

READ LIFE | BOOKSHELF

Family Literacy Resource Guide: Exploring Themes and Points of View

Collection

Fun and Adventures with Books 2.0

The following activities and resources were selected to support family literacy engagement. In addition to these resources, each book in the ReadLife Bookshelf digital collection has three short engagement activities to support learning and playing together.

Suggestions for Using the Collection and Activities

- ◆ Explore the books by clicking on the book titles in the tables below.
- ◆ Notice that the books in these collections 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 and families individual time to access the application and explore the collection and guided activities.
 - Use this link <https://booksmart.worldreader.org/library-code> to access ReadLife Bookshelf. Readers are then asked to enter a library code. The ReadLife Bookshelf library code is **BAFB**. The first “bookshelf” (row) has the title *ReadLife Bookshelf – Family Reading Collection*. Readers enter the code once per device. Check for app updates periodically as new features are added.
 - Share the QR code on page 8 for easy access when using a phone or tablet.
- ◆ Readers will be prompted to create an account and profile after they read three books. Click [here](#) to watch a video on how to create a profile in BookSmart – the application that powers ReadLife Bookshelf.
 - For more detailed instructions, click [here](#). You can share this slide deck with readers and families for an easy set up.
- ◆ If using the reading collections 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.

- ◆ Utilize the print-ready family engagement activity sheets featured at the end of this guide for learners who are parents or caregivers. They are tailored to these collections and are easy to print and share!
- ◆ Use these collections and guide to help develop and foster a reading life for your learners and their families.
- ◆ Guides for past collections may be found on our [ReadLife Bookshelf Resource Page](#).

ReadLife Bookshelf Collections

Fun and Adventures with Books 2.0 – June Collection

Engaging Books for Children and Families		
Book Title	Author	Lexile Reading Level
<u><i>Our Colorful World / Nuestro mundo colorido</i></u>	Kashmira Sarode	NP
<u><i>Sleepy Mr Sloth</i></u>	Paul Kennedy	210-400
<u><i>El somnoliento señor Perezoso</i></u>	Paul Kennedy	210-400
<u><i>Fun at the Shore</i></u>	Barbara Bush Foundation for Family Literacy	410
<u><i>At the Fair</i></u>	Marianne Mitchell	540
<u><i>Marisol McDonald Doesn't Match / Marisol McDonald no combina</i></u>	Monica Brown	580
Engaging Books for Adults		
<u><i>La música que hay en el mundo</i></u>	Brenda Wolfenbarger	410-600
<u><i>The Music in the World</i></u>	Brenda Wolfenbarger	560
<u><i>News for You: Casas en los árboles...Levante la vista para ver la creciente tendencia en jardines</i></u>	New Readers Press (ProLiteracy)	610-800
<u><i>News for You: Treehouses...Look Up to See growing Backyard Trend</i></u>	New Readers Press (ProLiteracy)	620

Fun and Adventures with Books 2.0 – July Collection

Engaging Books for Children and Families		
Book Title	Author	Lexile Reading Level
<u><i>Into the Wild</i></u>	Thomas Docherty	410-600
<u><i>Keeping Cool</i></u>	Marianne Mitchell	450
<u><i>The Party for Papá Luis / La fiesta para Papá Luis</i></u>	Diane Gonzales Bertrand	450E/500Sp
<u><i>In the Rain Forest</i></u>	Christina Wilsdon	490
<u><i>Astronaut Training</i></u>	Aneta Cruz	530
<u><i>7 Days till Ice Cream</i></u>	Bernardo Feliciano	540
Engaging Books for Adults		
<u><i>Hagamos música</i></u>	Ana Galan	260
<u><i>Let's Make Music</i></u>	Ana Galan	410
<u><i>From Hero to Racer</i></u>	Matthias Southwick, Nancy Southwick	410-600
<u><i>De héroe a piloto</i></u>	Matthias Southwick, Nancy Southwick	410-600

Fun and Adventure with Books 2.0 – August Collection

Engaging Books for Children and Families		
Book Title	Author	Lexile Reading Level
<u><i>Octavia Can Do It!</i></u>	Liliana Tommasini	410-600
<u><i>Cuenta con Pablo</i></u>	Barbara deRubertis	410-600
<u><i>Count on Pablo</i></u>	Barbara deRubertis	500
<u><i>Hop Hop Hopscotch!</i></u>	Marianne Mitchell	520
<u><i>Safari Animals</i></u>	Barbara Bush Foundation for Family Literacy	610-800
<u><i>Animales de safari</i></u>	Barbara Bush Foundation for Family Literacy	610-800

Engaging Books for Adults		
<u><i>Art of the Chase 1</i></u>	Gayla Reel	570
<u><i>News for You: U.S. Rivers Are Changing Color</i></u>	New Readers Press (ProLiteracy)	600
<u><i>Art of the Chase 2</i></u>	Gayla Reel	610-800
<u><i>News for You: Los ríos de Estados Unidos están cambiando de color</i></u>	New Readers Press (ProLiteracy)	610-800

These books connect to the themes in this guide. Look for them at your local library!

- *Our Great Big Backyard* by Laura bush and Jenna Bush Hager
- *Good Morning National Parks* by Jen Taylor
- *Marley's Beach Adventure* by Kimaada Le Gendre
- *Jabari Jumps* by Gaia Cornwall
- *50 Adventures in the 50 States* by Kate Siber
- *The Wild Robot* by Peter Brown
- *Little Blue Truck* by Alice Schertle
- *Chicka Chicka Boom Boom* by Bill Martin, Jr.
- *Bear Snores On* by Karma Wilson
- *Barnyard Dance* by Sandra Boynton
- *Evelyn Del Rey is Moving Away* by Meg Medina
- *The Snow Games* by Darren Greninger
- *The Jungle Within* by Brian Forrester
- *Hatchet* by Gary Paulsen

➔ Do you support adult learners who are parents or caregivers **and** building their own literacy skills? Explore these texts and activities with them.

Expanded Engagement: *The Music in the World*

Consider the following resources for [*The Music in the World*](#). As learners explore these resources, they will build their understanding of theme and point of view.

- [Character study questions](#) are a great way to support learners in understanding character development through perspective, point of view, writing, and character traits. Learners will have fun expanding their thinking about characters in a text or ones they are developing through their own stories.

- Like the characters in *The Music in the World*, ask learners to think about the pieces that make up the world around them through [journal prompts](#). Journaling can have many learning benefits for all ages.
- As the characters in *The Music in the World* learned, point of view in a text has a big impact on storylines, themes, and character development. Teach your learners about [Point of View](#) and ask them to consider the implications for the text, as well as their own, lives.
- Learners who are parents/caregivers might want to read this book with their children and explore the theme of the story. Remind readers that the theme is the “lesson, moral, or message” of a story. This is an easy activity families can do together:
 - Ask readers about any messages they learned in the story. Choose key words from what they tell you. For example, if they say a theme was “keep trying,” a word you may write down is “perseverance.” Encourage them to discuss this key theme when they read the story with their children and to ask their children about any story messages. Families can then:
 - Draw a picture of what the word or message means to them.
 - And then write a few sentences under the picture to explain the theme/message and how it connects to the picture and story.
 - As an extension, you could also have them write a few sentences under the picture to explain the theme and how it connects to the picture and story.

Expanded Engagement: *Art of the Chase I and II*

Consider the following resources for adult learners as they read [The Art of the Chase: Book I](#) and [The Art of the Chase: Book II](#) and explore ways to make connections to the texts through writing, as well as, thinking about theme and point of view.

- Ask learners to think about the themes (lessons) readers can take away from the story. To support their thinking, try using [thematic triads](#) to get the conversation (or writing) going about their takeaways. These can be in relation to the characters in the text or their own thinking. This [document](#) will give you fourteen additional ways learners can explore themes within a text.
- Themes in a story are important for readers to identify because they show how characters grow and change throughout a story. Encourage learners to use (or create) [character maps/charts](#) to show the development of characters and how the lessons they learn change them (and possibly the story as a whole).

- Ask learners to cite text evidence to prove their thoughts of theme, character development, and point of view, using note-taking strategies. These can be used both during and after reading and encourage active reading. Try this [reciprocal note-taking template](#) as a way to support growth in note-taking.

Family Engagement

The family reading engagement activities on the next pages may be shared directly with adult learners and their families, so they can explore books together. The pages are ready to print and share!

- The activity sheets explore *theme* and *point of view* and support at-home reading.
 - The first activity sheet is a “before, during, and after reading” template.
 - Encourage parents to choose a book to read with their child. They can use the questions and prompts to support conversations about the book and the point of view within the book.
 - The second activity sheet is targeted to support reading skill development and to promote building excitement to explore books past conversations.
 - For both activity sheets, consider pairing an adult learner text with a children’s text. Think about the type of conversations that might be shared by the parent and child exploring the same theme.



Family Reading Time

Dear Families,

Family reading time is fun! Choose a book to read together. Use *before*, *during*, and *after reading* questions to help your child make connections between the book and themselves and even 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 _____?
- Who do you think is telling the story (point of view)?
- What do you think we are going to learn from this story? Why do you think that? (The lesson = The Theme)
- What do you think the character(s) is/are going to learn? Why do you think that?

The theme is what we learn in a story. It is a lesson or message in the story.

The point of view in a story means who is telling the story. (The narrator)

□ During Reading

- Who is telling this story?
- What if the story were told from another character? How would it change?
- What lessons are you learning from the story so far?
- What is the character learning?

□ After Reading

- Tell me about the story in your own words.
- What did the character learn in the story?
- What do you think the author is teaching us by writing this story? What did you learn?
- How do you think the story would have been different if it had been told by a different character?

- ♦ Did you read a book from the **ReadLife Bookshelf** collection? You will notice activities at the bottom of the screen (under the book). Explore these activities with your child.

- ◆ Use this link <https://booksmart.worldreader.org/library-code> or scan the QR code below to keep reading in ReadLife Bookshelf. You will be asked if you have a library code. Enter the code **BAFB**. You can now start reading anytime and anywhere!



- ◆ Keep exploring with books - look for these books at your local library:
 - *Our Great Big Backyard* by Laura bush and Jenna Bush Hager
 - *Good Morning National Parks* by Jen Taylor
 - *Marley's Beach Adventure* by Kimaada Le Gendre
 - *Jabari Jumps* by Gaia Cornwall
 - *50 Adventures in the 50 States* by Kate Siber
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 - *Barnyard Dance* by Sandra Boynton
 - *Evelyn Del Rey is Moving Away* by Meg Medina
 - *The Snow Games* by Darren Greninger
 - *The Jungle Within* by Brian Forrester
 - *Hatchet* by Gary Paulsen

Exploring Theme and Point of View in Books

Dear Families,

Talking about themes and point of view in books can lead to interesting conversations. Choose a book to read together. Talk about the themes in the book and try one of these activities or all of them.

- ➔ The theme is what we learn in a story. It is a lesson or message in the story. The point of view in a story means who is telling the story. (The narrator)
- **Play:** *Would you Rather...?* is a fun game for families to play. Take turns asking family members, “would you rather questions”? You might have questions from books/stories you have read or from situations in your own life. For example, if you read the book, *The Music in the World*, you might ask questions like:
 - Would you rather read poetry or write poetry?
 - Would you rather have reading or writing for homework?
 - Would you rather write poetry about food or music?
- **Write:** Have fun writing your own stories! Think about different themes and your own point of view in the story. You might start writing using these ideas:
 - You wake up and are lost on a mountain and do not know how you got there. Tell the story.
 - Your pet starts talking one day after accidentally eating magic pet food. Tell a story about a day in the life from their point-of-view.
 - Your family won a grand prize that includes a trip to space. Tell the story of your adventures!
- **Go:** Explore the outdoors together as you read and learn.
 - Take a walk as a family.
 - Take pictures during your walk with your camera or phone. Or draw pictures of your adventures when you return from your walk.
 - Talk about or write about what you saw on your trip
 - Talk about or write about what you learned on your family adventure. This can be about a place, person, or event.

