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| Literacy Adventure Template  *Title of Your Activity*  *Create a title that is descriptive of the activity you are planning and enticing enough to be used for advertising the program to your community. If possible, include a translation or alternate title in the language(s) of your target audience.* | | |
| Age Range: *consider whether or not caregivers will be available to support participants when deciding the ideal age range. Activities are developmentally appropriate for children in K-3rd grade.* | Group Size: *take into account program space and needed supplies when deciding your ideal group size.* | Time: 45-90 Minutes  *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  *State the overarching goal(s) that are at the heart of the adventure you are planning. What do you want participants to get out of the adventure? We encourage all adventures to include exploring and having fun with books and reading as a primary goal.*  *Example: Our goal for every adventure is for children to have fun with books and reading! In this adventure we will read a comic or graphic novel together, explore a variety of comics and graphic novels to read and borrow, and write our own short comic stories!*  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*](https://fosteringreaders.weebly.com/research-review.html) *and The* [*Fostering Readers Evaluation Toolkit*](https://fosteringreaders.weebly.com/evaluate-activities.html) *will give you ideas for crafting objectives and outcomes for your adventures.*   * **Objective:** *State something that participants will do during the adventure that will result in measurable learning and/or benefits.*   *Example: Participants will write and illustrate their own comic story.*   * **Outcome:***state what measurable skill/strategies participants will learn or benefits participants will gain from doing the activities.*   *Example: Participants will be able to create their own comic using one or more of the elements discussed during the adventure.* | | |
| Adventure Outline  *This is a place to briefly lay out what you will be doing during the adventure. Include a brief description of how participating in the adventure will help participants develop skills to become strong readers, and an outline of what participants will be doing during each part of the adventure. Below are the main components of an adeventure. You may do them in whatever order makes sense for your adventure. Often a read-aloud is a good way to get started so “Hook/Getting Started” and “Read-Aloud” may be combined.*   1. *Hook/Getting Started* 2. *Read-Aloud* 3. *Book Browsing Time* 4. *Activity* 5. *Wrap-Up* | | |
| Supplies  *Include a list of all needed supplies for the adventure. Consider including alternative supply recommendations for items that may be expensive or hard to find and noting optional items if you are planning to share this adventure plan with colleagues, or other libraries or afterschool programs.*  Considerations for Planning  *This is a space to include any special considerations for your activity.*  *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?* | | |

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| Adventure Plan | Navigation |
| Hook/Getting Started ( *XX* Minutes) *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 or as a neighbor share activity.*  *The getting started section can be used to familiarize participants with the adventure by building their background knowledge and vocabulary.*  *Sharing a read-aloud will often be a good way to do this, but depending on your adventure goals you may decide that sharing a different type of experience together will suit your adventure better.* Read-Aloud ( *XX* Minutes) **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 Visual Thinking Strategies (VTS) questions:*   1. *What’s going on in this picture?*   *¿Qué está pasando en esta imagen?*   1. *What do you see that makes you say that?*   *¿Qué ves que te hace decir eso?*   1. *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*](https://fosteringreaders.weebly.com/get-handouts-and-more.html)*, 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 they learned; 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.*  Book Browsing Time (*XX* mins) *The book browsing portion of any adventure can be moved around in the sequence of activities as you see fit. 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.*  **Open Exploration:**  *This is where you Invite participants to select books and read them either silently or with a caregiver. Invite caregivers to participate by browsing books themselves and/or reading with/to their child(ren). Walk around and help participants find good books for them. Encourage participants to:*   * *Try out multiple books to figure out a book that will work for them.* * *Pick a book or two to borrow!*   *Consider adding some of the following elements to enhance book browsing time:*  [**Booktalk:**](https://www.scholastic.com/teachers/blog-posts/alycia-zimmerman/booktalks-book-trailers-and-book-teasers/)  *If you have the time, start with a couple of booktalks before open exploration. This is a chance for you to highlight different styles within a genre; model how to browse for a book to find ones that are interesting and at a good level for you as a reader; give reluctant readers some enticing materials to start with; and model looking at illustrations and writing styles to find a mentor text to use during writing/drawing activities.*  [**Neighbor Share:**](#ivx14jkm2x72)  *Invite participants to share about a book that they just looked at with another participant. Consider including sentence prompts to help participants as needed.*  *Example Sentence Prompts:*   * *I picked....* * *You should try this book because....* * *This is my favorite part of the book because....*   4. Activity (XX mins) *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, drawing, creating, acting, playing, etc. You may find that the implications section 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.*  *Consider including some of the following elements in your activity:*   * *Time to brainstorm and think/talk together as a group or in pair, family or language-based groups.* * *Time to work independently or in pairs/groups.* * *Opportunities and invitations for caregivers to participate in the activity if present.* * *Opportunities to develop language skills by thinking, discussing, sharing, reading, illustrating and/or writing.*  Wrap-UpXX mins) *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 some of the following elements in your wrap-up/Share:*   * *A review of the reading/writing strategies and/or key concepts covered during the adventure and ideas for how participants can use them in future reading/writing endeavors.* * *Ideas and supplies for participants to take home to continue the adventure!* | *This is where you add connections to the research, tips/notes about family engagement, managing time, differentiation, etc., and ideas to extend learning or add variations. Examples of each type of navigation note are included throughout this template.*  ***Variation Example:***  *When selecting your read-aloud consider a an ebook to model joint media engagement with families and caregivers.*  ***Research Connection Example:***  ***Oral Language Development:***  *Providing ample low-anxiety opportunities for participants to talk develops oracy skills that are crucial to reading and language development*.    ***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.*  ***Example Extension:***  *Extend the brainstorming session by doing the activity all together as a group before participants try it on their own.*  [***Example Family Engagement Message:***](https://docs.google.com/document/d/1VP_KZ2bnVCPhXZzoOGBElCP7YOEeiFK6pOn5LnZ5q8s/edit?usp=sharing)  *Share a family engagement message if caregivers are present.* |

# Variations and Extended Learning

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| *Use this section to expand upon notes and links added in the navigation section of the adventure and to add other ideas for integrating the adventure into your broader programming.*  *Examples of ideas to include:*   * *Activity variations to enhance engagement for participants of various ages, cultures,languages and abilities.* * *Time management considerations.* * *Opportunities to extend learning during an adventure.* * *Ideas for passive programming related to the adventure.* * *Ways to integrate some of the ideas presented in the adventure into storytime programming.* |

# Vocabulary

*Define terms used during the adventure as needed to support staff facilitators in implementing the activities. See* [*Glossary of Key Terms*](https://fosteringreaders.weebly.com/research-review.html)*.*

# 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.*

*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*](https://fosteringreaders.weebly.com/get-handouts-and-more.html)*.*

# Family Engagement

## Messages for Caregivers

*Include a list of messages for staff facilitators to share with caregivers and other family members during the adventure about how they can support their child’s reading development. You can also include other ideas for how to engage caregivers during the adventure if they are present. See* [*Caregiver Literacy Messages*](https://fosteringreaders.weebly.com/get-handouts-and-more.html) *for ideas.*

# 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*](https://fosteringreaders.weebly.com/research-review.html) *for supporting research.*