



Variations and Extended Learning Literacy Adventure:

Mmmm...It's a Text Tasting!

Learning about ourselves as readers

Aventura: El sabor de un libro

Explorar y experimentar con nuestros gustos de lectura



In this Variations and Extended Learning Guide you will find a wide variety of research-supported tips for engaging participants of various ages, cultures, languages and abilities in the Literacy Adventure “A Recipe for Fun.”

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.



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!

1. Hook: Foods We Like and Don't Like (5 min)



TIP: During partner talk, it can be supportive to provide visible sentence frames for all students developing language expertise. Consider making a small poster with the sentence frames suggested and pointing to the words as you share your ideas. Encourage children to use the frames to support their own talk.

Say: I like _____. The reason I like _____ is because _____.
(Spanish: Me gusta _____. La razón que me gusta _____ es porque _____.)

Partner Talk: Follow the same pattern with a food they do not like.

Say: I do not like _____. The reason I don't like _____ is because _____.
(Spanish: No me gusta _____. La razón que no me gusta _____ es porque _____.)



Extended Learning: Language development can be enhanced by rephrasing and extending student responses during oral sharing opportunities.

2. Interactive Read Aloud: Sharing a book I love!

Short on time? Choose a shorter text or read only a portion of a book.

Extended Learning:

This is an excellent opportunity to listen to the participants' responses and extend the language use through rephrasing and reframing.

Reframing/Rephrasing Example Dialogue:

Child: "I see a pig."

Provider: "Oooh! Tell me more, what do you notice about the pig?"

Child: "The pig is happy."

Provider: "How do you know?"

Child: "Because she is dancing and smiling."

Provider rephrases: "Ok! So you are saying, I noticed that the Pig is happy because she is dancing and smiling. Nice! Can anyone else try this? I noticed _____, because _____?"

Transition:

Short on Time?

Consider integrating the modeling of “tasting” a book into the Interactive Read Aloud portion of the lesson instead of having this as a separate segment of the lesson.

Extended Learning: If time is on your side, consider book browsing as a whole group next. The gradual release of responsibility is a strategy for ensuring that learning sticks. During the Interactive Read-Aloud portion of this activity, we lean heavily on “I do” to model how to browse a book to find out if it is a good match for our tastes. Moving to a shared experience is the best next step for solidifying learning. In a whole group book browsing, the idea is to take on the steps together and share the responsibility by eliciting participants to share their thinking and discuss their ideas with a partner. Here are some possible prompts for a “we do” experience.

- *Let’s look at this cover together. What are you thinking about? Does it look interesting to you?*
- *How about the title, let’s read it and think about it. Are you curious? What are you wondering?*
- *What should we do next? Oh, flip through the book? Great idea! Does this look like a format you like?*
- *What would you do next? We might try reading the first few pages. Does anyone want to give this a try?*

3. Activity: Text Tasting

Short on Time?

- Limit the number of stations student rotate between.
- Limit the number of books at each station.
- Book browse together as a group - sharing everyone’s ideas as you go. Children might use the book borrowing form as books are presented to the whole group.

Variations:

- Choose one genre to browse with each station presenting a different author of that genre.
- Choose stations by text format (picture books, graphic novels, paperback books, hard cover books, book written in prose, book + CD, etc.)
- Include a listening station.
- Include online options such as *Tumblebooks*.

4. Wrap-Up

Short on Time? Consider asking children to find one book they really liked and sharing it with their partners.

Extended Learning 1: Form a circle and have children share one book they would like to borrow with the whole group. Sentence frames may help support student language development:

- *I think I will like _____ because _____*
 - ◉ Offer options to scaffold student responses:
 - ◇ *The cover was...*
 - ◇ *The pictures were...*
 - ◇ *I tried reading a bit and...*

Extended Learning 2: Form a circle and have children bring one book that they want to check out and one book they don't want to borrow. Ask the children to explain how these two books are different. Sentence frames may help support student language development:

- *Here is a book I want to borrow. I like it because....*
 - ◉ Offer options to scaffold student responses:
 - ◇ *The cover was...*
 - ◇ *The pictures were...*
 - ◇ *I tried reading a bit and...*
- *Here is a book I don't want to borrow. I don't really like it because....*
 - ◉ Offer options to scaffold student responses:
 - ◇ *The cover was...*
 - ◇ *The pictures were...*
 - ◇ *I tried reading a bit and...*

Passive Program Idea:

Create a book tasting station in your library/program space with access to the following possibilities:

- A pile of books and two bins. One labeled, "I love this book" and one bin labeled, "I can't stand this book." Create a poster that invites the community to swing by and place books in either bin - creating a venue for conversation about book preferences.
- Create a poster describing how to "taste" a book to see if it's right for you. Include old and new titles and several genres that may entice a variety of audiences.
- Create bookmarks with check boxes that lead participants through a book tasting. Children and caregivers might walk by and review books using the bookmarks and place them inside the books.

Questions such as:

- Did you like the cover? Yes or no?
- Does the title make you want to read this book? Yes or no?
- Read the first page, does it make sense? Yes or no?
- Was reading the first page fun or interesting? Yes or No?
- Flip through the pages of the book - does it seem like something you might like? Yes or No?

Beginning Readers Storytime Integration:

Narrowing the scope of this activity is the best way to integrate the ideas within a beginning reader storytime program. Consider the following:

- Reading aloud from one particular author and then spending time browsing other texts written by this same author.
- Reading aloud from one particular genre and then spending time browsing a small collection of this same genre.
- Whole group book browsing might help support modeling of this important skill. During read aloud, you might model how to browse a book and then point out aspects of the book that you either like or do not like during reading. Next, follow a similar process but do this as a whole group by asking the participants about their thoughts regarding the cover, title, illustrations, first pages, format, etc. Allowing time for partners to share their thinking is a great way build language and literacy.



Family Engagement

Messages for Caregivers

Love is more important than level

Do we want kids to read books that they can read independently? Absolutely! Reading books that are just right (not too hard and not too easy) will help children grow as readers more than reading books that are too challenging. Just remember, the love of a book always beats out the level. Yes, we want kids reading books that are fun, fast and easy. But, we should not take a book away from a child if they truly love it - no matter the level.

Choice builds engagement

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

Open-ended questions

Asking kids open-ended questions helps them develop critical thinking and communication skills.

Keep on trying and asking for help

If your child does not seem interested in books, they may have not found the right kind of book yet. Try various genres, authors, topics and formats. Also, ask your local librarian for help. Librarians are the ultimate book matchmakers!

Additional Resources:

Book Tasting Inspiration and Printables:

- [Everything You Need to Host a Book Tasting](#)
- [Inspiration for Book Tasting](#)
- [Book Tasting Variations](#)

Supporting Research

- **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 6:** Interactive read alouds increase reading engagement, vocabulary, and comprehension.
- **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.
- **Best Practices in Reading and 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 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 4:** Gradual release of responsibility is the most effective way to foster comprehension.
- **Equity: Key Finding 12:** With a listening strategy, programming is both an opportunity to offer something and an opportunity to learn more about what an audience wants/needs.
- **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 11:** Teaching oracy is instrumental to better reading and writing.
- **Best Practices in Reading and Writing: Key Finding 18:** To acquire language, children need to be immersed in meaningful and authentic language opportunities.
- **Library Program Models: Key Finding 2:** Just-right books libraries are experts at matching readers with the right book.
- **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 9:** Afterschool programs view libraries as important partners, but there is room for growth.