

## Instructor Resource Guide: Fun and Adventures with Books

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

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- ▶ Explore the books in the *Fun and Adventures with Books* collection by clicking on the book title 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 title 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>Last Chance</i></u>	Phillip Burrows, Mark Foster	230
<u><i>Althea Gibson</i></u>	Terry Barber	370

<u><i>News for You: New Bridge in Portugal Tests Nerves, Fear of Heights</i></u>	New Reader's Press (ProLiteracy)	408
<u><i>News for You: Nuevo puente en Portugal pone a prueba el coraje y el miedo a las alturas</i></u>	New Reader's Press (ProLiteracy)	410
<u><i>Lucky Henry Walker: Hurricane Refugee</i></u>	John Porter	530
<u><i>News for You: Man Makes Splash 365 Days in a Row</i></u>	New Reader's Press (ProLiteracy)	560
<u><i>News for You (ProLiteracy) Story: Hombre causa sensación al zambullirse 365 días consecutivos</i></u>	New Reader's Press (ProLiteracy)	560
<u><i>The Art of the Chase</i></u>	Gayla Reel	570
<u><i>News for You (ProLiteracy) Story: Casas en los árboles...Levante la vista para ver la creciente tendencia en jardines</i></u>	New Reader's Press (ProLiteracy)	600
<u><i>Staycation</i></u>	Brenda Wolfenbarger	610
<u><i>News for You: Treehouses...Look Up to See Growing Backyard Trend</i></u>	New Reader's Press (ProLiteracy)	630
<u><i>American Lion</i></u>	R. Timothy Rush	790
<b>Engaging Books for Adults and Children</b>		
<u><i>Our Colorful World / Nuestro mundo colorido</i></u>	Kashmira Sarode	Pre-Lexile
<u><i>I Like to Play</i></u>	Barbara Bush Foundation for Family Literacy	10
<u><i>Me gusta jugar</i></u>	Barbara Bush Foundation for Family Literacy	80
<u><i>See You Later</i></u>	Kathy Knowles	170
<u><i>The Swim</i></u>	Reading Teacher	210
<u><i>Fun at the Shore</i></u>	Barbara Bush Foundation for Family Literacy	410
<u><i>Keeping Cool</i></u>	Marianne Mitchell	450

<i>Count on Pablo</i>	Barbara deRubertis	500
<i>Cuenta con Pablo</i>	Barbara deRubertis	510
<i>Hop, Hop, Hopscotch</i>	Marianne Mitchell	520
<i>Astronaut Training</i>	Aneta Cruz	530
<i>At the Fair</i>	Marianne Mitchell	540
<i>7 Days till Ice Cream</i>	Bernardo Feliciano	540
<i>When Julia Danced Bomba / Cuando Julia bailaba bomba</i>	Raquel M. Ortiz	820
<i>A Cool Experiment</i>	Barbara Bush Foundation for Family Literacy	870
<i>Un experimento divertido</i>	Barbara Bush Foundation for Family Literacy	870
<i>Creatures of the Everglades</i>	Barbara Bush Foundation for Family Literacy	890
<i>Criaturas de los Everglades</i>	Barbara Bush Foundation for Family Literacy	890

## Activities to Support Instruction

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

- What is an adventure? And how do you know if you have been on one?
- What types of activities do you consider fun?
- Do adventures always happen in the outdoors or wilderness? If not, where else might they occur?
- Can you have fun without having an adventure?
- Can you have an adventure that is not fun?
- What type of adventure would you like to have?

To address those questions, you could have a class discussion. However, there are many more ways to get your learners thinking, collaborating, and actively engaging with each other. To do so, consider any of the following activities:

- **Double Think-Pair-Share:** [This activity](#) takes the traditional strategy of a think-pair-share and adds an additional partner into the activity. This strategy works very well for generating multiple ideas about the same topic. Pair

learners up with a partner and pose your first question. Ask them to take a moment to reflect, and then jot down some responses before sharing with their partner. Once they are done sharing, combine pairs to create groups of four. Have pair one share with pair two and vice versa, each time requiring them to build upon each other's ideas.

- **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 desks. When the time is done, have learners read each other's responses and engage in conversation about them.
- **Gallery Walk:** Write each question onto a large piece of chart paper and hang them up in various spots around the room. Consider playing music as learners circulate at their own pace, reflecting on the questions and generating responses to each by writing directly on the chart paper. When everyone has had a chance to complete a response to each question, have learners discuss them collaboratively in small groups and then [jigsaw](#) with each other, or have a whole group discussion.
- **The Big List of Class Discussion Strategies:** Consider using any of the class discussion alternatives in The Big List of Class Discussion Strategies. It provides instructions for alternatives such as Socratic seminars, "philosophical chairs," "concentric circles," and "fish bowl" methods.

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, *Althea Gibson*, consider having them gather information about the Great Depression or the U.S. Open to support their learning and connection to the text. It will also be important for them to have historical context to better understand the reading for deeper comprehension. The following resources and templates will help learners build literacy skills and comprehension as they read:

- **Story Maps** (Great for fiction): These are graphic organizers that will help learners keep track of important events, characters, and the setting.
- **Chain of Events:** This graphic organizer is very helpful for learners who have difficulty keeping track of multiple events or plot lines within a text.
- **Venn Diagram:** This type of graphic organizer is particularly helpful for comparing and contrasting characters, texts, simultaneous plot lines, etc., and finding the similarities and differences within them.
- **Questioning:** There are four types of questions learners could explore while engaging and interacting with texts:
  - "Right There" questions are based directly on the text, often only having one correct answer
  - "Think and Search" questions are found throughout the text and based on factual recall of the reading
  - "Author and You" questions require learners to use their background knowledge and evidence in the text to support their responses

- “On Your Own” questions are based on learners’ prior knowledge and they may or may not need the text to respond

## Online Resources to Support Instructors

The following resources will help instructors gather more ideas and insights for teaching texts within the fun and adventure collection:

- **[Teaching a Genre with Purpose](#)**: This article is from ASCD, a leading educational resource for instructors. Their goal is to “let educators chart their own learning journey, as educators, as leaders, so they and their students can flourish.” This article will provide ideas of ways to teach both reading and writing genres for learners at all levels.
- **[Creating a Text-Based Adventure Game](#)**: This could be an engaging and effective culminating activity to have learners complete at the end of the collection. Consider any of the platforms provided by Common Sense Media in this resource.
- **[Learner Variability Project](#)**: This resource from Digital Promise allows instructors to consider factors and strategies when instructing adult learners.
- **[BookSmart Repository](#)**: Visit our repository to access support materials, including instructional videos in Spanish and English that demonstrate how to install the collection on a mobile device for learners accessing the books and activities outside of class.

## 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 *Fun and Adventures with Books* 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 \_\_\_\_\_?
  - **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?
  - **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?
- ▶ After reading the story, you will notice activities at the bottom of the screen. Explore these activities with your child!