or staff member greet the author at the door, or provide instructions as to where the author should go upon arrival.

Have the nominee taken to the presentation location in time for any set-up he or she may need to complete. Other details, such as chairs, display tables, microphone and water should also be taken care of prior to the readers arriving.

Make sure the nominee knows where the washroom is, and is provided with a place to hang their coat and bag.

Review and confirm the exact end time for the presentation and coordinate clocks. Some authors may ask you to indicate when they have 5 minutes left.

Stay in the room while the nominee is presenting. Discipline issues must be dealt with by school or library staff.

**Paying the Author —**

Nominees are paid by cheque immediately following their presentation. The best way to do this is to simply hand them a sealed envelope with the cheque inside just as they’re packing up to leave.

**Follow-Up —**

Readers will often want to have some contact with the author after the visit has taken place. Some nominees will correspond with readers on their blog or via email. Others will answer group questions if a teacher sends them by email. Ask the nominee ahead of time what their preference is.
When a Nominated Book Is Challenged

Please contact the Co-Chairs of the Forest of Reading, or the Director of the Forest of Reading (see the Forest of Reading Program Contacts section of this manual)

Censorship and the Forest of Reading —

Censorship: Censorship is defined as the removal, suppression or restricted circulation of literary, artistic, or educational images, ideas, and/or information on the grounds that they are morally or otherwise objectionable.

The selector seeks reasons to include material in the collection; the censor seeks reasons to exclude material from the collection. It is the responsibility of the school and library staff to provide a diverse, balanced, and high-quality collection representing all points of view on controversial issues. (Adapted from: American Association of School Librarians: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/intellectual_freedom_brochure0212.pdf).


Selection Criteria for the Forest of Reading —

The following criteria are presented in order of importance:

• Literary quality in the case of fiction including but not limited to: structure, richness of language, craft of the writer, pace, clarity.
• Quality of presentation for non-fiction, including but not limited to: appeal and appropriateness of the presentation, clarity, layout, format.
• Audience appeal: appropriateness to the age group (school-aged, adult literacy), a range of readability, inclusiveness and diversity, the themes and content.
• Accuracy and relevance
• Balance in the final list with respect to protagonists of different genders, subject appeal for different genders, cultural diversity, geographical settings, e.g., rural, urban, alternate realities, variety of genres.
• Curriculum connection is outside the purposes of the reading programs for the school-aged programs.

Read the Forest of Reading Selection Policy on accessola.com/forest
When a Nominated Book Is Challenged


In affirming its commitment to the fundamental rights of intellectual freedom, the freedom to read and freedom of the press, as embodied in the Canadian Charter of Rights and Freedoms, the Ontario Library Association declares its acceptance of the following propositions:

1. That the provision of library service to the public is based upon the right of the citizen, under the protection of the law, to judge individually on questions of politics, religion and morality.

2. That intellectual freedom requires freedom to examine other ideas and other interpretations of life than those currently approved by the local community or by society in general, and including those ideas and interpretations, which may be unconventional or unpopular.

3. That freedom of expression includes freedom for a creator to depict what is ugly, shocking and unedifying in life.

4. That free traffic in ideas and opinions is essential to the health and growth of a free society and that the freedom to read, listen and view is fundamental to such free traffic.

5. That it is the responsibility of libraries to maintain the right of intellectual freedom and to implement it consistently in the selection of books, periodicals, films, recordings, and other materials, and in the provision of access to electronic sources of information, including access to the internet.

6. That it is therefore part of the library’s service to its public to resist any attempt by any individual or group within the community it serves to abrogate or curtail access to information, the freedom to read, view and listen by demanding the removal of, or restrictions to library information sources in any format.

7. That it is equally part of the library’s responsibility to its public to ensure that its selection of material is not unduly influenced by the personal opinions of the selectors, but determined by the application of generally accepted standards of accuracy, style and presentation.
Forest of Reading Program Contacts

**Programs Information —**
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**Forest of Reading Support Material and Merchandise —**
The Library Marketplace
thelibrarymarketplace.com
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**Social Media —**
facebook.com/forestofreading
twitter.com/forestofreading

**Websites —**
General Information: accessola.com/forest
Password Website for Current Registrants:
forestofreading.com
Forest of Reading Festival: forestofreadingfestival.ca