



Agenda for Meeting with Teachers and Administrators

Introductions; exchange email and phone info.

A very few words on the program's genesis, history and present reach.

Mission: get books that the children choose and own into their homes.

Note the studies that show high correlation between books in the homes and school performance. We're not solving only chipping.

Urge visit to our website to learn more.

Outline the four steps in the program and our expectations of teacher participation throughout—in the classroom and in the stores. Our volunteers are guests not substitute teachers; the teachers are still in charge.

The program creates two periods of excitement for the children; the period between the first visit and the store visit and the period after the store visit to the follow-up visit. Teachers should exploit the excitement.

Lists: their importance to the children, the volunteers and the store personnel. Teachers should exploit this period and the list preparation exercise to learn more about each child, to do lessons on genres discussing the benefits of variety and to focus the children on reading levels and the "just right" book.

Use list preparation as an educational experience.

Volunteers, hand out list formats.

In the list preparation, and in the store, the teachers need to balance the child's freedom of choice and their role as the child's guide.

During this first period focus the children on the arithmetic skills need to shop and use the \$60 allowance wisely.

Do hands on exercises where the children actually sample books to make sure they are “just right” books.

At the store the teachers need to help the children and the volunteers and to maintain discipline.

In the second period there are many educational opportunities: reading analysis; WRITING—thank you letters, book reports, letters to next year’s third-graders, creative writing such as speech by a biographical figure, play-lets based on a chapter book, whatever you can invent; public speaking.

Volunteers: hand out sheets with ideas.

Tell teachers and administrators that we welcome their ideas.

Details: teachers not the children to bring the lists; name tags perhaps with info on reading levels; dictionaries-mandatory or not; the school’s rules, e.g., graphic novels or not;

Volunteers: Call B&N CRM with special needs or requests.

Teachers should visit the store in advance if possible

Administrative issues: a contact person with authority to make a schedule for the visits; principal to determine the store to be visited; permission slips; parent involvement or not; allow sufficient time in the store for the kids to shop.