

3/3/11

To: Helpers \$ Hosts & Readers

From: Erin

Re: Dr. Seuss Night – March 3, 2011

1. Find yourself on the attached map. If your name has an asterisk, you are a host. If your name is written below a circled name, you are a reader. If your name is listed elsewhere on the map, you are a helper. If you have any questions, let me know!
2. Please be here by 5:30-5:45pm. If you are a host, the map will list your readers. I will put name tags in your “reading” room. Please be sure your readers get one. I will include a couple of blank ones in case you have someone who was not on the original list of readers.
3. Rooms should be arranged as follows: all desks are pushed back and turned backwards to the perimeter of the room; chairs out in a semi-circle for people to sit in. We will also have listeners who will sit on the floor (kids).
4. There will be several Dr. Seuss books next to the big chair for readers to choose from. There will be at least one big chair for the “reader” to use.
5. There will be some bottled water for the readers and host.
6. Listeners should arrive in your room about 6:00/6:10. Let’s plan to begin reading by 6:15pm.
7. Welcome the listeners and introduce the “readers”. Then turn the time over to the readers.
8. Each reader will/can read about 10 minutes. Please monitor so that all your readers get as equal amount of time reading as possible. If you are missing a reader, let a helper person out in the hall know.
9. Listeners will stay in one room the whole time. Please discourage any wandering.
10. Give a number from the manila envelope to all *school aged* children. A drawing for a book will be done throughout the evening. (There should be a winner in each room) Book prizes are in the lunchroom.
11. Families should arrive in your room with an index card with your room number on it. If the family has a different room number, please send them to that room. Collect these cards. Let a helper know if you need more people or have too many...
12. All children should be accompanied by an adult.
13. At 7:00pm(ish), we will announce the reading time is over; refreshments can be picked up on the way out the front door.

Rm: 123 \* Nelda  
Library  
- Danna Byers - Spanish

COMPUTER LAB  
Rm: 118 \* Sue & Helen  
- Alex Coppel - Spanish  
Rm: 116 \* Mary  
- Molly Johans -  
- Alice Marlow

Rm: 108 \* Regina  
- Diana Rivera Spanish  
- Hayden, Lorrain  
Rm: 109  
- Melanie Palmer  
- Mickel Baker  
Rm: 111 \* Tessi  
- Sarah Higgins  
- Nicole Van Horn  
Rm: 113 \* Monica  
- Morgan Scharf  
- Tucker Swaffa

Resource Table

BOOK TABLE  
Jen J. / Cheri

Popcorn

Other Helpers

FRONT DOOR

Office

Karissa  
Tatom

## Van Buren Expectations

When I think about my expectations for Dr. Seuss' Night at Van Buren, I would say my expectations are quite varied. From my experiences in the Caldwell School district, I have found that many times your expectations of a low income school prove false. When I have visited Van Buren in the past, I was quite shocked at the many positive changes they have implemented, such as renovations to classrooms.

On the other hand though, this is still a really poor school district. I wonder then if the turnout will be very good tonight. I think that the teachers typically seem to

be very helpful and encouraging to students' progress. That being said though, they cannot provide transportation for those unable to get to school without the bus. It will be interesting to also see the differences in the student population.

In Sacajawea, the school that I am observing, there tend to be clear class and race distinctions. I wonder if this will also be the case at Van Buren.

I also wonder what the response will be tonight to Dr. Seuss' work. I think sometimes it is discouraged because of its simplicity. I wonder then, if the program will be encouraged.

or discourages their students? I also wonder about the familiarity. It seems like there could be families within the school that are not familiar with Dr. Seuss' work.

It would be interesting to find out what kind of schema most students have and whether or not teachers had scaffolding activities previously.

I also wonder if there is any reward for attending. Are the students given anything in exchange for coming? Also, I feel this could really help teachers form relationships with the parents. It seems like

a great activity to encourage  
reading within the school.

Dr. Seuss at Van Buren Elementary  
Observation Notes

What family/adult support do you notice for the children in attendance?

There seemed to be quite a few family members, but not always full family groups, such as grandparents or single parents.

What percentage of the population is from a minority group? Is there a minority majority?

There seems to be large amount of minority, definitely a majority, likely around 70%.

How many adults are in attendance? How many children?

There were probably around twenty adults and fifty children in the room I read to.

What do you notice about student/family engagement?

Students and families seem engaged and most behaved quite well.

Describe the volunteers in attendance.

There were not very many volunteers in attendance, but those who were there were enthusiastic and helpful.

Describe the communication between children and adults.

Most of the children seemed to interact quite respectfully with the adults.

What language registers are evident?

I would guess Spanish to be the dominant language register, followed closely behind by English.