

## **The School Book Treasury Quarterly Report for June- October 2012**

Set up in 2005, Bookworm started as a space where children and families could go to further the children's love of books, reading and creativity. Over the years Bookworm has grown to encompass many new projects, all based around literacy and the sharing of stories and books.

Bookworm supports reading resources in the community and in schools. The School Book Treasury is a program that has been setting up classroom libraries and is now in its 5<sup>th</sup> year. The main focus is to provide age and reading-level appropriate material, in the form of fiction and non-fiction books to children and schools that are tightly resourced.

The School Book Treasury is financially supported by funds collected by its annual Jumble Sale. In addition, for the academic year 2012-2013, The School Book treasury has been supported by the fund raising efforts of The Book Treasury International, Toronto.

The Book Treasury Program offers support to schools in 3 different ways.

1. The Book Delivery Program: Schools that are part of the SBT network receive monthly rotation of books that are boxed as per class and delivered to schools
2. The Monthly ( Minimum) Intervention Program: Schools that are part of this program receive a story time ( read aloud) with extension language activity once monthly.
3. The Weekly Intervention Program: Schools that are part of this program, receive a weekly read aloud with extension language activity once monthly.

Extension activities are planned at Bookworm and build on the theme of the story with a focus on capturing literature themes, building on language learning and creative thinking. These typically involve a creative art or craft component, language application, vocabulary building activities and verbal interactive skill enhancement exercises.

For the academic year 2012-2013, the School Book Treasury has had an active start in the first term.

### **The School Book Treasury**



Bookworm provides boxes of books to mostly rural schools on a regular basis, where books to cover all ages are rotated on a monthly basis using Bookworm's van.

The Book Treasury at the moment provides reading resources to 23 schools.

<b>Sr. No.</b>	<b>School</b>	<b>Area</b>	<b>No. of Books</b>	<b>Status</b>
1.	People's High School	Panaji	50	Paid
2.	Lemon Tree Public School	Panaji	50	Paid
3.	Ananya Resource Room (St. Cruz High School)	St. Cruz	50	Paid
4.	St. Anthony's High School	Guirim	50	Supported
5.	Lar St. Teresa	Mapusa	25	Supported
6.	St. Thomas High School	Aldona	150	Supported
7.	Vasant Vidhyalaya	Siolim	150	Supported
9.	Our Lady of Rosary High School	Mandrem	300	Supported
10.	St. Elizabeth's High School	Pomburpa	100	Supported
11.	Pilar Central High School	Pilar	200	Supported
12.	Mae dos Pobres	Margao	100	Supported
13.	Les Anges	Margao	50	Paid
14.	Little's	Margao	100	Paid
15.	Saxtii Kids	Margao	100	Paid

16.	Regina Mundi	Vasco	100	Supported
17.	Gurukool Academy	Ponda	150	Paid
18.	Dayanand High School	Chorao	100	Part Supported
19.	Government Primary School	Paetona	25	Paid
20.	Ardee School	Sangolda	50	Paid
21	Lourdes Convent	Saligao	50	Supported
22	Sharon English	Mumbai	50	Paid
23	St. Joseph's High School	Calangute	150	Paid
			<b>Total no. of books circulated monthly: 2,150</b>	

The books provided to these schools, are selected based upon the individual reading levels of the classrooms and schools. Also, taken into consideration is the specific requests made by the concerned authorities.

It is recommended that schools and teachers be actively involved in the book selection process as they are able to provide a more accurate assessment of the students reading needs, and thus Bookworm provides an important resource to aid the teaching of English

### The Minimum Intervention Schools:

Bookworm conducts a minimum intervention program where in a story along with an extension activity is conducted in select schools, as per the request of the school.

	Name of School	Grades	Frequency of Session	Number of students
1	Vasant Vidhalaya	1-4	Each class, once in 4 months	140
2	Mae dos Pobres	3-4	Each class bi-monthly	80
3	St. Joseph's High School	5-7	Each class, once in 3 months	150
				<b>Total no. of students:</b> 370

### The Intervention Schools:

Bookworm is conducting an intensive intervention program in 5 Grade 3 classes in 3 schools in the Taleigao area.



This intervention program includes a weekly story session with extension activities that are aimed at enhancing literacy and a child's reading experience. The schools that are part of this intervention program are:

	<b>Name of School</b>	<b>Frequency of Session</b>	<b>Nature of school</b>	<b>Number of students</b>	<b>No. of Sessions for First Term</b>	<b>No. of Teacher Interactions</b>
1	Auxilium High School (2 divisions)	2 classes bi-weekly	Government Aided Convent school	90	6 per division	12
2	Ideal High School (2 divisions)	2 classes weekly	Private low cost school	64	9 per division	18
3	Government Primary School, Taleigao	1 multi grade class weekly	Government Primary school	36	6	6
			<b>Totals:</b>	<b>190</b>	<b>36</b>	<b>36</b>

The School Book Treasury has conducted a Baseline test at the start of the intervention program with each of these schools and has tabulated the scores. The purpose of this test was to assess the reading and comprehension levels of the children. Subsequently, a post test will follow to create a comparison of the children's abilities following the intervention conducted in each of the schools.

At this point, the Intervention program encounters children with varying levels of ability in the English language. Several children in these classrooms are first generation learners. In addition, a considerable part of the demography uses regional languages as the first language.

The Intervention program has been well accepted by the school authorities. The feedback from the heads of these institutions has been positive and favourable; and in some cases, Bookworm has been requested to extend the program to more grades.

In terms of teachers of these classes, they are also in favour of the program and have feedback gained from them indicates that they have observed a marked improvement in the children's communicative and participation skills. Furthermore, they have noticed the value behind the format of Bookworm's lesson plan; which entails the reading of a book followed by an extension activity based on the content of the book; that is carried out through an art or craft medium. They have also noticed the students' enthusiasm towards story books. In addition, this format, also allows for a greater use of oral communication. Some of these teachers are now attempting to implement this format in their own classrooms.

The students by themselves enjoy the weekly sessions and are greatly enthusiastic when it comes to the post story extension activity. They anticipate and even remind the Bookworm team that they will be in class the following week. This is in keeping with Bookworm's premise that story books are a sure way to engage children and to use as a tool in furthering literacy.



Through these sessions, the team has noticed that the children in these schools are greatly creative, as can be seen through their work submitted at the end of the sessions. In addition, the quality of interaction between the students and the teachers has greatly increased and it is evident that they have become more expressive and participative in these sessions.



### **Conclusion:**

Having had a productive first term in schools, the Bookworm team is aiming at further intensifying the School Book Treasury program in the schools mentioned.

The active participation and involvement of the schools and the students are indicative of the fact that a program of this nature is of definite benefit to the students as well as the teachers in these classrooms.

We look forward to taking the program further in the upcoming term.