

Instructor Resource Guide: Fall Into Change

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 *Fall Into Change* 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
<u><i>News for You: Merriam-Webster Yeets Pumpkin Spice Into Dictionary</i></u>	New Readers Press (ProLiteracy)	410-600

<u>News for You: Merriam-Webster «yeets» «pumpkin spice» al diccionario</u>	New Readers Press (ProLiteracy)	410-600
<u>Change of Heart</u>	Tiffany Jones	610-800
<u>Sigue tu corazón</u>	Tiffany Jones	410-600
Engaging Books for Adults and Children		
<u>Nuestro Autobús / The Bus For Us</u>	Suzanne Bloom	310
<u>Octavia Can Do It! (Miriam Laundry Publishing Company)</u>	Liliana Tommasini	410-600
<u>Cooking Up a Solution</u>	Olivia Wood	610-800
<u>A Change in Plans (Book Explorers)</u>	Barbara Bush Foundation for Family Literacy	610-800
<u>Becoming a Junior Ranger (Book Explorers)</u>	Barbara Bush Foundation for Family Literacy	810-1000
<u>Cómo ser un guardabosques junior (Book Explorers)</u>	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 *falling into change*. To do this, consider addressing the following questions with your learners:

- What does the term “change” mean to you?
- What are some ways that people or things can change? Is it always positive?
- How does change connect to growth?
- What are some areas that you would like to grow more in?
- Why do you think it’s important for people to grow and change?

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

- **Fold the Line:** This is a collaborative learning structure that will offer learners choice, movement, and an opportunity to have a collaborative discussion around a topic. It also aims to improve speaking and listening skills for learners.

- **Three Step Interview:** This strategy will foster engaged discussion as it promotes collaboration and communication among learners around a given topic. It will also build speaking and listening skills and deepens the understanding of a particular topic.
- **Snowball Discussions:** This strategy helps build critical skills for interpersonal communication. It also fosters collaboration, higher-order thinking, and provides learners accountability for their part in the conversational process. It serves as a great formative assessment for educators!
- **Round Robin:** This strategy helps learners brainstorm ideas and allows all voices to be heard. Learners build upon each other's ideas while improving their speaking and listening skills and deepening their understanding of each other and a given topic.
- **Harkness Discussion:** To engage your learners and get them excited about reading texts, consider engaging them in a Harkness Discussion. This strategy will foster collaboration, develop speaking and listening skills, and encourage engagement with texts and each other.

While you read the texts, you will want to support literacy strategies that foster learning growth. Consider comprehension skills that learners will 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, [Change of Heart](#), it will be important to discuss realistic fiction. The following resources and templates will help build literacy skills and comprehension:

- **Double-Entry Journals:** Encourage learners to use a double-entry journal as they read. They can create one in a physical or digital notebook, or a graphic organizer could be provided. This strategy will foster complex thinking skills and allow readers to keep their thoughts and learning organized, visual, and accessible.
- **Constructing Meaning Through Connections:** This strategy will help learners organize their thoughts as they learn about a particular subject/topic. It also fosters collaboration, complex thinking, and personal connections with texts for all learners.
- **Close Reading Protocol:** This strategy fosters comprehension skills for all learners by asking them to engage with a text in multiple ways. It also requires them to engage with each other's learning and promotes engaged discussions among all learners.
- **Say Something:** Encourage close reading and engagement with text through the "Say Something" strategy. Learners will engage with a text both individually and through small groups while using key skills required for full comprehension of a text.

Online Resources to Support Instructors

The following resources will help instructors gather more ideas and insights for teaching texts within the *Fall Into Change* collection:

- **Dealing With Change:** This lesson will focus on the theme of change and the impact it can have on one's emotion. While this lesson is geared towards learners in a classroom, it can be adapted for adults and children to use at home.
- **Becoming a Junior Ranger:** This resource will provide educators with additional links, ideas, resources, and activities to engage parent/caregivers in the wilderness, animals, and becoming a park ranger. This resource would pair nicely with the text, [Becoming a Junior Ranger](#), from the *Fall Into Change* collection.
- **In My Backyard:** This resource will provide educators and families with a variety of activities and ideas to explore and learn about. Topics include historical monuments, outdoor spaces, famous landmarks, etc. There is something for everyone in this resource!
- **Team Nutrition Recipes:** This resource will provide educators, adult learners, and families alike with recipes to make together, no matter what season it is. There is also a resource section that educators may find particularly helpful with additional tools, resources, and videos to use in the classroom or other type of learning environment. This resource will pair nicely with the text, [News for You: Pumpkin Spice](#), or [Cooking Up a Solution](#), from the *Fall Into Change* collection.

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 *Fall Into Change* 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 is your favorite place to read in the fall?
 - **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 Lessons for Educators

This lesson may be used with the adult text, [Change of Heart](#), by Tiffany Jones.

- **Before Reading**
- Preview the text by having learners look at the text features such as the front and back covers and pictures.
 - Ask about their own experiences. Have they ever had a change of heart about something or someone?
 - Ask about their dreams. What have they done, or what are they currently doing, to follow their dreams?
 - Pre-teach vocabulary and/or high-frequency words. Consider using methods such as the [TIP Chart](#), [EASE](#), or other vocabulary strategies to support learning.
- **During Reading**
- Ask learners to complete research about New York and/or the art scene in New York by using a specific text set that you might create with links about topics or events mentioned in the text. Learners can use any of the strategies previously mentioned in

this guide to help them in their reading, research, or conversations with each other.

□ **After Reading**

- Consider assigning pairs or small groups based on interest in a section of the text.
- Encourage learners to demonstrate their understanding of the text using a mode of their choice. Examples may include: written papers, TED Talks, or visual boards/displays.
- If possible, invite guest speakers to share their professions and the steps they took to achieve their goals and dreams. Make this a collaborative activity and ask learners who they would like to invite and how they would like to structure this learning time.
- As an extension activity, consider having learners research a career they may be interested in pursuing. What will it take for them to follow their dreams? Activities may include:
 - Consider having them start by creating a [vision board](#).
 - These [activities](#) may support learners in honing their own interview skills when it comes to obtaining a job in the career field of their choice.
 - Host a career day. Encourage learners to present their research and findings about a career of their choice to each other and/or the greater community.