

## Instructor Resource Guide: Celebrate Reading

The following activities and resources were selected to support 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 *Celebrate 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
<u><i>A Park for All</i></u>	Brenda Wolfenbarger	410-600
<u><i>Un parque para todos</i></u>	Brenda Wolfenbarger	410-600
<u><i>News for You: Ray Bradbury: The Writer Who Dreamed of the Future</i></u>	New Readers Press (ProLiteracy)	410-600

<i>News for You: Ray Bradbury: El escritor que soñó con el futuro</i>	New Readers Press (ProLiteracy)	410-600
<b>Engaging Books for Adults and Children</b>		
<i>A House for Mouse</i>	Michele Fry	210-400
<i>Una casa para Ratón</i>	Michele Fry	210-400
<i>Lara the Yellow Ladybird</i>	Martha Evans	410-600
<i>Lara, la mariquita amarilla</i>	Martha Evans	410-600
<i>Courage: The Heart of Night</i>	Diana Ferraro	410-600
<i>Animals of Acadia National Park</i>	Barbara Bush Foundation for Family Literacy	610-800

### Activities to Support Instruction

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

- What does the term “celebrate” mean to you?
- What are some ways that one can “celebrate reading?” What might this celebration look like? Sound like? Feel like?
- Why do you think it’s important for people to “celebrate reading” and promote joy around reading?
- What are the benefits of reading and talking about books?
- What types of books do you like to read? Why is reading important?
- How do you share the books you love to read?

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

- **Analyzing Images:** This strategy requires learners to think critically about how images convey topics, themes, and ideas. It will require learners to make their own observations, have collaborative conversations with others, and deepen their analytical and critical thinking, while fostering connections to images and texts. It is a great strategy for any ability level and content area.
- **Learn to Listen, Listen to Learn:** This activity will foster engaged discussion and collaboration, as well as strengthen writing skills and

speaking and listening skills. It incorporates individual, small group, and whole class participation and can be used with any content focus.

- **Levels of Questions:** This approach supports critical thinking skills that are necessary for learners to make connections to text. It allows learners to think about texts from a variety of questions/prompts at different levels to match all learning abilities. It promotes differentiation, fosters maximum participation, and generates thoughtful discussions among your entire group!
- **Fishbowl:** This discussion activity will engage your learners by promoting participation and accountability for the entire group. Learners will be both listeners, observers, and active discussion collaborators throughout the exercise. This will promote building prior knowledge, activating schema, and generating thoughtful reflections on a particular topic.
- **Text Scavenger Hunt:** To engage your learners and get them excited about reading texts, consider a book scavenger hunt. This activity can be adapted for any content area or reading ability. Learners will preview texts using the guidelines outlined for each generated prompt. For an added bonus of fun, consider turning it into a friendly competition among learners or sections of groups. Winner(s) can get prizes or bragging rights!

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, *A Park for All*, it will be important to discuss inclusivity and laws such as the Americans with Disabilities Act. The following resources and templates will help build literacy skills and comprehension:

- **QUIP-Questions Into Paragraphs:** Encourage learners to use this graphic organizer as they develop their thoughts into more reflective and analytical paragraphs as they read. This tool can be used with both fiction and non-fiction texts.
- **GIST:** This approach is particularly helpful when reading non-fiction texts. It requires readers to think about the topic from different aspects and then compiles their thoughts into a comprehensive piece of writing. This activity develops both comprehension and writing skills and supports readers of all abilities.
- **Three Column Notes:** This note-taking method promotes organization, structure, and purpose. It fosters the use of short sentences with critical information as well as questions and comments that readers may want to remember and review later. This method of note-taking can be used across any content area.

- **Rock, Paper, Scissors:** Encourage creativity with the use of this graphic organizer from [Edutopia](#). This graphic organizer will encourage reflection after reading, whether it is done in short texts, chapters of larger texts, or small paragraphs within texts.

## 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 *Celebrate Reading* collection:

- **Science Fiction Author Ray Bradbury:** This resource from ReadWriteThink provides a plethora of lessons, activities, and ideas to provide learners with information about science fiction author, Ray Bradbury. Consider pairing this resource with the text, [Ray Bradbury: The Writer Who Dreamed of the Future](#), from the *Celebrate Reading* collection.
- **Overcoming Obstacles:** This resource will provide educators with (free) additional links, ideas, resources, and activities to engage learners in diverse topics about overcoming different types of obstacles in life. All of the provided curriculum is adaptable for learners of all ages and abilities. Consider using this resource with the texts, [A Park for All](#), or [Lara the Yellow Ladybird](#) from the *Celebrate Reading* collection.
- **What Is Your Dream Home?:** This resource supports learners in reflecting on what their ideal home is—what is the type of place that they feel the most safe, cozy, and protected? This lesson is adaptable for all abilities. Consider pairing this lesson with the text, [A House for Mouse](#), from the *Celebrate Reading* collection.
- **Reflecting on Courage:** This free resource will provide educators a variety of diverse resources including readings and lesson plans for learners that focus on the idea of “courage.” Consider pairing any of the individual lessons and resources, or the entire curriculum, with the text, [Courage: The Heart of the Night](#), in the *Celebrate Reading* collection.
- **National Park Service: Nature & Animals:** This free resource will provide educators with a variety of lesson plans about the land and marine wildlife that are a part of Acadia National Park in Maine. The resource also contains information that can be used for additional texts and/or references for research purposes. To access the lessons/resources, scroll to the bottom of the page. Consider pairing any of the individual lessons and resources, or the entire curriculum, with the text, [Animals of Acadia National Park](#), in the *Celebrate Reading* 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 *Celebrate 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 “celebrate?” Think about a celebration they would be familiar with. Now, ask them what they think the word “celebrate” looks like? Sounds like? Feel like?
    - Why do you think it is important to celebrate reading?
    - What is your favorite event, person, or thing to celebrate?
  - **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

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This lesson may be used with the adult text, *A Park for All*, by Brenda Wolfenbarger.

### □ 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 where they have felt left out? Different in some way?
- Ask what they know about the Americans with Disabilities Act. If time allows, consider showing learners a few videos such as [this one](#) from an ADA office, or short texts. Explore some [lesson plans](#) to help them connect with the text more deeply.
- Pre-teach vocabulary and/or high-frequency words. Consider using any of the strategies outlined in this Edutopia article: [Doing It Differently: Tips for Teaching Vocabulary](#).

### □ During Reading

- Create a text set about topics or ideas that emerged in the text *A Park for All*. Consider using resources from the [News Literacy Project](#), or any others listed in this helpful resource page from [Achieve the Core](#). Provide a link to each article to make it easy to access the resource.
- Then, ask learners to complete research about laws and rights for people with disabilities.
- Determine how they might share their information. Ideas may include an essay, a visual presentation, a PSA, or their own quick informative video such as the one used to introduce them to the ADA previously in this lesson.

### □ 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 responses (explore [Writing Activities and Resources](#) and [Writing Engagement Activities](#) for ideas), [TED Talks](#), or visual boards/displays.
- If possible, invite a guest speaker such as a member of government, medical personnel, or law enforcement to speak about laws and/or regulations regarding those with disabilities.

- As an extension activity, consider having learners reflect on their own educational environment or places in the community. Ask them to reflect on whether these common spaces are inclusive for all. If not, discuss what they could do to help make their community more inclusive. An additional extension activity could be to guide learners through carrying out the steps to make this happen. Consider using any of the lessons or resources from [Learning to Give](#) to explore this idea.