

## Instructor Resource Guide: Women and Leadership

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 *Women and Leadership* 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
<a href="#"><i>Malala</i></a>	Terry Barber	500
<a href="#"><i>News for You: Statues Show Women's History Is Not Standing Still</i></a>	New Readers Press (ProLiteracy)	570

<a href="#"><i>News for You: Unas estatuas demuestran que la historia de las mujeres no se queda quieta</i></a>	New Readers Press (ProLiteracy)	410-600
<a href="#"><i>Crafting a Business</i></a>	Tana Reiff	650
<b>Engaging Books for Adults and Children</b>		
<a href="#"><i>Girls A to Z</i></a>	Eve Bunting	340
<a href="#"><i>Teamwork (Voices Leveled Library)</i></a>	Jackson Moore	360
<a href="#"><i>Trabajo en equipo (Voices Leveled Library)</i></a>	Jackson Moore	460
<a href="#"><i>Lizzie Demands a Seat</i></a>	Beth Anderson	570
<a href="#"><i>Blast Off!: How Mary Sherman Morgan Fueled America Into Space</i></a>	Suzanne Slade	690
<a href="#"><i>The Hog Mollies and Little Lily's Legacy (Hog Mollies Adventures)</i></a>	Amy Hoying, Ryan Miller, Megan McCabe, and Leah Thrush	770

### Activities to Support Instruction

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

- What does the term “leader” mean to you?
- What are some ways that one can be a leader?
- Why do you think it’s important to learn about female leaders?
- How do you define a leader? What qualities does a leader have?

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

- **Circle of Viewpoints:** This strategy is great for a whole-class discussion framework. It helps learners think about a topic from multiple perspectives and choose the one that they feel strongly about. The strategy fosters critical thinking and collaboration among learners. The discussion frames can be applied to any topic with any age or grade-level.
- **Virtual Field Trips:** Consider taking your learners on virtual field trips to highlight women and leadership in a variety of ways. Use these virtual field trips to guide your whole-group and small group discussions while

engaging them in their learning and exciting them about future possible topics to explore.

- **Cooperative Learning:** This strategy helps learners build critical skills for interpersonal communication. It also fosters collaboration, higher-order thinking, and provides learners accountability for their part in the cooperative process with peers.
- **Sticky Note Storm:** Pose a question to your learners. Give them a particular amount of time to generate as many responses as they can think of and have them write each response on a sticky note. Have learners place their sticky notes on the table, floor, or group of tables. When the time is done, have learners read each other's responses and engage in conversation about them.

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, [Malala](#) by Malala Yousafzai, consider having them gather information about Malala Yousafzai, the Taliban, the Nobel Prize, or other issues that she, and many females like her, encounter in their country. 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:

- **Two-Column Note-Taking:** This strategy will help learners keep track of ideas, responses, questions, and general information as they read or listen to text. It is adaptable for all skill levels.
- **5 W's Chart:** This strategy will help learners organize their thoughts as they learn about a particular subject/topic. It's a great tool to keep track of thoughts and learners can add to it throughout their reading and research.
- **Sketchnoting:** This strategy fosters visual thinking and fosters creativity all at the same time. It allows learners to process information in a way that makes sense for them and combines written and artistic expression.

### Online Resources to Support Instructors

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

- **Feminist Approaches to Leadership Lesson Plans:** This resource from the Global Feminisms Project will provide educators with several

resources and materials that can be used together for a full unit or serve as stand-alone lessons.

- **Women as Business Leaders:** This resource will provide educators with additional links, ideas, resources, and activities to engage learners in diverse topics about women in leadership positions.
- **UN Women:** This resource from the United Nations will provide educators and learners information about female empowerment all over the world and what society can do to support this cause.
- **Learning for Justice:** This resource will provide educators and learners a variety of diverse resources including readings and lesson plans on a variety of topics regarding women and leadership from history to present day.

### 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 *Women and Leadership* 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 the word, “leadership” mean to you? What does it mean to be a leader?
    - Why do you think it is important to learn about female leaders?
  - **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!