

Instructor Resource Guide: New Beginnings

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 *New Beginnings* 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
<i>Something New, Something Glued</i>	Rebecca Field	660
<i>News for You: Transplant Connects Two Pro Athletes</i>	New Readers Press (ProLiteracy)	520

<i>Algo nuevo, algo pegado</i>	Rebecca Field	460
<i>News for You: Un trasplante une a dos deportistas profesionales</i>	New Readers Press (ProLiteracy)	460
Engaging Books for Adults and Children		
<i>Xochitl and the Flowers /Xóchitl, la Niña de las Flores</i>	Jorge Argueta	860
<i>My British Penpal</i>	Barbara Bush Foundation for Family Literacy	610-800
<i>The Golden Acorn Tree</i>	Jocelyn Argueta	790
<i>Mi amiga por correspondencia en Reino Unido</i>	Barbara Bush Foundation for Family Literacy	660
<i>El árbol de la bellota dorada</i>	Jocelyn Argueta	660
<i>Nuestro Autobús / The Bus for Us</i>	Suzanne Bloom	310

Activities to Support Instruction

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

- What is a new beginning? And how do you know if you have had one?
- What types of events do you think need to happen to define a new beginning?
- Do new beginnings always happen in one particular time frame of a person's life? If not, when else might they occur?
- Can you have a new experience without having a new beginning?
- Are new beginnings always positive?
- What type of new beginning 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:

- **Round Table:** In this activity, learners will collaborate through writing, sharing, and summarizing. They will also work on communication skills, assessing prior knowledge, and recalling information. Students will write two to three responses to a prompt or something you have asked them to think about, pass it around to respond to each other's responses, and then share and debrief their learning with each other.

- **Concept Mapping:** This activity will help students make connections to each other's thinking visually by responding to and linking thoughts and ideas on paper.
- **Brain Writing:** This can be done with learners both at home and in a learning environment. It helps learners formulate their thoughts on paper before discussions with each other or the class.
- **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, *News for You: Transplant Connects Two Pro Athletes*, consider having them gather information about organ transplants. It will also be important for them to have informational context, so consider having them watch news stories or read newspaper articles to better understand the reading for deeper comprehension. The following resources and templates will help learners build literacy skills and comprehension as they read:

- **Make It Stick:** This strategy will help readers understand the importance of text features in nonfiction reading. Have them identify and highlight key words or use sticky notes to remind themselves to go back to those text features and key words to analyze the author's purpose and deepen their comprehension. While this site references younger grades, components can be used or adapted for adult learners.
- **How Do They Say Economic Recovery? "I Quit":** This lesson plan will help students think about the ways the pandemic has required that people start over by creating new beginnings for themselves.
- **SQ3R:** This framework will help readers build their comprehension by giving them specific purposes for reading each time they look at a text.
- **Envisioning the Future, Starting Now:** This lesson from PBS Learning Media will lead learners through the lives of two young men who had to start over.

Online Resources to Support Instructors

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

- **Resources for Developing Grit, Resilience, and Growth Mindset:** This article from Edutopia will give you multiple strategies and lessons to support the theme of "new beginnings" or starting over with adult learners.
- **Resilience:** This unit can be adapted for any learning level and foster the idea of new beginnings and staying resilient.

- [11 Tips to Engage and Inspire Adult Learners](#): This resource will provide educators with strategies and practices that can be applied to foster the love of learning in adult learners.
- [EdSitement!](#): This resource has searchable lesson plans and activities to complete with learners on a variety of topics.
- [iThrive Curriculum](#): This website has free resources for educators that will foster social-emotional learning skills for learners of multiple abilities.
- [Expanding Literacy: Bringing Storytelling into Your Classroom](#): This book from Heinemann publishing will provide educators with project-based strategies for incorporating digital storytelling into the learning environment.
- [BookSmart Repository](#): Visit this 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 *New Beginnings* 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 “beginning” mean to you?
 - What is an example of a time you began something? How did that go?
 - **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 “new beginning” for this character? How do you think it will turn out?
 - **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?
 - How did this character's new beginning end? 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!