### **Adventure Template with Instructions** Planning Your K-3 Literacy Adventure

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| **Literacy Adventure title:**  **Subtitle:** *Title in Spanish (if useful):* | | | |
| These research-based [key elements and strategies](https://fosteringreaders.weebly.com/get-handouts-and-more.html) will help you design an adventure rich in literacy skill-building. | | | |
| Key Elements   * Read aloud * Book browsing and choice * Nurture diversity * Draw connections * Have fun! | | Key Strategies   * Read aloud interactively * Ask [the three VTS questions](https://fosteringreaders.weebly.com/get-handouts-and-more.html) * Discuss with a buddy * Extend language * Nurture diversity in languages | |
| Age Range (K-3):\_\_\_\_  *The Fostering Readers program is designed for children in K-3rd grade but you may choose to focus on a smaller age range for your adventure (e.g. K-1st grade). Consider whether parents and caregivers will be available to support children during the activity.* | Group Size (ideal): \_\_\_\_\_\_\_\_  *Take into account program space, available adult support,  and needed supplies when deciding your ideal group size.* | | Time Range: \_\_\_\_\_\_\_ min  *45-90 minutes should  allow enough time for learning and sharing, but adventures could be extended or broken up over multiple shorter sessions.* |
| Adventure Goals  Our goal in *every* adventure is for children to have fun with books and reading!  *Additional participant goals for this Literacy Adventure:  (What reading, writing, and/or language elements will participants explore/experience?)* | | | |
| Adventure Outline  *Summarize the components of your literacy adventure. Common literacy adventure components are listed below but you may decide to reorder and/or combine these elements to suit your adventure and the needs of your group. These components are defined later in this template.*   * Hook: * Getting Started: * Read-Aloud: * Book Browsing: * Activity: * Wrap Up: | | | |
| Supplies  *List all supplies needed for this program. Consider including alternative supply recommendations for items that may be expensive or hard to find. Note optional items if you are planning to share this adventure plan with colleagues, other libraries or afterschool programs.*  Considerations for Planning  *Example considerations:*   * *How will you set up your program space?* * *How will you make sure participants can see during read-alouds and group brainstorms?* * *If your adventure includes an outdoor activity or a messy craft or experiment, are there special considerations you should prepare for to make sure participants are successful?* * *How will you make sure kids with diverse physical, cognitive, and social-emotional ability levels can participate successfully?* | | | |
| **Literacy Adventure Plan**  The basic components of a K-3 Literacy Adventure are: The Hook; Getting Started; Read-Aloud; Book Browsing; Activity; and Wrap Up and Take Home.  *These components can be reordered and/or combined to suit the needs of your group.* Hook: *The Hook is a quick activity to get participants thinking about the topic and excited for the adventure! Consider including opportunities during the Hook for participants to talk to each other and share ideas related to the adventure. This could be done as a group brainstorm, neighbor share activity, or something else.* Getting Started: *The Getting Started section can be used to help participants get ready for the adventure by building their background knowledge and vocabulary.*  *Sharing a read-aloud is often a good way to do this, but depending on your adventure goals, you may decide that sharing a different type of experience together (such as listening to a piece of music, going on a nature walk, demonstrating a STEM experiment, doing a movement activity, or looking at and discussing a piece of art) will suit your adventure.* Book Browsing: *The Book Browsing portion your adventure can easily be moved around in the sequence of activities and is a key element in all literacy adventures. This is a time for participants to browse through the selection of books you have gathered in the program space and to select a few to read and/or borrow. Book Browsing time should include time for open exploration of the books you have selected. Consider including the following additional elements to enhance the book browsing experience:*   * [**Booktalks**](https://www.scholastic.com/teachers/blog-posts/alycia-zimmerman/booktalks-book-trailers-and-book-teasers/)*: A booktalk is a short and informal oral book recommendation you give to participants, or they give to each other, to get them excited about a book!* * **Neighbor Share***: Neighbor share is a time for participants to pair up with a neighbor, friend, or family member to briefly share about one of the books they browsed.*  Activity: *This is where participants are invited to do an activity that applies or extends upon reading/writing strategies and/or key concepts covered earlier in the adventure. Activities could include writing, building, experimenting, creating, acting, playing, etc. STEM, art, and movement activities work particularly well. You may find that the “Implications” sections of the Key Findings in the* [*Fostering Readers Research Review*](https://fosteringreaders.weebly.com/research-review.html) *will give you ideas to help you develop research-based activities.* Wrap-Up and Take Home: *Include some time at the end of the adventure for participants to share with each other -- either with the whole group, or in pairs/family/language based small groups -- about what they did/created. Consider including ideas and supplies for participants to take home to continue the adventure!*  **Ending (optional):**  *I hope everybody had fun today learning about wordless books and coming up with our own wordless story. Now, at the end of an adventure, I like to ask these three very important questions!  I’ll give you a hint: the answer to these questions is always… ¡Que si! Or Yes!*   1. Are we happy to help you find good books to read? *(Yes!)*   *¿Nos gusta ayudarte a encontrar buenos libros para leer? (¡Que si!)*   1. Do we love to talk about books with you? *(Yes!)*   *Nos gusta conversar sobre los libros contigo? (¡Que si!)*   1. Is all reading good reading? *(Yes!)*   *Toda lectura es buena lectura? (¡Que si!)* | | | |

# Adventure Variations & Extended Learning (optional)

*If you have more time, fill out the following sections to prepare more thoroughly for your program.*

**Tips/ideas for engaging participants of various ages, cultures, languages and abilities?** *For example, you might include: Ways to shorten or extend the program; ways to work with pairs and  with groups of different sizes, ages, and language mixes; additional activities; discussion ideas and sentence prompts; DIY stations and other passive program ideas; vocabulary extension activities; what to do if participants finish early; ideas for K-3 storytimes; and suggestions for family engagement.*

# Vocabulary

*Are there any words, phrases, or concepts you want to make sure to define for participants?   
Is there key vocabulary you want to have available in more than one language?*

English:



Spanish



# Additional Resources

*This could include handouts, templates, links, etc.*

# Book Suggestions

*What reading materials might support your activity? Consider books, digital resources, comics/graphic novels, magazines, online reading, etc.*

# [Supporting Research](https://fosteringreaders.weebly.com/research.html)

*If you have more time, consider: how does this literacy adventure draw upon or connect to the research supporting K-3 literacy programming in out-of-school environments? Have a look at the Index to the* [*Research Review*](https://fosteringreaders.weebly.com/research-review.html)*.*