



Instructor Resource Guide: Recharge with Reading

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 *Recharge with Reading* 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>La caminata</i>	Jennie Ford	210-400
<i>News for You: LA County Gives Little Girl the OK to Own a Unicorn, if She Finds One</i>	New Readers Press (ProLiteracy)	410

<u>The Hike</u>	Jennie Ford	410-600
<u>Algo nuevo, algo pegado</u>	Rebecca Field	460
<u>Art of the Chase: Book 1</u>	Gayla Reel	570
<u>News for You: U.S. Rivers Are Changing Color</u>	New Readers Press (ProLiteracy)	600
<u>News for You: Los ríos de Estados Unidos están cambiando de color</u>	New Readers Press (ProLiteracy)	610-800
<u>News for You: Las estrellas desaparecen más rápido de la vista humana</u>	New Readers Press (ProLiteracy)	610-800
<u>El condado de Los Ángeles da el visto bueno a una niña para que sea la dueña un unicornio, si es que encuentra alguna</u>	New Readers Press (ProLiteracy)	610-800
<u>Art of the Chase: Book 2</u>	Gayla Reel	610-800
<u>Something New, Something Glued</u>	Rebecca Field	660
<u>News for You: Stars Fading Faster From Human Sight</u>	New Readers Press (ProLiteracy)	800
Engaging Books for Adults and Children		
<u>Let's Dance</u>	Valeria Bolling	NP
<u>I Like Ice Cream</u>	Barbara Bush Foundation for Family Literacy	100
<u>Me gusta el helado</u>	Barbara Bush Foundation for Family Literacy	100
<u>Trevor el ingenioso</u>	Sarah Albee	410-600
<u>Playing at the Park</u>	Barbara Bush Foundation for Family Literacy	450
<u>The Party for Papá Luis / La fiesta para Papá Luis</u>	Diane Gonzales Bertrand	450E/500Sp
<u>Clever Trevor</u>	Sarah Albee	520
<u>Trevon's Globe-Trotting Adventures</u>	Jordan Morrissette	530
<u>Cora Cooks Pancit</u>	Dorina Lazo Gilmore-Young	530-810

<u><i>Let's Go!</i></u>	Sandy Asher	610
<u><i>What's My Word?</i></u>	Alison Green Myers, Dwight Smith	610-800
<u><i>¿Cuál es mi palabra?</i></u>	Alison Green Myers, Dwight Smith	610-800
<u><i>Adventures in the Canyon</i></u>	Barbara Bush Foundation for Family Literacy	610-800
<u><i>Aventuras en el cañón</i></u>	Barbara Bush Foundation for Family Literacy	610-800
<u><i>The Hog Mollies and the Camp Carmen Campfire</i></u>	Amy Hoying, Ryan Miller, Megan McCabe, Leah Thursh	650
<u><i>The Boat Ride</i></u>	Barbara Bush Foundation for Family Literacy	700
<u><i>El paseo en bote</i></u>	Barbara Bush Foundation for Family Literacy	720
<u><i>The Reason for the Seasons</i></u>	Ellie Peterson	900

Activities to Support Instruction

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

- What does the term “recharge” mean to you?
- What are some ways that one can “recharge?”
- Why do you think it’s important for people to “recharge with reading?”
- What are the benefits of reading and talking about books?
- What types of books do you like to read? Why is reading important?

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

- **Philosophical Chairs:** This strategy is an effective framework for a whole-class discussion. It helps learners think about a topic from multiple perspectives and choose one they feel strongly about. The strategy fosters critical thinking and collaboration, as well as the use of

evidence to support claims and use reasoning. The discussion frames can be applied to any topic with any age or reading level.

- **Discussion Mapping:** This strategy will foster engaged discussion and collaboration, as well as critical thinking from multiple perspectives. It also encourages active listening and builds speaking and listening strategies for all learners. It can be used with any content focus.
- **Ongoing Conversations:** 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 also serves as a great formative assessment for educators!
- **Silent Discussions:** This strategy promotes critical thinking and collaboration through writing and reflection instead of verbal conversation. It also promotes higher-order thinking skills for learners of different abilities or different levels of background knowledge. It promotes all voices to be “heard” and encourages a back-and-forth response via writing among learners.
- **Book Tasting:** To engage your learners and get them excited about reading texts, consider engaging them in a book tasting. This strategy will foster collaboration, develop speaking and listening skills, and encourage engagement with texts.

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, [The Art of the Chase](#), it will be important to discuss the suspense genre. This book is the first in a two-part series. Help your readers make some exciting predictions in preparation for reading the exciting sequel [The Art of the Chase Book II](#) available in this collection! The following resources and templates will help build literacy skills and comprehension:

- **Seven Strategies of Highly Effective Readers:** Encourage learners to choose one of the seven strategies of highly effective readers as they read their texts. Consider having them practice a different strategy each week while reading a text. Each strategy should be modeled for learners.
- **Color-Coded Notes:** This strategy will help learners organize their thoughts as they learn about a particular subject/topic. It’s a great organizational tool for notes, and information can be added throughout reading and research. Color coded notes offer a visual method to readers to help keep track of thoughts as they read, and the notes can be organized in different ways.

- **Cornell Notes:** This note-taking method promotes organization, structure, and purpose. It fosters the use of short sentences with critical information as well as reflection and summary. This method of note-taking can be used across any content area.
- **Journal Prompts:** Encourage creativity with the use of these exciting and creative journal prompts. This link will provide you with ideas for all different types of stories — including suspense, adventure, and humorous ones! Learners will enjoy becoming authors while using any of these prompts.

Online Resources to Support Instructors

The following resources will help instructors gather more ideas and insights for teaching texts within the *Recharge with Reading* collection:

- **Volunteer Projects to Help Build SEL Skills:** This resource provides a multitude of ways to give involved in the community and support education. Consider choosing one as a class or encourage learners and their families to do one together. While this resource is geared towards teens, simple modifications will make these projects adult and family focused.
- **Start With a Book:** This resource will provide educators with additional links, ideas, resources, and activities to engage parent/caregivers in diverse topics with a focus on family literacy. Some of the topics support those from the *Recharge with Reading* collection of text.
- **Community Stories:** This resource supports learners writing their own community story and supports intergenerational learning. It can be used for a family literacy activity or modified for adult learners. The resource outlines ways to engage in community storytelling and offers guidance with writing, speaking, and listening skills.
- **One Community:** This resource will provide educators a variety of diverse resources including readings and lesson plans on a variety of topics focused on summer and literacy. Consider exploring some as a class or using them as a family literacy extension.

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 *Recharge with Reading* 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 it mean to “charge” something? Think about charging a toy, light, or phone with batteries or electricity. Now, ask them what they think the word “recharge” means? What does it mean to be “recharged?”
- Why do you think it is important to read in the summer?
- What is your favorite place to read in the summer?

□ 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, [The Art of the Chase](#), by Gayla Reel.

□ 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 been in situations that have been suspenseful? Adventurous?
 - Ask what they know about spies and their connection to the government. If time allows, show a few short video clips and/or read a few short articles or texts about this idea. Establish connections around this topic. For example, are they familiar with the television series, *The Americans*, *Jack Ryan*, or *Homeland*, which all are related to the idea of spies and government.
 - Pre-teach vocabulary and/or high-frequency words. Consider using methods such as the [Frayer model](#), [Shades of Meaning](#), or other vocabulary strategy to support their learning.
- **During Reading**
- Ask learners to complete research about U.S. and British Intelligence by using a specific text set that you might create with links about topics or events mentioned in the text. Explore these through cooperative learning structures. Cooperative learning structures may include: [Jigsaw](#), [Think-Pair-Share](#), [Gallery Walks](#), or [Reciprocal Teaching](#).
- **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, TedTalks, or visual boards/displays.
 - If possible, invite a guest speaker such as an intelligence officer, member of government, or law enforcement to speak about laws and/or the role of undercover operations.
 - As an extension activity, consider having learners write their own suspense/spy thriller or they could choose to write a part two for *The Art of the Chase*.