

## Instructor Resource Guide: All Stories Tell a Story

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 *All Stories Tell a Story* 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.
- ◆ Are you tutoring or teaching a learner in a one-to-one setting? Many of the activities in this guide may be modified to support one-to-one learning.
- ◆ 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>Vincent Van Gogh's Life and Art</i></u>	Julene Kinser	410-600
<u><i>La vida y el arte de Vincent Van Gogh</i></u>	Julene Kinser	410-600

<i>News for You: Seis hombres baten un récord mundial al remar a través de un pasaje antártico</i>	New Readers Press (ProLiteracy)	610-800
<i>News for You: Six Men Set World Record by Rowing Across Antarctic Passage</i>	New Readers Press (ProLiteracy)	810-1000
<b>Engaging Books for Adults and Children</b>		
<i>The Story of You</i>	Lisa Ann Scott	510
<i>Telephones: Bell to Cell</i>	Veena Prasad	610-800
<i>Maya Angelou</i> ( <i>Historia de las personas de raza negra: Biografías</i> )	Izzi Howell	610-800
<i>Rosa's Bus</i>	Jo S. Kittinger	710
<i>Maya Angelou</i> ( <i>Black History Biographies</i> )	Izzi Howell	770
<i>Lin-Manuel Miranda</i> ( <i>Biographies of Diverse Heroes</i> )	Stephanie Gaston	790

### Activities to Support Instruction

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

- What is a biography? What is a memoir?
- How can our own lives create a story?
- Why is it important to read about other people's lives?
- What do you think makes a story important?

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

- **White Board Relay:** This activity from Edutopia supports collaboration, speaking and listening skills, and serves as a great formative assessment for educators. The activity is designed to build learners' thinking around particular topics and/or vocabulary words.
- **Brainwriting:** This activity supports thinking through writing and builds collaboration and thinking skills at the same time. "Brainwriting challenges learners to think creatively and critically as they develop

unique ideas and then take the time to reflect carefully on the ideas of their peers,” –NSW Education.

- **Sentence Stems:** This activity from [TeachThought](#) fosters both critical and collaborative thinking among learners. The sentence stems may be used in any type of educational setting.
- **Give One, Get One:** Use this activity to support learners as they “...practice being active listeners or readers—an essential skill for learning new information,” –Facing History & Ourselves. This activity is a fun and engaging way to support learners in identifying their own thoughts, hearing new perspectives from others, and then redefining their thinking based on new knowledge.

While you read the texts, you will want to support your learners with literacy strategies to foster their 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 learners are reading the text, [Vincent Van Gogh's Life and Art](#), consider having them gather information about art, Vincent Van Gogh, or the occupations that he had while working his way to becoming an artist. 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 reading for deeper comprehension. The following resources and templates will help learners build literacy skills and comprehension as they read:

- **Set a Purpose for Reading:** This strategy helps learners read with a clearly defined purpose to gain deeper knowledge from a text. Setting a purpose for reading also emphasizes the importance of re-reading a text in an effort to improve comprehension. There are graphics and activity ideas hyperlinked in the article.
- **Socratic Soccer Ball:** To engage your learners and get them excited about reading texts, consider engaging them in a game of Socratic soccer. This activity is sure to engage learners, promote conversation and deeper level thinking, and support collaboration at the same time.
- **Silent Conversations:** Silent conversations promote collaborative learning through writing – “Silent Conversations capitalize on the social nature of learning by asking students to share their thinking and to build from and reflect on the thinking of others, but they do so by allowing students to use writing for additional time to think and refine their ideas,” –[ReadWriteThink](#).

## Online Resources to Support Instructors

The following resources will help instructors gather more ideas and insights for teaching texts within the *All Stories Tell a Story* collection:

- [TeacherVision - Biography Teaching Resources](#): This free resource provides a variety of lesson plans, activities, and resources that support biography-themed lessons in the educational environment.
- [Vincent van Gogh Teaching Program](#): This resource from the National Gallery of Art in Washington, D.C. provides educators with lesson plans and resources about Vincent van Gogh and his art.
- [Vincent van Gogh Museum](#): This site provides educators with a plethora of resources of varying types about Vincent van Gogh, his life, and art. There is a special educator section embedded in the museum website to provide schools and educators with resources ranging in skill levels and abilities for all learners.
- [Biography Project Resources](#): This resource from [ReadWriteThink](#) provides educators with various ways to support learners in generating questions including through the use of graphic organizers, and it helps them prepare for peer presentations while promoting thinking and listening skills.

## 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 *All Stories Tell a Story* 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 \_\_\_\_\_?
    - Biography means telling a story about someone else's life. Have you read any biographies? Can you think of a person you would like to learn more about?
    - Why do you think it is important to learn about other people's stories?

### □ **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 *All Stories Tell a Story* collection. This lesson is an example based off the text, [Vincent Van Gogh's Life and Art](#), by Julene Kinser.

### □ **Before Reading**

- Explore the text features with your learners. Be sure they understand these features and how they can 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 learners will come across in the text. Consider teaching vocabulary to learners by asking them to interact with words through an activity called, [Bumper Words](#) (download activity sheet). Begin by modeling one or two of the words and then ask learners to do the same with other words you have identified.

- Guide learners through the process of critical thinking using this [resource](#) from Florida State University to help them prepare for reading and to build their comprehension. All of the activities listed on this site can be adapted for various skill levels and abilities.
- **During Reading**
    - Ask learners to use a [drawing](#) strategy to deepen their comprehension and engagement with the text.
    - Set up a [FigJam](#) for learners to engage with topics from the text.
    - Encourage learners to use [Post-its](#) to organize their thoughts and research while learning about Vincent van Gogh and the events that led him to becoming the world renowned artist.
  - **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 out 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.
    - Learners could consider writing a summary using the [Sum It Up](#) strategy to share their learning and improve their writing skills at the same time.