



Variations and Extended Learning 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



Try any of these research-supported tips for engaging participants of various ages, cultures, languages, and abilities and for shortening or extending activities to suit the needs of your program schedule.



Key Elements and Strategies for Any K-3 Literacy Adventure

Key Elements:

Every literacy adventure should include these fundamental, [research-based](#) elements to foster literacy development. Detailed tips and strategies can be found in the document [Key Elements and Key Strategies](#).

- Read aloud
- Book browsing and choice
- Nurture diversity
- Draw connections
- Have fun!

Key Strategies

These key strategies will help you implement an activity rich in literacy skill-building.

- Read aloud interactively

- Ask the three VTS questions
- Make time for discussion in pairs
- Extend language
- Nurture diversity in languages

Hook:

Short on Time? Consider skipping the “share with the whole group” for any of the Think, Pair, Share formats. The essential piece to this strategy is increasing dialogue with peers. Sharing out with the whole group is a bonus that allows for more opportunities to practice speaking to a group as well as affording providers an option for extending language and vocabulary through reframing and rephrasing what the participants share.

Extended Learning: When introducing new vocabulary, there are always opportunities for extensions. Here are a few extended options when introducing vocabulary:

- Write the word on an index card or small poster so children see the word as well as hear the word.
- Say and use the word as many times as possible and reasonable during your introduction to the word and throughout the activity.
- Ask the children to say the word aloud. Turn to a partner and say the word. It’s important that they get used to pronouncing the word.
- Playful interactions with the word help reinforce comprehension. Ask children to make a face that look like the word, act it out, draw it in the air, etc. If there is an antonym (a word with the opposite meaning), ask the children to act out or draw this out as well.
- Using the word in context is the single best way for new word learning to solidify. Try to use the word throughout your activity. Encourage the participants to try out using the word as well. Celebrate student’s attempts as a whole group.
- Finally, invite the children and families to try using these words throughout the rest of their day.

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

Short on Time? Choose a shorter text or read only a portion of the text.

Extended Learning: An interactive read-aloud is a perfect chance to expand or extend a learning opportunity. Here are some possibilities to enhance and lengthen the interactive read-aloud:

- Review the book ahead of time, looking for any vocabulary that the participants may be unfamiliar with; mark these pages. Before reading aloud, discuss these words and their meanings.
- Throughout the reading of the text, find locations where you can stop and model your thinking about your questions, predictions, inferences, pictures in your mind, etc. Invite the children to share

their own thinking as well. Example: “I have to stop right now and tell you all something. I’m making a connection in my mind to something in my own life! This part reminded me about_____.” Do you ever have connections when you are reading? Do you have any connections right now?”

- When a strong visualizing opportunity presents itself, ask the children to stop and make a picture/movie in their mind. What do they see?

Transition (1 min)

Extended Learning: Practice using the word *inspired* with the support of sentence frames. Write this sentence frame on a poster or piece of paper:

I feel *inspired* to _____.

Allow participants to take a few moments to think about what the book you have just read has inspired them to do, make or try. First, model out loud your own thinking, and then use the sentence frame to share your idea. Then allow the students time to think and share using the sentence frame for support.

Activity: Making Puff Mobiles (30-40 min)

Short on Time? Make a puff mobile as a group. Ask for ideas and volunteers to help with the building of puff mobile.

Extended Learning: If time allows, you may want to include an opportunity for re-design. Mark the floor with two lines of painter’s tape about 2 feet apart. Participants can see how many puffs it takes to get their car from one line to the next. After this, allow the teams time to revise their cars. Are they able to redesign their cars so that it takes fewer puffs of air to get the car across the line?

Online Resources:

- [PBS Kids Puff Mobile handout](#)
- [More info on the engineering process and re-design](#)

Passive Program Ideas:

- Display books about positive mindset, grit, engineering and how-to (draw, craft, build, create). Display the [Puff Mobile handout for PBS Kids](#) and individual bags of supplies for children to take home and try on their own.
- Define **grit** and **inspiration** on a poster and ask children to write or draw sticky notes that show when they have been inspired or how they have used grit.
- Encourage participants to return to the program location with their puff mobile designs to share and/or display.

Beginning Reader Storytime Integration:

Using the book suggestions and the interactive read-aloud (Getting Started) guide would be a great way to introduce the words *inspiration* and *grit*. If time allows, you could do a group build of a Puff Mobile taking participants, suggestions and asking for volunteers to help with the construction process.

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” in Spanish = *el móvil*

“Inspiration” in Spanish = *la inspiración*

“Grit” in Spanish = *la determinación; la tenacidad*

“Engineer” in Spanish = *el ingeniero/la ingeniera*

“Perseverance” in Spanish = *la perseverancia*

Family Engagement

Messages for Caregivers

Choice builds engagement: Kids read more and develop lifelong reading habits and strategies when they are allowed to choose their own books.

Genre Expansion: This activity helps expand children’s ideas about the possibilities for reading. Many kids love to do or make things. Exposing students to the “do-it-yourself”, cooking, drawing or “how-to” section of the library may be just the hook for some reluctant readers.

Open-ended questions: Asking kids open-ended questions helps them develop critical thinking and communication skills. Open-ended questions have multiple possible correct answers rather than one correct answer.

Be a reading role model: I’m sure you’ve observed that a lot of the time, your kids do and say what they see you do and say. Make sure they see you reading and writing! Make sure they hear you talking about what you read and write.

Useful Daily Reading: Reading for everyday tasks is a great way to incorporate more reading into a child’s life. Reading labels, recipes, instructions and other informational texts helps kids develop necessary skills for becoming a self-sufficient adult. This kind of reading is just as important as reading books!

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

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 and 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.