

Bright Futures begin with summer reading...



BRIGHT FUTURES: SCHOOL PARTNERSHIPS

Program information and toolkit for schools

The School Partnerships program is sponsored by the Idaho Commission for Libraries and is funded in part by the Institute of Museum and Library Services, under a provision of the Library Services and Technology Act.

This partnership opportunity is brought to you by your local public library.

If you have questions please contact your local public library partner, or contact Staci Shaw, Idaho Commission for Libraries Project Coordinator, at staci.shaw@libraries.idaho.gov.

Participate in a Summer Reading Challenge with your public library this year!

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Why is it vital for libraries and elementary schools to establish strong partnerships with the public library?

Consider these statistics:

- 81% of low-income Idaho kindergartners were reading at grade level in the spring of 2013. When they returned as first graders in the fall, only 56% were reading at grade level. (Idaho Reading Indicator, Idaho State Dept. of Education)
- 63% of low-income Idaho first graders were reading at grade level in the spring of 2013. When they returned as second graders in the fall, only 41% were reading at grade level. (Idaho Reading Indicator, Idaho State Dept. of Education)

These data sets vary in each school district, but a significant drop in reading skills, as indicated by the Idaho Reading Indicator, is consistent from spring to fall. Children who do not continue to read over the summer months can lose as much as two months of the gains they achieved in school.

*"Summer reading setback has been well established as a major contributor to the rich/poor reading achievement gap...The evidence available suggests that the limited access that children from low-income families have to books lies at the base of the summer reading setback. The evidence also suggests that providing children from low-income families with self-selected books to read during the summer is an effective strategy for addressing the problems of summer reading loss."*¹

*"Access to reading materials has been consistently identified as a vital element in enhancing the reading development of children. Of all the activities in which children engage outside of school, time spent actually reading is the best predictor of reading achievement."*²

Almost every public library in Idaho offers a free summer reading program; however, a relatively small percentage of students actively participate in library summer reading programs. This percentage is even smaller in regard to low-income children, and children living in rural areas where the library is several miles away.

Libraries and schools must work together to not only *promote* summer reading, but *actively engage* students in consistent reading routine that consists of highly-engaging, self-selected reading materials.

Recent case studies, pilot programs, and research indicate that **when the school, especially the school administrator, is actively involved in ensuring students participate in summer reading, more students maintain reading skills and achievement levels.** Some key components in successful summer reading programs include:

- Active involvement from school administrator and/or other key staff (such as reading specialists and teachers), which includes communication with parents, follow-up with parents, setting a level of expectation for participation, monitoring over the summer, and recognition/celebration in the fall.
- Fingertip access to high-interest books and other print material, especially for low-income, refugee, ELL, and rural children, and children spending a significant amount of time in child care settings.
- Interaction with adults or peers regarding book selection (interest and level), discussion, extension activities, reading aloud, or assistance with reading text.
- Establishing a reading routine or goal and monitoring reading progress.
- Evaluation of program.

¹ Richard L. Allington and Anne McGill-Franzen (2013): Eliminating Summer reading Setback: How We Can Close the Rich/Poor Reading Achievement Gap, Reading Today, April/May 2013, 10-11.

² Mraz, M. and Rasinski, T. Summer Reading Loss: Reading Rockets, Accessed January 09, 2015. www.readingrockets.org/article/summer-reading-loss

Based on what has proven effective, what is needed for data collection, and what is typically feasible for Idaho libraries and schools, ICfL offers the following opt-in program for public libraries and their school partners.



Bright Futures Outreach: School Partnerships 2015 Overview

Desired Outcome:

Children will maintain their reading achievement skills over the summer with support from Idaho libraries.

Desired Output:

Children will read a minimum of 10 hours or read a minimum of 10 books during their summer break.*

**Read= reading independently and/or being read to (read alouds, audiobooks, online books)*

Objectives:

- The public library and elementary school collaborate to minimize summer learning loss.
- Public library staff, the principal, and the school librarian collaborate to increase student participation in the public library's summer reading program.
- Parents of elementary school children understand the importance of maintaining a consistent reading routine over the summer months.

Qualifications:

- Publicly-funded public libraries may apply, and must partner with *public* elementary schools. The following schools do not qualify: private, parochial, preschools, middle/junior high schools, daycares, or homeschool organizations.
- Public library must provide regularly scheduled summer programs for the targeted school-age students during the application year.
- "Participation" in the library's summer reading program must not be dependent solely on physical attendance at on-site library programs.
- Libraries that agree to track the number of students who read a minimum of 10 books or 10 hours will be given priority in the application process.

Partnership Package:

The following items will be provided in the spring for both the library **and** the school(s) upon acceptance of the application:

- One 24" x 60" vinyl banner that promotes summer reading*
- Ten hardcover books, fiction and non-fiction titles, to add to the library's collection.*
- 50 paperback books to use for Little Libraries, honor collections, or prizes
- *Bonus:* If the school achieves its goal for student participation, the school and library each receive five additional hardcover books for their collections in the fall.

** A note about the partnership packages:* Hardcover books are for the libraries' collections and are not to be used as student prizes. If you cannot use the vinyl banner please give it to a library, school, business, or organization; you may also choose to return it to ICfL to re-distribute.

Program summary: (please see “Program Components” for details)

- Libraries can partner with up to five schools.
- The library meets with each school’s principal and librarian in person to develop a Summer Reading Challenge that involves the whole school or that targets specific grades. The Reading Challenge must include:
 - A. A goal for the number/percentage of children participating in the public library’s summer reading program.
 - B. A reading output goal for the school (total minutes read, books read, books per child, etc.).
 - C. A plan for promoting the Challenge to students and parents, as well as teachers and staff.
 - D. A plan for increasing students’ access to books and other print materials over the summer.
 - E. A plan for monitoring student/school progress during the summer.
 - F. A recognition/celebration event when school resumes in the fall.
- Public library tracks school’s student participation in Summer Library Programs.
- Library submits participation statistics to the Idaho Commission for Libraries by September 15.

Application deadline: March 20, 2015

Program Components:

1. Libraries can partner with up to five schools.

Public elementary schools only. *Public libraries that also serve as the school library may apply; however, only one partnership package will be provided.*

2. Library meets with each school’s principal and librarian to develop a Summer Reading Challenge.

If the school does not employ a school librarian, the school can assign that role to a reading specialist, Title I teacher, ELL teacher, classroom teacher, or VISTA volunteer. The goal of this program is to have collaboration between the public library, the principal, and the school librarian, so it is important that all three of you meet together *at the same time*.

Develop a **Summer Reading Challenge** that involves the whole school or that targets specific grades. The Summer Reading Challenge must include:

A. A goal for the number/percentage of children participating in the public library’s summer reading program.

Determine the number of children currently enrolled in the target grades, then determine how many children your team thinks will participate as a result of your collaborative plan. This number should be based on the number of students from the school who participated in summer reading in previous years, enrollment in summer school programs, etc. Be sure to set a *reasonable* goal – one that can realistically be reached. Be sure to submit **both** a specific number and percentage on your application.

Example:

Target Grades: **K-6** No. of children in target grades: **240**

Number / % of students who participated in library’s summer reading program in 2013: **72 / 30%**

Goal: Number / % of students who will participate in library’s summer reading program in 2014:
96 / 40%

Note: A 10% increase from the previous year is an example of a reasonable, achievable goal for this school.

Bonus! Each library and school that meets or exceeds its participation goal will receive an additional collection of five hardcover books in the fall.

B. A reading output goal for the school.

A contest or challenge is a great way to motivate students, teachers, parents, and school leaders to reach the summer library program participation goal. The principal and school librarian can decide what the output for the school should be. If you want to just focus on the number of children participating in the library's summer reading program that's fine; but you could also choose an additional goal, such as 10,000 minutes or 10 books per person or any number of reading outputs, as a fun way to get everyone involved. Suggest that the school staff take part in the challenge as well! Then determine the reward for meeting the goal and who will provide it. If more than one school is partnering with the public library you might consider a contest between schools with a reading trophy or something to win for the year.

C. A plan for promoting the Challenge to students, parents, teachers, and staff.

This should involve all three of you: public librarian, school librarian, and principal. See "Examples of Activities," pages 10 – 13.

Be sure to include how the Challenge will be presented to school staff, as staff buy-in is essential to success.

*At least one component in your promotion plan must involve face-to-face contact with parents in some way, shape, or form, by either the public library or school staff. Consider End-of-Year Events, Family Nights, awards assemblies, parent-teacher conferences, sporting events, etc. Your application will ask you to *very briefly* describe each person's role and how parents will be reached face-to-face. If the face-to-face requirement is not feasible, please contact Staci Shaw (see contact info below) for alternatives.

D. A plan for increasing students' access to books/print materials over the summer.

Students can't participate in summer reading or maintain a reading routine if they don't have good books to read, and we know many students do not have books in the home or a way to get to the public library. Your plan should include how the library, school, or both will increase access to books. Remember, you are each receiving 50 paperbacks as part of your partnership package. Increased access could involve Little Libraries at the school, opening up the school library a few times over the summer, library outreach with rotating collections or Bookmobile at the school or local park, etc., sending books home with students before summer break, transportation to the library from the school a few times over the summer.....

E. A plan for monitoring student/school progress during the summer.

A crucial component in other successful summer reading programs involves the school administrator knowing how many students are actually participating in the library's program and checking in with students or families over the summer to reiterate involvement. Your plan must include **at least one way** the principal will communicate with students or families **at least one time** over the summer to remind them to sign up for summer reading and work to meet the school's Reading Challenge. This could be done through email, texts, a letter home, robo calls, etc., which only take a few minutes of time but can have substantial impact on participation. Check in by teachers and/or reading specialists can also be highly effective and are encouraged,

but should not replace a check in by the principal.

The school will also need to develop a way to track the Reading Challenge output goal and determine whether it was achieved. For convenience you may want to use whatever system your library uses as reading logs or to track reading, but you can all determine the best way to go about this. We will not ask for this piece of information on your application, but on your Summer Reading Report we will ask if the school achieved its goal so you'll need a way to determine this.

F. A recognition/celebration event when school resumes in the fall.

This event recognizes the students who participated in summer reading, and announces the results of the school-wide challenge. This can be school-wide at an assembly, Back-to-School Night, or other school event, or library staff can go class to class. The library, principal, and school librarian should all be involved in this planning. See "Examples of Activities," pages 10 – 13.

3. Track school's student participation* in Summer Library Programs (public library).

The public library must use a system to determine how many of each school's students actually participated in the library's summer reading program, as well as the name of each participating student. The public library will need to submit participation statistics to the Idaho Commission for Libraries, and the names will be needed for the Fall Recognition Event. No names will be submitted to ICfL, only statistics.

*Participation:

1) School Partnerships is an outreach program, designed to keep kids reading over the summer through partnerships between the library and school. The desired outcome is that children maintain the reading skills achieved throughout the school year over the summer. Many students, especially those in lower-income neighborhoods, have no way to get to the public library over the summer. Therefore "participation" as tracked by the library cannot be **solely** based on whether a child comes in to the library to attend a program. Libraries and schools will need to find creative ways for the students to participate (reading logs that can be filled out at home and submitted to library electronically or through the mail; off-site library programs at schools or parks; Bookmobile or Book Wagon programs; online tracking programs; etc.).

2) ICfL is attempting to collect baseline consistent data about how much reading children are engaged in through library summer programs. Therefore, libraries that agree to track the number of children reading at least 10 books or 10 hours over the summer will be given priority in the School Partnerships Application process.

4. Public Library must submit participation statistics in Annual Summer Reading report by September 15, 2015.

For each school:

- Participation goal (# of students and % of students) of each school
- Actual participation statistics for each school (# and %) and whether they achieved their goal
- School's Reading Output Goal and whether they achieved their goal
- Number of visits library made to school (spring, summer, fall)
- Whether or not school library was accessible during summer months
- Whether or not face-to-face contact was made with parents in spring regarding summer reading
- Whether or not summer contact with children or parents was made by school administrator
- Brief description of fall recognition/celebration event
- Optional comments

Note: No confidential information, such as student names, will be submitted for this report.

Application Process

- The **public library** must be the applicant. The public library has been provided a link to the online application.
- Schools should use the worksheet below to begin drafting the Reading Challenge Partnership with the library. The library will collect worksheets from each partner school and use them to fill out and submit the actual application.
- The ICfL will review applications. Notification of acceptance will be sent to the public library. If applications contain missing or inadequate information the public library will be notified and revisions can be submitted by the library.
- The ICfL will send each partner school a packet of information and resources to use for the Reading Challenge.
- All partnership packages (hardcover books and banner) will be sent to the public library for distribution to the schools.

Funding for all Bright Futures programs is made possible by a grant from the Institute for Museum and Library Services under a provision of the Library Services and Technology Act.

READING CHALLENGE WORKSHEET

The School Partnerships program is sponsored by the Idaho Commission for Libraries and is funded in part by the Institute of Museum and Library Services, under a provision of the Library Services and Technology Act. Please see attached Program Description. If you have questions please contact your local public library partner, or contact Staci Shaw, Idaho Commission for Libraries Project Coordinator, at staci.shaw@libraries.idaho.gov.

*Fields marked with an * are required for application.

*School: _____

*Principal: _____ *Principal's email: _____

*School Librarian: _____ *School Librarian's email: _____

*School's mailing address: _____

Reading Challenge Information:

1: Participation in the public library's summer reading program

*How many children from this school participated in the library's summer reading program in 2014? (if applicable) _____

*Which grades are you targeting for participation in the library's 2015 summer reading program? _____

*What is your achievable goal for number and percentage of children in the school's target grades who will participate in the library's summer reading program in 2015? _____ # of students _____ % of students in target grades

2: Reading Output Goal for School

*Describe school-wide goal (certain number of books read, or certain number of minutes read, etc., that can be measured and tracked easily):

What is the reward for the school if the goal is achieved?

Components to Help Ensure Success:

Spring Promotion:

How will each of you promote this Reading Challenge to students?

*Library:

*School librarian:

*Principal:

Other:

Face-to-Face/Direct Communication with Parents

*Describe how the library or school (or both) will communicate the importance of maintaining a consistent reading routine over the summer and promote the Reading Challenge to parents:

Access to books for “underserved” children

*How will the library or school attempt to get books in the hands of those students who can’t get to the public library over the summer?

Will the school library be accessible during the summer months? ____ yes ____ no

*How will the 50 paperback books the library and school receive in the partnership package be used?

Summer Monitoring or Check-In

*Describe how the school administrator will communicate/check-in with students or families **at least one time** during the summer months, to encourage participation in the library’s summer reading program and/or to remind them about school-wide reading goal, or to monitor progress toward goal:

Tracking Participation

*What will the library require for “participation” in summer reading, in regard to this partnership?

How will the library track this information?

Fall Recognition

*How will the School-Public Library Team recognize the students who participated in the summer reading program, and celebrate the school’s summer reading accomplishment, when school resumes in the fall?

Transfer the above information to the online application: <http://libraries.idaho.gov/page/bright-futures-summer-reading-opportunities-school-partnerships>.

SCHOOL PARTNERSHIPS

Examples of Activities

Here are some ways in which libraries and schools have partnered to increase participation in summer reading programs and increase access to books for underserved children:

In the Spring: Promotion

Combined staff and/or Parent Organizations

- School provides incentive if goal is reached
- School-wide contest to increase participation from last year, reward in fall
- Post a chart of each successive year's participation numbers, set school-wide goal
- Summer Reading Theme day (dress up, special events, food, etc.)
- School sends flyers home (paper or electronic)
- Poster contest w/theme- display posters at school, then at library over summer
- Family Event (BBQ, swim party, carnival, etc.), hosted by school (or school and library), sponsored by local business, library attends to register and provide info
- School staff (principal, teachers, librarian) collaborate with public librarian to plan reading incentives for SRP at library (smaller communities)
- Displays and decorations about summer reading/theme
- School webmaster posts summer reading events on school website, including links to library, library catalog, events, summer reading registration (also consider putting on District website)
- Teachers/staff/principal put on a play about summer reading
- Advertise summer reading on school marquee/reader board
- Include article in school newspaper
- Each class makes part of a special summer reading banner that will be displayed at the library
- Promote at Book Fair

Principal

- Promote during daily/weekly announcements to classes (intercom, video)
- Promote in parent newsletters
- Send personal notes to parents (smaller schools)
- Use of student call lines (automatic calls to each family from principal)
- Set up Reading Buddy program for over the summer

School Librarian

- Celebration in library last week(s) of school
- Hand out info regarding registration, program schedule, library card applications
- Lunch and book talks
- Read themed books during last week(s) of school
- Customized reading logs, gameboards, record sheets with reward in fall for completion
- Glogster, Prezi, Animoto and other alternative presentations
- Utilize digital photo frames for booktalks, trailers, etc.
- Raffles with SRP registration

Teachers/Specialists

- Librarians give names of summer readers to teachers so they can compare IRI scores from spring to fall

- Promote program within classrooms- to kids, to parents
- Register students at parent-teacher conferences (spring)
- Intervention teams, Title I teachers, reading specialists work directly with families to register children
- Set up Reading Buddy program for over the summer

Public Library/Access to Kids

- Library makes presentation to teachers and staff, parents
- Library table at recess last week or so of school, sign kids up
- Library table at parent-teacher conferences
- Library table and/or special activities during Family Reading/Math Night/Title I Night
- Library table/presentation at Track and Field Day, Science Fair, other end-of-year events
- Library includes summer reading registration information during kindergarten registration
- On-site registration
- Raffles with SRP registration
- Small libraries combine resources to promote to shared schools
- Promote summer reading at kindergarten registration

In the Summer: Involvement

Combined staff and/or Parent Organizations

- Plan special “school social” days at library
- Arrange transportation to library each week
- Establish “Little Libraries” on school grounds

Principal

- Attend summer library event(s)
- Be a guest reader
- Use student call lines to remind and encourage students to read and participate in SRP
- Ask children to leave voice mails with number of minutes read each week
- Send postcards to families each week with a fun book activity or challenge and reminder to keep reading. Students return completed cards to library or school for drawings.
- Send letter or email to parents
- Send weekly texts to parents

School Librarian

- Attend summer library event(s)
- Be a guest reader
- Open school library a few hours each week so students can check out books

Teachers/Specialists

- Attend summer library event(s)
- VISTA volunteers work with students at school or library
- Be a guest reader
- Send letter or email to parents
- Send books to students through mail

Library/Access to Kids

- Library outreach during scheduled summer school
- Bookmobile visits school weekly/monthly
- Outreach to parks, swimming pools, community centers on a consistent basis
- “Participation” in SRP is not dependent **only** on attendance at on-site library programs

In the Fall: Recognition

Combined staff and/or Parent Organizations

- Special event/lunch
- Publicize names of summer readers in school newsletter
- Names of summer readers on special display
- Publicize statistics of summer reading participation (for students, parents, teachers, administration, school board) on school bulletin board, website, newsletter, etc.

Principal

- Recognize students at assembly
- Lunch w/principal (or some other special treat)
- Publicize participation statistics on website or in district newsletter
- Performs special activity or task if goal is met (kiss a pig, do The Hustle)

School Librarian

- Recognize students at assembly
- Lunch w/librarian (or some other special treat)
- Ask summer reading participants to share about the books read and prizes earned
- Make special bookmarks with names of summer readers
- Display photos of summer reading programs and student participation on digital photo frame

Teachers/Specialists

- Librarians give names of summer readers to teachers so they can compare IRI scores from spring to fall

Library/Access to Kids

- Recognize students at assembly with certificates
- Recognize school staff who attended programs or starred as a guest reader
- Present school with their set of hardcover titles
- Make special bookmarks with names of summer readers

Year-Round Contact:

- Monthly storytimes (even in junior high)
- Attend staff meetings regularly
- Share booktrailers, etc. with school library- add public library’s name
- Attend family events
- Attend special school events
- Family Reading Week partnerships
- Teacher events at library
- Teacher cards, courier service
- Use of library community room for school meetings, etc.
- Read-to-Dog programs at school
- Storytimes or programs in school library after school

- Promote Tumblebooks™ (to parents at events, or bookmark library’s page on school computers)
- My First Books (kindergarten only)
- Read to Me Jumpstart (Kindergarten registration)
- Booth at Book Fairs
- Sports teams partnerships (Steelheads Hat Trick program, etc.)
- Reading programs or contests with local businesses

Some Successful Models

- Place **stickers on report cards** promoting public library summer reading program. Example- “Vacation reading equals better grades. Take your child to the public library for summer reading.” When a library in Torrance California did this there was a 25% increase in children registering for the program. (“Evaluating Summer Reading Programs: Suggested Improvements”, by Joe Matthews, 2013)
- **Public librarians visit PTA/PTO** meetings to promote summer reading.
- Let students **set their own goals** and recognize them for meeting personal goals with certificates and public acknowledgement. If tangible prizes are desired, make them literacy based (“Creating Fat Kids Who Don’t Like to Read”, by Doug Johnson, 1999). Kim’s study shows that children are more motivated to read if teachers and parents hold them responsible for it as opposed to prize incentives (http://scholar.harvard.edu/files/jameskim/files/2004_ms1583-summerreading-edited_website.pdf).
- A successful model involving teacher contact had students **writing personal notes** or mailing books every week to their students during the summer. Students were encouraged to complete a writing activity and mail it back to their teacher. This can also be done with self-addressed postcards that are sent to students during the summer. (http://scholar.harvard.edu/files/jameskim/files/2004_ms1583-summerreading-edited_website.pdf).
- **Provide access to your school library over summer months.** Research shows us that children who live more than six blocks from their public library are not likely to access those free summer programs and materials. Many students live within walking distance from the school. Pilot programs nationally and statewide are showing that by opening school libraries for a few hours each week and providing adult-led activities and support, students are maintaining reading and learning routines over the summer months.

See a video of former Caldwell School District Library Norma Jean Sprouffske as she explains the logistics of Caldwell’s school library summer program: [Caldwell School District Summer Reading Program](#), Norma Jean Sprouffske (Video, October 2013)

- Some schools **loan out the school library’s books** over the summer. <http://www.slj.com/2013/06/standards/curriculum-connections/summer-reading-and-the-richpoor-achievement-gap-an-educator-responds-to-questions/#>

Resources

Scholastic summer reading: <http://www.scholastic.com/summer/>

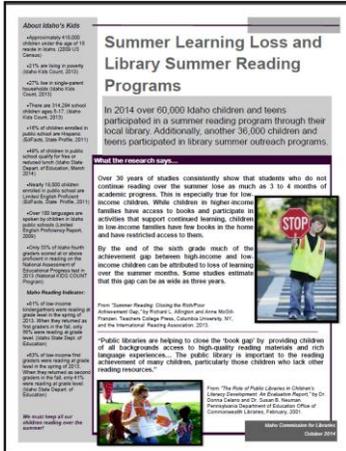
If your public library does not have an online reading program, this free program allows students to log books, minutes, and more.

Summer Reading: Closing the Rich/Poor Reading Achievement Gap. Richard Allington and Anne McGill-Franzen. Teachers College Press, 2013.

Idaho Commission for Libraries: <http://libraries.idaho.gov/page/summer-reading-resources>

Includes the following and more:

[Summer Learning Loss Handout](#)



[Parent brochure showing summer learning loss](#)

(Idaho libraries, schools, and non-profits can order free of charge)



[Video: Summer Learning Loss and the Achievement Gap,](#)

narrated by Brian Williams



[Script: Visual Demonstration Activity showing Summer Learning Loss](#)

A version of the Brian Williams video you can use with two live models. If you use this with parents, please change “low-income” and “middle-income” students to “students who do not continue to read over the summer” and “children who do.”

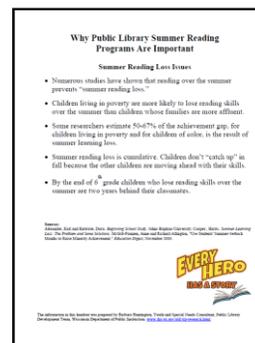


[Video: The Statistiks Lottery,](#)

from the Campaign for Grade Level Reading



[Summary of Summer Reading Research](#)



Additional Research

Richard L. Allington and Anne McGill-Franzen (2013): Eliminating Summer reading Setback: How We Can Close the Rich/Poor Reading Achievement Gap, *Reading Today*, April/May 2013, 10-11.

Mraz, M. and Rasinski, T. Summer Reading Loss: Reading Rockets, Accessed January 09, 2015.

www.readingrockets.org/article/summer-reading-loss

Wisconsin Department of Instruction has a three page handout about the importance of reading during the summer.

<http://pld.dpi.wi.gov/sites/default/files/imce/pld/pdf/slp-points.pdf>

Sample Wording

Sample Weekly Text Messages:

May

Week 1: Your child worked hard this year. Be sure to keep him reading over the summer!

Week 2: Talk to your child's teacher if you need access to books this summer.

Week 3: Kids who read over the summer are more ready to start back to school in the fall.

Week 4: Vacation reading equals better grades. Sign your child up for summer reading at the library.

June

Week 1: It's time to sign up for summer reading at your library! (*consider including link*)

Week 2: Our school's Summer Reading Challenge is for every child to read ___ books/hours.

Week 3: Hearing books read aloud helps your child become a better reader.

Week 4: It's not too late to sign up for summer reading if you haven't done so yet.

July

Week 1: Happy Fourth of July! How is your child doing with our Summer Reading Challenge?

Week 2: Summer is half over—I hope your family has found some great books to read!

Week 3: Nonfiction and information books are fun ways for your child to learn about something he is interested in.

Week 4: If you can't make it to your library, you can find low-cost books at yard sales and thrift stores.

August

Week 1: Keep your child reading, even if your library's summer reading program is over.

Week 2: School starts soon—I can't wait to see how much your child read over the summer!

Week 3: Thank you for reading with your child this summer. You are a hero!

Sample Postcard, Email, or Phone Messages to send in June/mid-summer:

To parents/families: Children who read over the summer maintain reading skills and are better prepared to begin school in the fall. Your children's teachers and I hope you have signed your children up for summer reading at your library, and are working to meet our school's goal of ___ books/hours read over the summer months! Warm regards, _____(principal)

To parents/families: Your child worked hard last year to be a better reader. Did you know that if they do not keep reading over the summer they could lose a lot of those gains? Reading fun books, or listening to audio books or books read by you, will keep them moving forward when they come back to school. Sign them up for summer reading at the library, and help them meet our school's summer goal of ___ books/hours. See you in the fall!

To students: You worked hard to be a better reader last year! Your teachers and I need you to read lots of fun books this summer so that you don't lose that hard work. You can also ask somebody at your house to read to you, that counts, too! We want all the kids at ___ School to read at least ___ books/hours this summer to help us meet our goal. We look forward to seeing you back at school in the fall!

Sample Report Card Labels

Use the "Mailings" tab in Microsoft Word. Click on "Labels." In pop-up window choose "options" and find Avery 5160 or something comparable in Address Labels. Type wording into window. Choose "full page of same label." Choose "New Document." Once here you can change font, size, or color, or add a graphic.

<p>Sample 1</p> <p>Reading over the summer improves grades. Keep reading by visiting your public or school library!</p> 	<p>Sample 2</p> <p>Vacation reading = better grades!</p> <p>Sign your child up for summer reading at the library.</p>	<p>Sample 3</p> <p>Please keep your child reading over the summer!</p> <p>Visit your public or school library regularly.</p>
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Or create your own!

Sample Reader Board Messages:

School is out—See you at the public library!
Summer Reading Challenge: Read ___ books/hours
Come to Summer Reading at our school library! Hours:
Vacation reading = better grades! Sign up for summer reading at the library.

Sample Voice Mail Messages:

Ask your students to call in and leave you a voice mail over the summer...

Hello, this is Mr./Mrs. _____. I'm enjoying the wonderful weather and reading a great book called _____. Leave me a message and tell me what you're reading/what you've read this week/something you liked about your book. I'm so glad you called today! See you soon, and keep reading!