

READ LIFE | BOOKSHELF

Instructor Resource Guide: Faraway Places

The following activities and resources were selected to support classroom instruction and family literacy engagement. In addition to these instructor resources, each book in the collection has three short engagement activities for adults and families.

Suggestions for Using the Collection and Activities

- ◆ Explore the books in the *Faraway Places* collection by clicking on the book titles in the table below.
- ◆ Notice that the books in the collection provide text across a span of reading levels for adults and include books that are engaging for children and families to read together.
- ◆ Access the short, guided activities for each book that offer suggestions for both instructors and families. You may access the activities by clicking on the book titles in the table below. The activities are attached to each book.
- ◆ Allow learners individual time to access the application and explore the collection and guided activities.
- ◆ If using the reading collection for the first time, model how the age and language filters work in the application, and how to locate the search function, so books can be easily found.
- ◆ Decide how you will interact with the topic and curated text collection. This resource guide has suggestions to support in-person instruction and offers online resources for instructors and family engagement. Consider using the materials as starting points for larger units or creative activities to engage with topics and texts.
- ◆ Use this collection and guide to help develop and foster a reading life for your learners and their families!

Engaging Books for Adults		
Book Title	Author	Lexile Reading Level
<i>George Lucas: Movie Magic</i>	Peter Rees	410-600
<i>Paul and Gabriella Go to Seville</i>	Olivia Wood	410-600
<i>News for You: Experts Find Wreck of Famous Antarctic Ship</i>	New Readers Press (ProLiteracy)	610-800

<i>News for You: Expertos encuentran los restos de un buque antártico famoso</i>	New Readers Press (ProLiteracy)	610-800
Engaging Books for Adults and Children		
<i>Into the Wild</i>	Thomas Docherty	410-600
<i>Marty Aardvark</i>	Barbara deRubertis	440
<i>In the Rainforest</i>	Christina Wilsdon	490
<i>Safari Animals</i>	Barbara Bush Foundation for Family Literacy	610-800
<i>Good Night, Oppy!</i>	James McGowan	810
<i>Animales de safari</i>	Barbara Bush Foundation for Family Literacy	810-1000

Activities to Support Instruction

To explore this topic, consider how you will build anticipation, background knowledge, and schema for your learners about topics regarding faraway places. To do this, consider addressing the following questions with your learners:

- What does the term “faraway places” mean to you?
- How do you define a “faraway place”? What makes it “faraway”?
- What are some places that you would like to visit? Why?
- Is there a place you would not like to visit? Why?
- Why do you think it's important to read about faraway places? What can we learn from these places and their cultures?

There are many ways to get your learners thinking, collaborating, and actively engaging with each other. Consider any of the following activities:

- **Listening Triangles:** This strategy fosters collaboration and conversation among learners and promotes accountability within small groups. It builds both whole-group conversation and individual participation. It can be used in any content area with concrete and abstract questions for learners.
- **Vocabulary Improv:** This activity supports learners in building their vocabulary and thinking skills along with fostering teamwork and collaboration. It can be used for any content area or age level.

- **Virtual Field Trips:** Virtual field trips are a creative way to expose learners to new places from the comfort of the learning environment. Learners can explore many faraway places that they may read about in this collection. Consider having learners explore these virtual places with others as they build their knowledge of places beyond their learning environment.
- **Collaborative Strategic Reading (CSR):** This pre-reading activity works with both fiction and nonfiction texts. It will spark learner interest and engagement before they start reading the text. This strategy fosters collaboration and helps build comprehension skills. It's an activity for learners of all abilities.

While you read the texts, you will want to share literacy strategies to foster learning growth. Consider comprehension skills learners need to access the texts within the collection. It will also be important for learners to continue building background knowledge.

For example, if reading the text, [Paul and Gabriella Go to Seville](#), consider having them gather information about traveling. Topics may include flying, tourist attractions, foreign exchange, time zones, or other topics having to do with traveling or the traveling process. It will also be important for them to have informational context, so consider having them watch short clips of television shows or movies or read short stories to better understand the text for deeper comprehension.

The following resources and templates will help learners build literacy skills and comprehension as they read:

- **Text Feature Walk:** This strategy helps learners understand what text features are, the purpose of each of them, and why they are important to a text. This activity fosters comprehension and helps learners make meaning from the texts they are working with.
- **Design a Magazine:** This creative activity allows learners to showcase their learning about their faraway place. Designing a magazine will support comprehension, promote collaboration, foster speaking and listening skills, and blend art, technology, and research with creativity.
- **Writing Patterns:** This strategy fosters understanding of informational texts by helping learners not only identify writing patterns, but it will also help them to understand the purpose of them within the texts they are reading. This strategy can be used across all content areas and for readers of all abilities.

Online Resources to Support Instructors

The following resources will help instructors gather more ideas and insights for teaching texts within the *Faraway Places* collection:

- **Teacher Talk: Faraway Places:** This free resource from Literacy Hub provides educators with specific literacy strategies to use while teaching about faraway places. This guide pairs with the poem, [Faraway Places](#), but all strategies listed in the document can be used across any type of text.
- **Teaching Distant Places:** This resource from the Geological Association provides educators with topics and approaches to think about when teaching learners about faraway places.
- **Teaching About a Far Away Place? Stop and Think First!** This resource provides educators with questions to ask learners as they dive into learning about new places. It also provides resources and activities for learners to complete as they move through the *Faraway Places* unit.
- **iCivics:** This resource provides educators and learners with a variety of diverse resources including readings, videos, and lesson plans on different topics regarding faraway places.

Suggestions for Using the Collection and Activities with Families

These suggestions may be shared directly with adult learners and their families, so they can explore this theme and books together.

- ◆ Choose a book to explore from the *Faraway Places* collection.
- ◆ Read and discuss the book with your child. Use *before*, *during*, and *after reading* questions to help your child make connections to themselves and to other parts of their life. The following are some examples:
 - **Before Reading**

Look at the front cover with your child. Explore the pictures and text, and ask them:

 - Does this book remind you of anything?
 - What do we already know about _____?
 - What does “faraway” mean? What do you think a “faraway place” is?
 - Why do you think it is important to learn about faraway places and people?
 - **During Reading**
 - If you were in this story, what do you think you would be hearing? Seeing? Tasting? Smelling? Feeling?

- What has happened to the character(s) so far?
 - Have you been in a situation that is similar, or like, the situation the character in the story is in? What was the same for both of you? What was different?
 - What is the problem this character is experiencing? How do you think it will turn out?
 - What evidence do we know so far from the book?
- **After Reading**
- Tell me the story in your own words.
 - What would you like to ask the author (or characters) of the book?
 - What did you like most about the story? Why?
 - Would you have done things in a different way than the character in the story did? If so, what would you have done differently?
 - Do you think it was a good ending? What would you have changed?
- ◆ After reading the story, you will notice activities at the bottom of the screen. Explore these activities with your child!

Expanded Lesson for Educators

The following is an example of an expanded lesson that instructors may find helpful for teaching texts within the *Faraway Places* collection. This lesson is an example based off the text, [Paul and Gabriella Go To Seville](#), by Olivia Wood.

- **Before Reading**
- Explore the text features with your learners. Be sure they understand the features and how they enhance the reading of the text.
 - Ask your learners, “What do we already know about _____?” keeping in mind the topics the books will touch upon.
 - Choose some key vocabulary words from the text. Consider teaching **morphology** by modeling with one or two of the selected words and then ask learners to do the same with other words you have identified.
 - Guide learners through **evaluating texts** to prepare for reading, add to their background knowledge, and help them build a schema for learning .
- **During Reading**

- Encourage learners to use a [Need It or Trash It](#) strategy to explore words in the text and deepen their comprehension about the topics in the text.
 - Consider having learners use [active listening](#) strategies to share their learning and reflections with each other about the text.
 - Set up a [Lino](#) for learners to engage with topics from the text.
 - Provide a [Rock, Paper, Scissors](#) graphic organizer to support them in organizing their thinking and learning if needed.
- **After Reading**
- Ask learners to reflect on their learning from the beginning of the text to the end of the text. Consider having them share one key takeaway from the text.
 - Consider having readers go beyond the text and explore a topic or idea more in-depth from the reading. Give them options on how they can share their new learning.
 - Learners might write a summary using the [two-dollar summary strategy](#) to share their learning and implement content-specific vocabulary into their writing.
 - Ask learners to create a [video journal](#) with their biggest takeaway from the text. Consider putting these into a collection to showcase their learning.