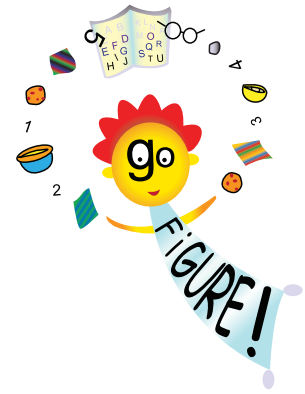




Ideas & Resources

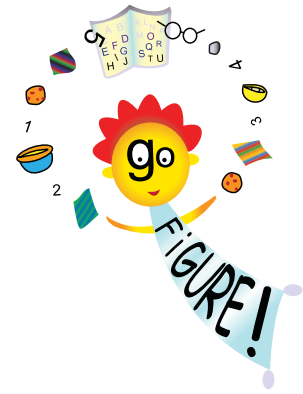
Websites for Parents & Kids

- DuPage Children's Museum: Aunty Math presents Math Challenges for K-5 Learners
<http://www.dupagechildrensmuseum.org/aunty/>
- Early Childhood: Where Learning Begins Mathematics. Mathematical activities for parents and their 2-5 year old children.
<http://www.ed.gov/pubs/EarlyMath/>
- FunBrain.com: Math baseball, fresh-baked fractions, shapes, making change, measuring, and many other math activities are offered at four levels: easy, medium, hard, and super brain
<http://www.funbrain.com/numbers.html>
- Funschool: Basic math concepts for K-3 in colorful, fast moving, interactive games.
<http://funschool.kaboose.com>
- Helping your Child learn Mathematics: Activities for children in preschool through age 5 from the US Department of Education.
http://www.ed.gov/parents/academic/help/math/part_pg3.html
- Helping your Child learn Math: Activities for children aged 5 through 13, by Patsy F. Kanter
http://www.kidsource.com/kidsource/content/learnmath_index.html
- Learning Partners – Let's Do Math! Encouraging children to use math in reasoning and solving problems.
http://www.kidsource.com/kidsource/content/learning_math.html
- Math and the Myth of 1, 2, 3: Everyday opportunities for children to begin thinking about numbers.
<http://www.kidsource.com/kidsource/content4/math.myth.html>
- Math Blaster: Master the Basics for ages 6-12 by Knowledge Adventure. Children build confidence, speed, and accuracy in basic math skills.
<http://www.knowledgeadventure.com/mathblaster/>
- MathStories.com: Math for the Internet Generation.
<http://www.mathstories.com/>





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Marshall, James (Retold and Illustrated by) *Goldilocks and the Three Bears*. Penguin Group (USA). 1998. ISBN-13: 9780140563665

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Websites

<http://www.artprojectsforkids.org/> Jasper Johns Numbers, Art Projects for Kids. Kathy Barbro, December 29, 2007

The Kennedy Center: ArtsEdge. <http://artsedge.kennedy-center.org/>

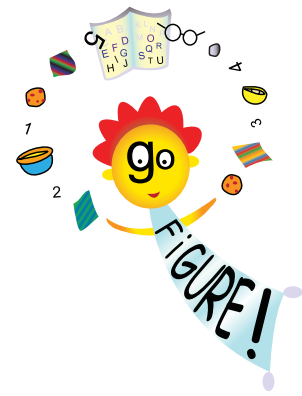
Mathematics Across the Curriculum at Dartmouth College: Lesson 4: Klimt and the Computer. <http://math.dartmouth.edu/~matc/math5.pattern/lesson4math.html>

Digital Palette: WorcBoxes, The Work of Gustav Klimt. <http://www.digitalpalette.org.uk/worcboxes/klimt/index.html>



PUBLICITY

Go Figure



Media Ideas

The Media is an important vehicle to inform and educate your community about the HOP Exhibit event.

Know Who's Who and What They Cover

Develop a media contact list. Include every newspaper (daily, weekly, specialty, etc.), city or regional, and radio and television stations. List their addresses, phone and fax numbers, email addresses and the key contact person who covers stories such as this.

Distribute Publicity Posters/Flyers

In mailings to the media and community groups, include announcements, flyers and brochures of programs related to the exhibit. Letters to the media should also include assistance in developing stories, and the name of a spokesperson to contact for interviews.

Sample Letter to Community Groups:

[Date]

Dear Friend: [personalize if possible]

[Name of Venue] is pleased to announce the opening of a new exhibit, *Go Figure!* on [Date].

Go Figure! is an exhibit from the Hands-On Partnership of Literature, Science and Art in South Dakota program. It is an interactive exhibit that tours around South Dakota.

Go Figure! brings the exciting world of math and its everyday uses to children ages two to seven years old and their parents or caregivers through kid-sized environments inspired by familiar children's books and characters.

We invite you to a special preview of *Go Figure!* on [Day, Date] at [Time] at [Name of Venue]. Please contact me at [Telephone, email] if you have questions.

We hope you can join us as we introduce this exciting exhibit to our community.

Sincerely,

[Name, Title]

Distribute Press Releases

Add your event information to the model press release and distribute (at their appropriate times) to everyone on your media list. Follow every release you send out with a phone call to make sure the release got to the correct person.

Sample Press Release:

For Immediate Release

[Month, Date, Year]

Contact: [Contact Name, Telephone]

At the [Name of Venue]

Go Figure! – A national traveling exhibit created by Minnesota Children’s Museum and the American Library Association (ALA), is currently touring South Dakota courtesy of the Hands-On Partnership of Literature, Science and Art in South Dakota program. This exhibit opens at [Name of Venue] on [Date] for [Venue Length Week/Month]. The exhibit introduces early math concepts, such as sorting and measuring, through kid-sized environments inspired by familiar children’s books.

Get in the Newspaper

Call and ask for a reporter who covers education stories such as Light & Color and Dinostories to write a story. Most daily newspapers and many weekly newspapers welcome columns from their readers. Seek out people in your community – including young people – who can write columns about the importance of science, literature and art in your community and how this exhibit can be a part of it.

Sample News Release:

For Immediate Release

[Date]

Contact: [Contact Name]

[Telephone, Email]

[Name of Venue] to host *Go Figure!* traveling exhibit.

[City] – Storybooks present enjoyable, meaningful, interactive math explorations to children and adults in *Go Figure!* – a national traveling exhibit that opens [Venue Length week/month] at [Name of Venue] on [Day, Date].

Go Figure! transforms charming children’s books into a kid-sized world where children and adults can have fun exploring math with familiar characters such as Arthur, Frog and Toad, and the Three Bears. Each of the five colorful larger-than-life books in the exhibit includes a math-related activity such as measuring, weighing, or sorting, along with labels to guide parents. Featured books are *Arthur’s Pet Business*, *The Doorbell Rang*, *The Quilt*, *Frog and Toad are Friends: A Lost Button*, and *Goldilocks and the Three Bears*.

“Using familiar children’s books, the exhibit offers our community delightful experiences with simple math and demonstrates that math is learned naturally by the inventive, curious mind. Children ages two to seven years old and their parents or caregivers will enjoy the lively graphics of the exhibit and the related programs and activities,” said [Venue’s Coordinator/Director].

Get on the Radio

Call the news director at your local radio station and ask to be a guest for a live interview on their morning or afternoon newscasts. Ask all radio stations to read the radio PSA.

Sample Public Service Announcements:

:10

[Venue Name] is hosting the traveling exhibit *Go Figure! Go Figure!* highlights early math concepts, such as sorting and measuring, in the colorful and familiar world of children’s books. It opens on [Day, Date]. Call [Telephone Number] for details.

:20

Go Figure! – a new traveling exhibit at [Venue Name], introduces simple math concepts to children using familiar storybook characters. It encourages parents and children to share hands-on math activities in an exhibit setting – an ideal way for families to explore, experience, and learn math together

Come and experience how parents’ involvement in learning can help foster a child’s natural curiosity and intuitive sense of math, and make a difference in school and later life. The exhibit opens [Day, Date]. Call [Telephone Number] for details.

:30

[Venue name] invites you to explore early math concepts in a colorful and familiar children’s book environment at an exhibit – *Go Figure!* – on display at [Venue Name] for [Exhibit Length Weeks/Months] opening on [Day, Date]. Sharing hands-on math activities in an exhibit setting is an ideal way for parent and child to explore, experience and learn math together.

Parents can have an impact on their child’s interest in math. Their involvement can foster a child’s natural curiosity and intuitive sense of math and make a difference in school and later in life.

Get on Local Cable and Public Television Stations

Public-access cable TV stations, college radio stations, and other electronic media channels that reach a very small or select audience are often the most enthusiastic about running feature-length programs and interview shows on specialized topics. Contact public or community affairs directors with specific ideas for media tie-ins to the exhibition, programs, and events.

Promotion Pointers

All venues are encouraged to plan and implement effective publicity programs designed to create awareness of the *Go Figure!* exhibit and related programs in the community.

Make sure all promotional materials feature the sponsor and funder credit information found on the front of this manual.

The following guidelines are intended to help you launch a successful campaign.

1. **Get Started:**

Involving staff members at all levels in program planning pays off not only in new ideas but also in support and enthusiasm. One way to help staff “buy in” is to hold a mini-workshop or brainstorming session on Go Figure!

- a. Emphasize the potential for recruiting new visitors to the venue.
- b. Communicate the goals for your program – what you want to accomplish, how to continue the partnerships.
- c. Assign staff with various interests/talents to work in small groups to carry out any established goals.
- d. Share your program plans with directors, board members, Friends and other support groups. Invite their ideas and cooperations.

2. **Define Target Audience:**

Your press materials will reach a general audience of mixed ages and backgrounds. Use a personal letter (see Sample Letter to Community Groups) to contact specific groups who may have an interest in the exhibit and programs. A copy of your flyer can serve as an informal letter. Include a personal note soliciting support. Groups who may be interested include:

- a. Family social services providers
- b. Day care center personnel
- c. Church-sponsored child care centers
- d. Museums
- e. Early childhood teachers and other educators
- f. Parent support groups
- g. Local high school, college and university education and early childhood classes.

3. **Develop an Audience Profile:**

- a. Where do they work?
- b. What restaurants do they eat in?

4. Advertising:

- a. Exhaust all of your “free” sources before considering paid advertising.
- b. Use the exhibition logos and include local program information in ads. Submit them in press kits to key media. In larger newspapers, more than one press kit may be required for varied editorial and advertising needs. Don’t forget ads in target group newsletters, community and weekly papers and library newsletters.
- c. Ask major newspapers and/or radio and TV stations for donated time or space as a means of sponsorship.

5. Graphics:

- a. Clip art using the Go Figure! identifying graphic and sponsor logos are included with these materials and on the website (<http://hopsd.org/exhibits/gofigure/>)
- b. Use the graphics on flyers, bookmarks, programs, Websites, and other materials.

6. Distribution Points:

Display promotional materials such as posters and bookmarks prominently. Prepare a special display with promotional materials. Ask managers of local stores – book, dry cleaners, grocery stores, restaurants – to display posters or flyers in windows.

Other suggestions:

- a. High schools, colleges/universities
- b. YMCAs and YWCAs
- c. Day care centers
- d. Health clubs
- e. Park district centers
- f. Art galleries
- g. Laundromats
- h. Doctors’ and dentists’ waiting rooms
- i. Dry cleaning/ other services
- j. Churches
- k. Malls
- l. Cafes/ internet cafes
- m. Senior citizen centers
- n. Department stores

7. Photographs:

- a. Avoid instamatic-like cameras; use high resolution digital or 35 mm whenever possible. Use an experience photographer if your budget permits.
- b. Get close to the subject and try to use natural “available” light whenever possible. Keep clutter and irrelevant objects out of the picture. Take pictures that tell a story.
- c. Avoid clichés, e.g., a speaker at a podium, an audience listening to a speaker. Sometimes a dull situation can be enlivened by an unusual angle (from the floor, from a balcony) or special lens (wide angle, fish eye)
- d. Make sure photos have an interesting background, preferably one with signage indicating the name of the program and funding information.
- e. Provide background information for the photo. Include names and titles of individual/groups pictured, name of program and any other interesting information.



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