



Streamlined Literacy Adventure:

Building Ideas with Books!

Books Inspire Us and Help Us Build Our Ideas

Aventura de alfabetización: ¡Construyendo ideas con libros!

Los libros nos inspiran y nos ayudan a experimentar con nuestros ideas

Age Range: K + up

Group Size: flexible

Time Range: 45-90 min



Adventure Goals:

Our goal for every adventure is for children to have fun with books and reading!
Additional participant goals for this Literacy Adventure:

- Explore books that inspire creating and building cool things.
- Learn about growth mindset



Adventure Outline:

1. [Hook: Learning About Grit Through Story](#) Discuss the meanings of “inspire” and “grit” and share your own story to illustrate.
2. [Getting Started: Interactive Read-Aloud Read](#) a text depicting a child building something and using grit to persevere through challenges.
3. [Activity: Making Puff Mobiles](#) Introduce puff mobiles and build them.
4. [Wrap-Up: Share out](#) Discuss how participants used grit.
5. [Book Browsing](#): Survey books about creating things and/or grit. Allow time for students to browse other books about creating and making cool things and/or books about growth mindset.



Supplies:

- Collection of books about young people building, engineering, making cool things.
- Collection of books with a growth mindset theme. [Inspiration/Grit Book Suggestions](#)
- Index cards with the words “Inspire” and “Grit” written on them large enough for participants to see/read.
- Puff mobile supply sets (number of sets depends on your participants)
 - Paper
 - 3 non-bendable drinking straws
 - 2 Paper Clips
 - Tape
 - Scissors
 - 4 Lifesavers
- Collection of “how-to” books for drawing, building, crafting, etc.
- Optional: timer, tape measure, painter tape.



Considerations for Planning

- **Key Strategy:** You might decide to partner up participants before you begin, to ensure everyone feels included and isn’t left out based on where they are sitting. You may also choose to establish who is “partner A” and who is “partner B” and use these labels to organize which partner speaks first. Finally, a very short ice breaker (favorite food, color, etc.) with partners before launching into the adventure might help all feel more comfortable.
- **Group/Pair Variation:** You may decide to ask participants if they would enjoy being grouped with family members, friends, or by taking into account languages that they have in common.
- For the puff mobile supplies, you will want to think about distribution of materials. Will you lay them all out on a table and have participants take what they need, or place individual sets in containers to ease the handout process?

ICON KEY



KEY ELEMENT



TIP



KEY STRATEGY

Adventure Plan

1. Learning about Grit Through Story (10 min)

“Mobile” in Spanish = *el móvil*
“Inspiration” in Spanish = *inspiración*
“Grit” in Spanish = *determinación; tenacidad*

Say: Welcome everyone! Today we are going to have so much fun! We are going to read a fantastic story about an inventor who dreams up ideas and then makes them! After our book, we all are going to create a bit ourselves too! We are going to build something called a Puff Mobile. Curious? Excited? Me too! Let’s get started! Before we begin, let’s talk about two cool words: **Inspire** and **Grit**.



TIP: This adventure relies on children having a partner to turn and talk with throughout. Consider pairing up participants before you begin to ensure everyone is included and is not left out based on where they are sitting. You may want to ask children to share their name and one thing they like to help build their comfort level. If partnerships will not work with your group, whole group discussions can work as well. Allowing for think time and hand gestures as a means of participating (think thumbs up/down, finger on your ear if you have an idea) as a way to ensure all are engaged.

Let’s Think About This!: Inspire and Grit. Think, pair, share!

Question: Ask if participants know what the word “*inspire*” means. Make sure to give think time.

Say: If I said, I was inspired to paint a picture, what does *inspired* or *inspire* mean? When you have an idea, place a thumb on your knee to let me know.

Allow time for children to discuss with someone near them and then ask for volunteers to share with the whole group. In the end, explain the what the word “*inspire*” means using child friendly language. Try to give an example as well.

Example: When I think of the word *inspire*, I think about really wanting to do or try something new and creative. Does that sound right to you? Like when I said I was *inspired* to paint a picture. I saw this beautiful flower on a walk the other day and I really couldn’t wait to get home and try to paint it.

(see [Variations and Extended Learning](#) for more ideas)

Say: Now, how about *grit*. Have you heard this word before? Thumbs up for yes, or down for no. This is a new word for many of us, right? When I hear the word *grit* I think about not giving up - even when something is hard or I’m frustrated.



TIP: [Oral storytelling](#): helps children develop literacy and honors cultures with strong oral storytelling traditions.

Share a story from your life where you needed “grit” to persevere when you were faced with a challenge. (Examples: learning to ride a bike, learning a new language, moving to a new school, etc.)

Let’s Think About This!: Using Grit. Think, pair, share!

 **Key Strategy:** Ask children to think about a time they used grit. Allow time to think, then pair up to discuss and, share with whole group.

2. Getting Started: Interactive Read-Aloud (10-15 min)

“Engineer” in Spanish = *el ingeniero*
“Perseverance” in Spanish = *la perseverancia*

For this example, we will use the book, [Rosie Revere Engineer, by Andrea Betty. 2018](#). This text was selected as an example of a story that includes both building/engineering and examples of grit. If you choose to use another text, simply read this section as an example for interactive read aloud ideas and then share a text that inspires you. [Inspiration/Grit Book Suggestions](#)

Before Reading:

When introducing your read-aloud selections, explain why you chose the book. Try to use the words “inspire” and “grit” as often as you are able to naturally. Discuss what an engineer is, using kid-friendly language. In addition, review the cover using VTS questions.

 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?

Caregiver Literacy Message: Visual Thinking Strategies help kids develop verbal literacy through visual literacy. Try asking kids: **1) What’s going on in this image?** **2) What do you see that makes you say that?**, and **3) What else do you see?** These three simple questions help to stimulate critical thinking, communication skills, and visual literacy.

During Reading

While reading aloud to the participants, be sure to:

- Point out situations when Rosie is inspired.
- Discuss moments when Rosie has to use grit to keep going.
- Ask children to share their thinking (questions, ideas, connections, etc.)



TIP: When learning new vocabulary, it's important to repeat the word and use it in context as much as possible. Continue using “inspire” and “grit” throughout the lesson and when talking directly with participants during the activity. Even better, encourage the children to try using the word too!

After Reading

After reading, there are three main goals:

- Eliciting the children's reactions to what was read.
- Circling back to the ideas of inspiration and grit.
- Encouraging the children to share connections to their own life, other texts (songs, movies, books), or anything else in the world.

Possible Follow-up Questions

- *I'm curious to know what you are thinking about this book! What are you thinking about right now?*
- *Did you notice Rosie being inspired at all?*
- *Do you think Rosie had grit? Why or why not?*
- *Did this book remind you of anything in your own life? How about another book, song or movie? Anything else?*

(see [Variations and Extended Learning](#) for more ideas)

Transition (1 min)

Say: *I don't know about you, but I'm feeling really inspired today. I feel the urge to make something! How about you? Let's be engineers today, just like Rosie!*

3. Activity: Making Puff Mobiles (30-40 min)

Give the participants a moment to survey the materials they will be using. Point out and label each item. Describe a puff mobile. Be sure to explain that the word “mobile” means that something can move and a “puff” is blowing air through your mouth.

Model: Pull out one set of materials and lay them out in front of you. Take some time to model your own thinking, just enough to get the children started. The trick here is to make sure they understand the task, but not lead their ideas too much with your own.

Allow the participants time to think in any way that feels best. Some children may want to walk around the table looking at the supplies. Others may want to draw, while others might like the option of talking it out with the provider or a small group.



TIP: You may also want to share this [Puff Mobile handout from PBS Kids](#) with the group. The picture on the front is a bit leading, but depending on the groups' needs, this might be a helpful support.

Place the children in their groups. You may choose to keep them in the partnerships you established at the beginning. Allow some time for the groups to share their ideas before beginning the activity.

Say: *Before we begin building, let's revisit the word "grit" really quickly. This challenge will be tons of fun, but it might not be that easy...that's why it is a challenge. Before we begin, let's think about some strategies that will help us with our grit. When this challenge gets tough, what will we do to stay positive? If it helps, think back to either my bike riding story or your own story about when you tried something challenging. Also, you might think about what Rosie taught us today. When you have at least two ideas, put that thumb on your knee again to show me that you are ready to share (whole group or discuss with your partner/group).*

Possibilities might include:

- Taking a deep breath/**Respirar profundamente**
- Positive self talk, "I know I can do this." or "I can do hard things!"/"**Yo sé que lo puedo lograr**" o "**Puedo hacer cosas difíciles!**"
- Asking others for a little help/**Pedir ayuda a alguien más**
- Talking about your ideas with others/**Conversar sobre tus ideas**
- Taking a break/**Tomar un descanso**
- Trying out a new idea/**Experimentar con una idea nueva**

Say: Let's be sure to remember to use these great strategies when we are building our puff mobiles today! Let's get started!!

Pass out the materials to each group. Optional: Set a timer for 5 min. Pause the groups and have them share some of their ideas so far. Then, send them all off to design and build again. As participants are building, walk around and ask them questions that will help them extend their thinking and language.



TIP: Don't worry if the participants begin by playing a bit with the materials. Children learn best through inquiry-based play. After a few minutes, you might gently encourage a few groups to think about how they will put the materials together. Or, highlight the initial attempts of a group that is on track.

Examples:

- *I see you are using (refer to one of the materials), tell me about your thinking?*
- *What has been a challenge so far? How did you solve it?*
- *Oooh, this is interesting! Tell me more about your car.*

(see [Variations and Extended Learning](#) for more ideas)

4. Wrap-up: (5-15 min)

Share Time: Bring the group back to the meeting place on the floor. Ask for volunteers to share their puff mobile with the group. You may choose to use the questions above to extend their thinking. Or, if time allows, other participants may have questions for the designers as well. Take some time to circle back to “grit” and if they needed to use any strategies when faced with a challenge.

5. Book Browsing Time :



TIP: Book browsing time seems like an easy piece to skip when short on time; however, its might just be the most effective strategy for supporting reading development. [More research here.](#)

Allow for some time for participants to browse books. Books can be stories of grit and perseverance, and/or selections that inspire building and creating cool things, like the puff mobile! Depending on time, providers may want to “book-talk” some of the selections they have pulled before allowing participants to browse.



Say: *I hope everybody had fun today learning about grit and inspiration, and using those traits to help us build puff mobiles! 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 sí! 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 sí!)
2. Do we love to talk about books with you? (Yes!)
¿Nos gusta conversar sobre los libros contigo? (¡Que sí!)
3. Is all reading good reading? (Yes!)
¿Toda lectura es buena lectura? (¡Que sí!)



Adventure Variations and Extended Learning

Please see [Building Ideas with Books: Variations and Extended Learning](#) for a wide variety of research-supported tips for engaging participants of various ages, cultures, languages and abilities.

Tips 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.

For a more detailed adventure plan, please see [Building Ideas With Books: Extended Edition](#), which includes a complete script and more supporting information.

Additional Resources:

Inspiration/Grit Book Suggestions:

1. [Rosie Revere Engineer](#), by Andrea Betty. 2018
2. [The Most Magnificent Thing](#), by Ashley Spires & Yasemin Ucar, 2017
3. [Emmanuel's dream the true story of Emmanuel Ofose Yeboah](#) by Laure Ann Thompson & Sean Qualls, 2015
4. [Flight School](#) by Lita Judge, 2014
5. [A Chair For My Mother](#), by LeWar Burton & Vera B. Williams, 2008
6. [Brave Irene](#), by William Steig, 1986
7. [Amazing Grace](#), by Mary Hoffman & Caroline Binch, 2016
8. [Henry's Freedom Box](#), by Ellen Levine & Kadir Nelson, 2013
9. [The Boy and the Airplane](#), by Mark Pett, 2014
10. [The Girl and the Bicycle](#), by Mark Pett, 2014



Vocabulary

Affective Filter: is the term Stephen Krashen has used to refer to the complex negative emotional and motivational factors that may interfere with the reception and processing of comprehensible input. Such factors include: anxiety, self-consciousness, boredom, annoyance, alienation, and so forth.

Grit: courage and resolve; strength of character.

Puff Mobile: something that has the ability to move from the force of air blowing.

Spanish Vocabulary

“Mobile” = el móvil

“Inspiration” = la inspiración

“Grit” = la determinación; la tenacidad

“Engineer” = el ingeniero/la ingeniera

“Perseverance” = la perseverancia

Supporting Research

- **Best Practices in Reading and Writing: Key Finding 3:** In order to foster comprehension, strategies must be taught explicitly and include discussion with engaging text.
- **Best Practices in Reading and Writing: Key Finding 5:** Access, choice and time reading and discussing engaging text increase reading achievement.
- **Best Practices in Reading and Writing: Key Finding 7:** Ensuring children are immersed in language and reading aloud helps develop reading readiness.
- **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 19:** Building and incorporating background knowledge aids in engagement.
- **Library Program Models: Key Finding 2:** Just-right books: libraries are experts at reader's advisory.
- **Library Program Models Key Finding 3:** Centering books and reading in programming improves children's attitudes toward reading and books.
- **Library Program Models Key Finding 12:** Opportunities for oral language are essential for reading development in the second Language.
- **Library & Afterschool Program Models Key Finding 18:** The Whole Book Approach (WBA) Uses Visual Thinking Strategies (VTS) in storytime to support participants of all reading levels in developing verbal literacy through visual literacy.
- **Child Social Emotional Development: Key Finding 3:** Children learn through play and libraries are apt spaces for children to learn through play.
- **Child Social Emotional Development Key Finding 7:** Latino families from a range of backgrounds have a preference for activities that build and maintain cohesion within the family.
- **Equity Key Finding 10:** STEM programming is more effective with Latino participants when programs help learners identify with science in personally meaningful ways.

Credits



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