

## Suggested Uses for ANR Books in Programming

- Book club selections for adult and family literacy and English as a Second Language small group tutoring
- Dictation for writing and spelling practice (after students read stories and work on vocabulary)
- Students read aloud, taking turns (ESL, small groups or one on one)
- Writing activities (connect to similar experiences in learner's lives, use as a starting point for a Language Experience Story or use text to improve vocabulary and grammar, Cloze activities, sentence completion for comprehension)
- Build a story based on photos - each learner contributes sentences; the group writes together (small group or class)
- Use as reading samples for assessments
- Readers' theater activity – assign parts (for books with dialog like Zoe's Zoom Meeting)
- Record book with tutor's voice and have learner read/listen at home
- Record book with learner's voice (guided oral repeated reading practice – time it and listen for improvement in fluency)
- Family Literacy activities (some topics might lend themselves)
- I Spy game for vocabulary
- Sensitivity workshops (citizenship, ESL) using: Our Home, Sofia's First Day of School, The Promise, Margarita's Story, Esther's Brave Story
- Sequence events from a book using a timeline
- If reading a book about a relative or family: have students recall a memory with their grandparents or other family members and share or write a Language Experience Story..
- When reading a book (Alone in a War - Toshi's Story), focus on a cycle — where they were, where they are and goal for the future; learners can discuss and write their observations.
- Recall photos from book, ask learner to describe a photo and details they remember (for comprehension and verbalizing)
- Order or print two sets (from PDF), if your program budget permits, so that the learner and tutor can each have their own copy to use. Learner can make notes on pages.
- Ask learners to think of a different possible ending, then discuss why that ending might happen.
- The tutor might ask the learner what might happen after the story is over and write an additional few sentences as a "sequel".
- The tutor might ask the learner what might have happened before the story began and write an additional few sentences as a "prequel".
- Several books in the series are about grandparents. After reading them, you can initiate conversations about extended family and write a Language Experience Story based on the learner's memories, experiences or relationships with relatives.
- After reading a book that includes references to grandparents or other relatives (Alone in a War - Toshi's Story) the learner can create a family mural. Other family members can add themselves to the mural, adding photos, favorite hobbies, foods or sports.

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Compiled from webinar and conference participants in California, Colorado and Florida

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- There are several books that discuss grandparents (Loss, Alone in a War - Toshi's Story, Grandpa Was Our Hero, Esther's Brave Story). After reading any of these books, the learner could draw their own family tree, listing as many relatives as they know or remember. This can be a good exercise to help learners with spelling of names of family members.
- Use the book "Chicano Park" as an introduction to art and then go visit a museum with the learner.
- Supplement any book that describes a geographical place with maps (if they are not included in the book).
- The learner can write a "copycat book" by following the same storyline as a book they have read and placing themselves in the story. They can personalize each page of text by substituting their preferences for what they would see and do for those in the original book. Then they can illustrate their story or find pictures in magazines to illustrate what they have written about..
- Start a Book Club for beginning adult readers. If you lead a small group; read a new book each week and discuss. Pose questions for discussion: what they liked or didn't like about the book (and why), what they would like to learn more about, what photos they liked, etc. Use a question from the discussion as a starting point for a short writing exercise.
- Discuss colors on any given page. Ask the learner to name and spell as many colors as they can find. They can also count how many times each color appears on a page. This provides practice spelling basic numbers and colors.
- As above, use the photos as part of a lesson plan about weather and climate to build vocabulary and general knowledge on those topics.
- If reading a book about a place (as in Chicano Park), compare and contrast features in that park with ones the learner has been to. What elements are usually in parks? List as many things as possible (sport courts, fields, pools, picnic areas, etc.) Or meet at a park together and write a vocabulary list as you walk through it; use new vocabulary in future lessons.
- Download and print the PDF of a book from [Proliteracyednet.org](http://Proliteracyednet.org) and cut the text portion from the photo, making strips of text. Read the book to familiarize the learner with the story. Ask comprehension questions to help the learner recall the sequence of events in the story. Next, the learner(s) can match the text strips to the photos in the correct sequential order. They can refer to the photos (in the correct order) if they need help recalling the sequence.
- Read a book and discuss the tense it is written in. If the book is in simple present tense, the learner could then re-write the story sentence using a simple past tense, for example.

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