



Librarian Activities

The personal reading component of the “Reading is an Investment” program is managed by the school librarian. Along with the three books and curriculum guide, each participating school received a quantity of reading logs, reading lists, two posters, bookmarks, and removable tattoos. In this section there are suggestions for introducing the program to the students, a promotional program flyer for teachers, a letter to parents that allows schools to personally share information about the reading program and a short story that can be used for newsletters, web sites or other informational pieces. There are masters in the back of this guide to allow schools to make additional copies of the reading log and reading list. These materials also may be printed from the “Reading is an Investment” web pages located at www.MoneyEd.Vermont.gov.



Photo courtesy of Julie Goraj, Ludlow Elementary.

The librarian activities in this section assume that librarians have a limited amount of time to work with students each week. Individual activities are meant to take no longer than 30-40 minutes to complete.

Introducing the Program to Your School

If you have creative ideas for promoting the program or using the materials, please email them to lisa.helme@state.vt.us. She will post the ideas on the “Reading is an Investment” web page and will share the ideas with other librarians!

For Teachers & Parents



Photo courtesy of Karen Hennig, Williston Central .

- Make copies of the enclosed teacher flyer and place it in school mailboxes. Set up a table with the books and curriculum guide in a secure place for teachers to review the materials.
- Send an email to all teachers and staff about the availability of the program. Include a link to the “Reading is an Investment” web pages. Use the description from the teacher flyer for your message. The web address is www.MoneyEd.Vermont.gov.
- **Kathy Lawrence of Hiawatha Elementary School** blogged with parents about the program and posted photos and information on her web site. She also used her automated catalog to generate an additional bibliography of “money” books that she had in her school collection.
- Customize the enclosed parent letter for your school. Send a copy of the letter, reading log, and reading list home with each child.
- **Susan Vera of Brighton Elementary School** placed reading logs in the town library. Also, for students, Susan had one teacher use the program during morning circle. That allowed all of the students to fulfill the three money book reading requirement.



For Students

- **Julie Goraj of Ludlow Elementary School** had this suggestion for helping students identify the books in her library that met the “money book” requirement in the personal reading log. “Your tattoo design could be turned into stickers we could use in the library as spine labels. I actually made some out of the tattoos by rubbing them onto labels this way. The returned books are easily recognizable as part of the program and placed on the special display rack when shelving.”
- Draw an outline of a large pig-shaped bank on poster board. Cut out construction paper squares to represent books. Place the poster up in the library. As a student completes a block in his/her personal reading log, let the student write his/her name on a paper square and affix it inside the piggy bank outline. Give each student a removable tattoo the first time they place a paper square in the bank. Soon, you will have a visual representation of your students’ investment in reading! (Used by **Rutland Town School librarian Theresa Czachor**: “Students enjoyed seeing it fill up with coins that represented those who had handed in their logs.”)
- Place the two program posters up in your library. Prior to your session with students, pull books listed on the money reading list that you have in your library collection and place them on a table. During library time, ask students how they believe the things they read become a part of their thinking. Reference the poster graphic. Explain to students how the reading logs work. Let them know their teachers will give each of them a log to take home at the end of that school day. Have students read a book from the table. Give each student a blank piece of paper. Have them draw a picture of something they read in their book that “sticks in their mind.” Challenge students to consider how to make good choices about what they read. Give each student a removable tattoo at the end of the session. (**Hinesburg Community School librarian Corinna Stanley** used “student power” to highlight the money books: “The older students decorated a large box with money pictures. The recommended books were kept there for easy access.”)
- Introduce the program during a free reading time. Tell students that “Reading is an Investment” is a program that will help them identify and read books that teach them things about money. When they invest their time reading books from the list and reading books in the free reading area (anything they want to read) they could win \$250 towards paying for college. Let them know their teachers will be giving them a log to take home at the end of the school day. Ask students if they know what the word invest means. Explain that to invest in something is to put forth effort, time, and sometimes money, expecting to get something back. Ask students what they’re investing in when they take the time to read. (Answers: They are investing in improving themselves by expanding their knowledge, exercising their minds learning new things, entertaining themselves, etc.) Give each student a program bookmark. Tell them that once they invest their time completing one of the reading blocks in the log, you will give them a removable tattoo. Let students read. At the end of 20 minutes give them a tattoo.



Above, some of the winning students from the first year of the program were recognized at a State House ceremony on April 14. State Treasurer Beth Pearce, Lt. Governor Phil Scott, and VSAC VP for Operations, Social Marketing & Strategy Scott Giles congratulate the students.