

# Book Drive for a Sister School

## Contact Information

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## Introduction and Description

This is an elementary school, school-wide project. All grades participated. Students fundraised and donated books to help an outlying rural school within our district. The sister school has a primarily migrant population which lacks a literature rich environment at home or access to one. The school itself was in desperate need of books, especially bilingual books. The students could really relate to the recipients of the project because they were their peers. Students were encouraged to donate books in good condition that their families had outgrown. In addition to purchasing published books, many classes wrote stories and bound them as more personal gifts. Students planned and executed all steps of the book drive from donation or purchase, to repair, and to delivery.

## California State Academic Content Standards

All K-6 Writing Standards

Visual Art Standards K-6

## Preparation

This project requires a large number of hours, phone calls and some transportation needs. An upper grade class could take the role of coordinating committee. Then announce the project via fliers.

## Action

All classes wrote a book to be donated to the sister school's library. These books were designed at the discretion of each classroom teacher. However, all were made to align with the academic content standards for each grade level.

The coordinating class designed and printed a flyer to be sent home with all students. It was also mailed and delivered to local businesses, including the local library branches. A proposed timeline was discussed and agreed upon by the class and put on the school calendar. Students brainstormed the needed steps to the project and best division of labor. Committees within the class were designated to handle the various aspects. These included

All Students: Decorated collection boxes to be placed in each classroom at the school.

All Students: Participated in a weekend car wash to earn money for the project.

Collection Committee: To make regular pick ups from classrooms.

Repair Committee: Perused all books donated for scribbles or other damage and fixed as needed. They also purchased a special stamp to denote who (or which classroom) had donated the book and the date.

Census Committee: Kept track of the number of books received, created a tally chart of genre and grade level (with help from the librarian).

Publicity Committee: Designed and updated a large graph of the number of books donated. It was posted in a prominent place (cafeteria) at the school. This information came from the Census committee. They also made phone calls/visits to local business for support and donations.

Fundraising Committee: This group handled all monies that were donated for the express purpose of purchasing books; which was done through Scholastic book orders. They determined which books to buy based on area of need provided by the Census committee.

To actually earn money for the drive, they sold snacks at nutrition break. This was overseen by a parent volunteer.

### **Reflection**

All students used a journal similar to the service learning guide and journal.

### **Student Assessment**

Each student was required to produce a book which would be of interest to a K-6 student at the sister school.

### **Project Evaluation and Expansion**

We did not set a goal for the number of books to be given. Future book drives could seek to beat a previous year's number. In consideration of a dwindling number of spare books at the homes of continuing students, more emphasis could be placed on community participation. Such as, knowing when the local library had discard days, could contribute significantly. This project could be done to benefit a local library, children's center or Pediatric hospital.

### **Celebration/ Public Recognition**

Fliers for the book drive were posted in local area businesses. The local newspaper covered the assembly at which the class presented the principal of the sister school with a huge "book". Surrounding the dais was all of the collected books. A week after the presentation, we received thank-you letters from many students at the sister school.

### **Materials and Staff Development Needs**

Staff commitment to the project is an important key. Parent and Community partners can handle much of the ongoing project needs. There should be a project chairperson who can coordinate all activities. Materials needed vary depending on individual teachers' choices of book style (i.e. laminating, bare books, copy costs, binding cost, etc.).

### **Funding and Resource Support/Sustainability**

The Parents Club or PTA could be asked to donate enough to cover the expenses of the individual classroom bookmaking projects rather than the classroom budgets being affected. For book donations, community partners could be used, like Barnes and Noble or Borders. They often are willing to donate overstocks. This project could be done to benefit a local library, children's center or Pediatric hospital.

## **Book Drive for a Sister School A Service Learning Project**

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### Abstract

This is an elementary school, school-wide project. All grades participated. Our students fundraised and donated books to help an outlying rural school within our district. The sister school has a primarily migrant population which lacks a literature rich environment at home or access to one. The school itself was in desperate need of books, especially bilingual books. In addition to published books, many classes wrote stories and bound them as more personal gifts.

### Degree of Complexity

Medium

### Educational Setting and Participant Information

#### Educational Institution

Public

#### Comprehensive Schools

K-3

4-6

#### Participant Configuration

Cross-age or Multi grade

#### School Schedule

Traditional nine month

#### Service Provided

#### Overview of Service

Level of Service –

Direct Service

Service Issue Areas

Education

Duration of Service Activity

Long Term

Specific Service Activity Areas

Educational

Literacy Tutoring /Buddy Reading

Literacy Tutoring / English Language Learners

Lesson Content

Subject Area

English/ Language Arts

English Language Development

California State Academic Content Standards –

All K-6 English/ Language Arts Writing Standards

Visual Art Standards K-6

Civic/Social / Personal Responsibility Goals or Standards

Civic Responsibility

Collaborating Partners

Community Based Organizations (CBO)

Boy's Girl's Clubs /Scouts, Campfire of America

Associations and Agencies

Educational Associations (PTA, Alumni)

Local/State/Federal Governmental Agencies

Public

Educational Institutions

Elementary

Middle Junior High

Individual Partners

Parents

Grandparents

Reflection

Journals

Pictorial presentation

Artistic presentation (fine arts)

Oral presentation