

Adventure: Let's Celebrate Black Futures Month

Age Range: *k-5 grade*

Group Size: *up to 15 students.*

Time: *45-90 Minutes*

Adventure Goals:

Our goal for this adventure is for children to have fun with books and reading! In this adventure we will read a variety of nonfiction books about African American and Black heroes and leaders in the United States, and create our own hero stories honoring past and future Black heroes and leaders.

Measurable Objectives and Outcomes:

This is where you can include specific measurable research-based objectives and outcomes for your adventure. Including measurable objectives and outcomes is optional, but can be used to think about how you will evaluate participants during/after the adventure. You may find that the implications section in the [Fostering Readers Research Review](#) and [The Fostering Readers Evaluation Toolkit](#) will give you ideas for crafting objectives and outcomes for your adventures.

- **Objective:** *Participants will write and illustrate their own nonfiction celebrations using pictures and writing of Black heroes and leaders.*
- **Outcome:** *Participants will be able to create their own nonfiction narratives using one or more of the elements discussed during the adventure, and will share their celebrations with the class.*

Adventure Outline:

- *Instructor will introduce nonfiction books featuring African American and Black leaders and heroes to the group*
- *Group will read a nonfiction book together as group*
- *Group will read nonfiction books separately to build ideas for their celebrations*
- *Group will share out celebrations to whole group*

Supplies:

- *A collection of nonfiction books about past, present, and future Black and African American leaders and heroes*
- *Pencils, Markers, and crayons for all participants*
- *Paper for students to create celebrations*
- *Computer to share visual stories if needed*

Adventure Considerations:

- *The size of the group may determine how students will share out the celebrations*
- *Keeping the “shared experience” short will allow enough time for writing as a group.*
- *Always allow enough time for building background through the exploration of books and images as well as time to talk with peers about what they see, observe, and learn*

Adventure Plan	Navigation
<p>Hook: Let’s Celebrate our Leaders! (10 Minutes)</p> <p><i>Say: Today we are going to focus on celebrating our past, present, and future Black and African American heroes and leaders!</i></p> <p><i>Let’s Think About This! Think, Pair, Share</i></p> <p><i>Think: What do we know about Black History Month? What do we wonder about our Black and African American Leaders?</i></p> <p><i>Say: What do we know about some of our Black & African American heroes and leaders?</i></p> <p><i>Pair: Allow participants to share what they know about why they are about to explore. At this point invite them to share their ideas with a partner, or if you prefer, with the whole group as discussion about the topic.</i></p> <p><i>Say: Now I know you all know a little something about Black History Month. Let’s take a minute to share with a partner. You can use these prompts to get you going if you wish. Talk together in whatever language feels most comfortable to you. Let me show you with my own idea...</i></p> <ul style="list-style-type: none"> ▪ <i>In class I have learned about Martin Luther King Jr.</i> ▪ <i>I know that Black History Month is celebrated in February every year</i> ▪ <i>Black History Month is important because it gives us time to celebrate our Black and African American heroes and leaders</i> <p><i>Share: Encourage participants to expand upon their ideas as needed. Use the sentence prompts to guide participants to provide details.</i></p>	<p><i>Tip: Try to include narratives of Black and African American leaders and heroes that are from diverse authors and perspectives- do not whitewash Black History Month!</i></p> <p>Research Connection Example: <u>Oral Language Development:</u> <i>Providing ample low-anxiety opportunities for participants to talk develops oracy skills that are crucial to reading and language development.</i></p>

Getting Started: Let's read together! (15-20 minutes)

Read a nonfiction book about an African American or Black hero/leader to the group to begin the Black History Month celebration.

Before Reading: Encourage participants to [think and talk](#) about what they already know about the genre/style/topic of book you are about to read aloud and to make predictions about what they think will happen in the story.

Consider including some of the following elements:

- Show a page from a book that includes key elements you want participants to think about and understand. Talk with participants about the elements.
- Show the cover of the book and share the title aloud. Discuss in a group or in partners/family groups what they predict the story to be about.

Invite discussion using these open-ended VTS questions:

1. What's going on in this picture?"
¿Qué está pasando en esta imagen?
2. What do you see that makes you say that?
¿Qué ves que te hace decir eso?
3. What else can you find?
¿Qué más puedes encontrar?

While Reading: Involve participants in the read-aloud and add interactive elements throughout.

Consider including some of the following elements:

- Act it Out! Use different voices for characters and emphasize sound effects. Have participants help you with the sound effects.
- Use your finger to show where you are in the text.
- Talk about the pictures and make predictions about what will happen next.
 - Rephrase and expand on participants' thoughts to enhance language skills and vocabulary without overly correcting.
 - Things to try: validating individual views; connecting observations; restating with rich vocabulary; and pointing out differences of opinion.
- As you read the story, ask comprehension and [open-ended questions](#) make comments about the setting and sequence of events, and elicit responses from the participants when appropriate.

After Reading: Discuss what participants thought about the story, and clarify the story as needed.

Consider including the following elements:

- Elicit participants' thoughts about the story: eg. what they liked and didn't like; what was surprising to them.
- Encourage participants to make connections to their own lives or other things that they have read, listened to, watched, etc.

Adventure: Let's Celebrate Our Leaders & Heroes (20 mins)

Before writing adventure: Students browse books available for up to 10 minutes to find heroes or leaders to feature.

Before Writing: Pass out sheets of paper and pencils to students. Have student draw their past or future hero or leader, and write a little bit about this person on the sheet.

Example Tip:

Mentor texts help beginning writers and illustrators by providing examples.

Example Note: Time Management

Short on Time?: Consider using a bell or call and response clap after about a minute to let participants know when to switch and let their partner talk.

Example Tip:

Sentence prompts give structure that supports young children, reluctant speakers, and those learning English to share their ideas. You can allow participants to alter and/or deviate from these prompts depending on their need.

<p>Create a drawing based on what you learn or think about this past or future leader or hero. Model how to create a sketch of the person they have chosen.</p> <p><i>During Writing:</i> <i>Say: You did such a great job drawing your hero/leader, now let's write a short narrative about the person you have chosen. The narrative should include the person's name and why they are a hero/leader to help us celebrate Black History Month. This person can even be you or someone you know!</i></p> <p><i>At this point student should write a short narrative about their leader/hero for their project. This narrative should include the person's name and key pieces of information about the person.</i></p> <p>Wrap-up: Let's Share! (5-10 mins)</p> <p><i>Share out: Bring the group back together and invite participants to share their writing with a partner and/or the whole group.</i></p> <p><i>Say: 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... Yes!</i></p> <ol style="list-style-type: none"> 1. Are we happy to help you find good books to read? Yes! 2. Do we love to talk about books with you? Yes! 3. Is all reading good reading? Yes! <p><i>Take Home: Invite participants to take home writing paper to continue their story or create a new narrative based on a shared experience with someone at home.</i></p>	<p>Example Extension: <i>Extend the brainstorming session by doing the activity all together as a group before participants try it on their own.</i></p>
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Variations and Extended Learning

<p><i>Hook: Let's Celebrate Our Leaders!</i></p> <ul style="list-style-type: none"> ▪ <i>Include photos of various Black and African American leaders and heroes for students to reference</i> ▪ <i>Show covers of books that feature of variety of Black and African American leaders and heroes</i> <p><i>Getting Started: Let's Read Together</i></p> <ul style="list-style-type: none"> ▪ <i>Include short video clips (1-2 minutes) that share similar stories of heroes and leaders to give students exposure to more leaders and heroes than those featured in books provided</i>

Vocabulary

Define terms used during the adventure as needed to support staff facilitators in implementing the activities. See [Glossary of Key Terms](#).

Read-aloud and Book Browsing Suggestions

List suggested read-aloud and/or book browsing titles as appropriate to support staff facilitators in preparing for this adventure.



Book Suggestions:

A Song for Gwendolyn Brooks, Alice Faye Duncan

The Unsung Hero of Birdsong, USA, Brenda Woods

The Quickest Kid in Clarksville, Pat Zietlow Miller

Little Leaders: Bold Women in Black History, Vashti Harrison

Starstruck: The Cosmic Journey of Niel deGrasse Tyson, Kathleen Krull & Paul Brewer

We Are The Change: Words of Inspiration from Civil Rights Leaders

Libba: The Magnificent Musical Life Of Elizabeth Cotton, Larua Veirs

Martin Luther King: The Peaceful Warrior, Ed Clayton

You Should Meet: Katherine Johnson: Thea Feldman

Schomburg: The Man Who Built a Library, Carole Boston Weatherford

Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans, Phil Bildner

I am Harriet Tubman, Brad Meltzer

The Youngest Marcher: The Story of Audrey Faye Hendrick, a Young Civil Rights Activist,

If you are an afterschool program provider, consider borrowing books for your adventure from the public library! Librarians at your local library would be happy to help you choose which books to borrow. Also see [5 Tips for Building and Maintaining a Great Collection of Reading Materials](#).

Family Engagement

Messages for Caregivers

Open-ended questions

Open-ended questions are questions that can't be answered with one word, like "yes" or "green". Asking kids open-ended questions helps them develop language as well as critical thinking and communication skills.

Respond positively to kids' early efforts at writing- doesn't need to be perfect yet!

Children who are learning to speak don't start out talking perfectly, and we don't expect it—nor do we expect them to keep quiet until they've mastered all elements of language! Well, it's the same with writing. As kids experiment with expressing their ideas through writing, they won't start out with perfect skills in grammar, spelling, letter formation, and punctuation. But they will start out with enthusiasm, as we adults can keep that enthusiasm and motivation going by responding positively to children as they experiment with writing their ideas down to share with others.

Connecting reading to real life

Asking kids to connect what they are reading to past experiences, or to people, places, or things they know, increases comprehension and makes reading meaningful.

Supporting Research

Include any research used to create this adventure here to support staff facilitators in developing their background knowledge. See [Fostering Readers Research Review](#) for supporting research.



- *Best Practices in Reading and Writing Key Finding 1: Understanding and supporting beginning readers' development of foundational phonics skills supports reading growth and comprehension.*
- *Best Practices in Reading and Writing Key Finding 4: Gradual release of responsibility is the most effective way to foster comprehension.*
- *Best Practices in Reading and Writing*
- *Key Finding 9: Differences exist in initial literacy progression, English vs. Spanish.*
- *Best Practices in Reading and Writing Key Finding 10: Stages of emergent writing from oral language to print can differ for (1) monolingual English, (2) monolingual Spanish and, (3) bilingual children.*
- *Best Practices in Reading and Writing Key Finding 11: Teaching oracy is instrumental to better reading and writing.*
- *Best Practices in Reading and Writing Key Finding 12: Opportunities for oral language are essential for reading development in the second Language.*
- *Best Practices in Reading and Writing Key Finding 13: Using Language Experience Approach (LEA) allows for shared and meaningful experiences that connect to print.*
- *Best Practices in Reading and Writing Key Finding 15: Embracing the multilingual perspective is essential for literacy learning (vs. the monolingual perspective).*
- *Best Practices in Reading and Writing Key Finding 16: Children developing biliteracy in the US will draw on all of their linguistic resources when they write.*
- *Best Practices in Reading and Writing Key Finding 17: Translanguaging acknowledges and utilizes the bilingual child's complex language repertoire as a resource.*
- *Best Practices in Reading & Writing Key Finding 18: To acquire language children need to be immersed in meaningful and authentic language opportunities.*
- *Best Practices in Reading and Writing Key Finding 19: Building and incorporating background knowledge aids in engagement.*
- *Library Program Models Key Finding 10: Encouraging joint media engagement between children, caregivers, and educators increases literacy benefits of digital tools*
- *Library & Afterschool Program Models Key Finding 17: Since writing is key to reading/ literacy, libraries should offer playful creative writing programming for K-3 kids.*
- *Family Outreach & Engagement Key Finding 1: Reaching out is essential to family engagement.*
- *Family Outreach & Engagement Key Finding 3: Reinforcing actions families can take to support learning is essential to family engagement.*
- *Child Social Emotional Development Key Finding 3: Children learn through play & libraries are apt spaces for children to learn through play.*
- *Equity Key Finding 2: Library is well-positioned to confer public legitimacy on bilingualism/ biliteracy (and translanguaging).*
- *Equity Key Finding 7: Latino families from a range of backgrounds have a preference for activities that build and maintain cohesion within the family*