



LEARNLiteracyTM





What is LEARN Literacy?

www.litart.com

LEARNLiteracyTM

LEARN provides summer and after school staff an easy-to-use, evidence-based, literacy enrichment curriculum that combines diverse award-winning book collections with engaging, hands-on, interactive learning activities.



What are the benefits of LEARN?

LEARN**Literacy**TM

- **Boost Literacy**
- **Engage Learners**
- **Build Staff Capacity**
- **Increase SEL**
- **Embrace Diversity**
- **Go Beyond More of the Same**

LEARN**Literacy**TM

- **Relationship-centered**
- **Culturally Relevant**
- **Standards Aligned**
- **Award Winning Books**
- **Evidence-based**
- **Screen Free**

LEARN**Literacy**TM

1 Positive Human-centered Learning

LitART features strategies that enhance the classroom community and support relationship-based learning. Human interactions, more than technology, are the foundation for literacy learning.

2 Standards-aligned & Embedded SEL

LitART integrates social emotional learning into literacy and math activities. LitART employs cooperative games, art projects, performance activities, planning strategies, goal setting, and guided reflection to foster a growth mindset.

3 Diversity & Award Winning Books

LitART provides collections of award-winning, high-interest fiction and informational texts organized into compelling themes. The book selections feature characters, events, and information that reflect a range of cultures, communities, and experiences.



4 Addressing the Needs of Special Populations

LitART leverages strategies shown to be effective for addressing the unique needs of all learners. LitART has been used successfully with a variety of populations such as students with identified learning challenges, those who have fallen behind, English Learners, migrant families, and in urban and rural communities.

5 Proven Evidence-based Success

LitART trains staff to use evidence-based teaching and learning strategies proven to be effective. According to Harvard University, "LitART activities are created to increase reading and writing skills, engage learners, and build a love for reading."



6 Best in Class Training & Professional Development Options

LitART's fun, practical, strategy-driven professional development ensures your staff can implement LitART with a high level of fidelity, are inspired to teach, and can consistently engage all learners - especially those struggling in school. LitART offers in-person, live webinars, and on-demand training opportunities.

7 Flexible Customized Partnerships

LitART makes sure your program plan matches your goals, students, staff, schedule, training needs, and budget. Whether you are planning to provide literacy enrichment everyday or a few times a week we can help you create the perfect plan.



**What does
LEARN include?**

LEARN**Literacy**TM

- **Teacher Leader Guides**
- **Student Response Guides**
- **Staff Training & Support**
- **SIMPLE Assessments**
- **Book Collections**



Each Theme Delivers 16-20 Hours of Literacy Enrichment

- Teacher Leader Guides
- Student Response Guides
- Book Collection
- SIMPLE Assessment
- Additional Resources
(e.g., word cards, standards, quizzes)

10 Activities Per Guide

Activity Options

- Opening Magic
- Daily Tone
- Reading Map
- Q10
- Creative Response
- Literature Response
- WERD Writing
- Word Collection
- Active Recreation
- Closing Ceremony

opening
Magic

Daily Tone

Closing
Ceremony

Reading
MAP

ACTIVE!
Recreation

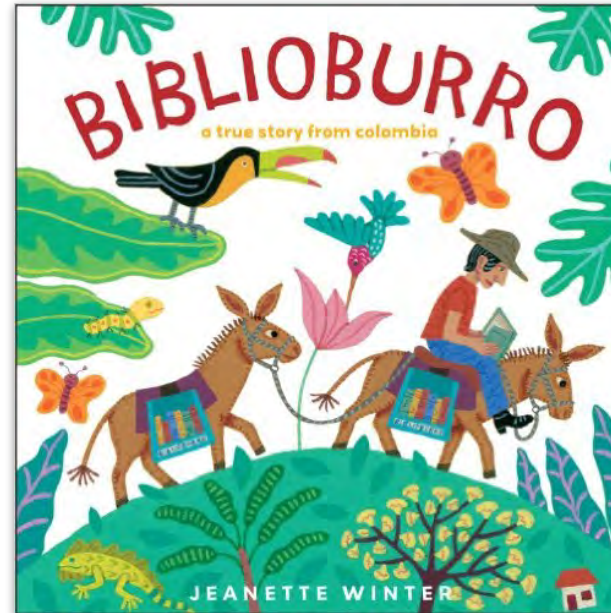
Q10

Word
Collection
& Games

Creative
Response

WERD
Writing

Literature
Response



Sample Schedule

Time	LitART	LEARN	Mon	Tue	Wed	Thu	Fri
5		Opening Magic	Back to Back	Pete Prefers	Echoes	Find the Sound	Favorite Replay
5		Daily Tone	Rhyming Riddle	Word of the Day	Rhyming Riddle	Phrase of the Day	Comics & Jokes
20		Reading MAP	Anansi the Spider	It's Mine!	Fox and His Friends	Fox and His Friends	Venn Book Comparisons
10		Q10	Quiz Show	One True Thing	Running Questions	Stump Me!	LitQuiz
10		Word Collection	Word Performances	Word Trading	Mixed-Up Words	Word Pointing	WordPlay & WordGames
10		Text Response	Character List	Character Wanted	Character Chart	Character Interview	Name That Character
10		SEL Creative Response	Fruit Alphabet	You're the Best!	Clothes Alphabet	Name Five Favorites	Favorite Replay
10		WERD Writing	Banana Opinions	Best Dessert	School Opinions	This or That, Dog or Cat?	Oral Presentations



Who uses LEARN?

LEARNLiteracy™

- **After School All Stars**
- **Boys and Girls Clubs**
- **YMCA's**
- **School Districts**
- **City Parks and Recreation**
- **21st CCLC Programs**

LEARN*Literacy*TM

**What themes &
books are in LEARN?**

LEARN**Literacy**TM

- **Friends & SEL**
- **Legends & Tales**
- **Peace & Heroes**
- **Celebrating Diversity**
- **STEM**
- **Culture & Community**

Grade 1-2



Anansi the Spider



It's Mine



Fox and His Friends



Swimmy



Goggles



Rabbit & Robot:
The Sleepover



The Grouchy Ladybug



My Name is Yoon

Theme 1 Getting Along

 LitART

LEARNLiteracy



THEME 1
Getting Along

Grade 1-2

Grade 3-4



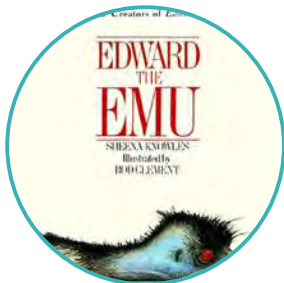
A Color of His Own



Alexander and The Terrible,
Horrible No Good...



Donavan's Word Jar



Edward the Emu



Giraffes Can't Dance



Keena Ford and
The Field Trip Mix-Up



Mice And Beans



The Name Jar

Theme 1 Getting Along

 LitART

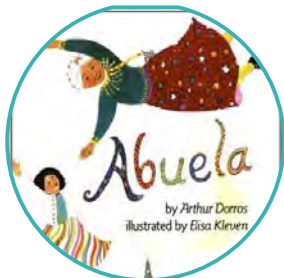
LEARNLiteracy



THEME 1
Getting Along

Grade 3-4

Grade 5-6



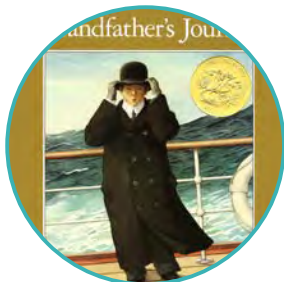
Abuela



Frederick



Because Of Winn-Dixie



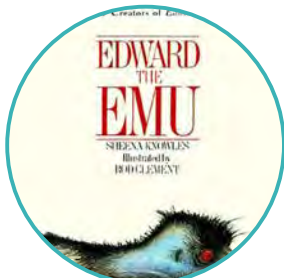
Grandfather's Journey



Verdi



The Library Card



Edward the Emu



My Name is Yoon

Theme 1 Getting Along

 LitART

LEARNLiteracy



THEME 1
Getting Along

Grade 5-6

Grade 3-4

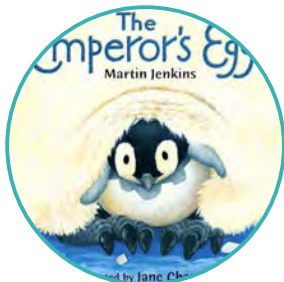
Theme 4 STEM



Edgar Allan Poe's Pie



Biggest, Strongest, Fastest



The Emperor's Egg



How To Clean
A Hippopotamus



What Do You Do When...



Chickens Aren't
the Only Ones



Alvin Ho: Allergic To...



Time Warp Trio: Tut, Tut



LEARNLiteracy



THEME 4
STEM

Grade 3-4

Grade 5-6



The Reason for a Flower



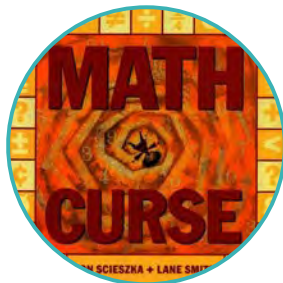
Desert Voices



Bud, Not Buddy



Grandfather Tang's Story



Math Curse



Inside Out and Back Again



What Do You Do When...



Chickens Aren't
the Only Ones

Theme 4 STEM



LEARNLiteracy



THEME 4
STEM

Grade 5-6

Grade 1-2

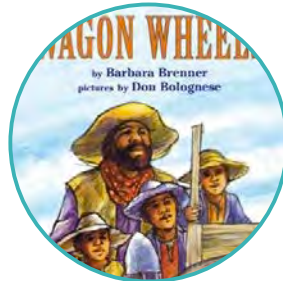
Theme 17 Celebrating Diversity



A Chair for My Mother



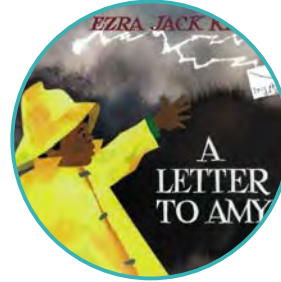
Last Stop on
Market Street



Wagon Wheels



Feast for 10



A Letter to Amy



Hill of Fire



Those Shoes



My Name is Yoon

 LitART
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THEME 17
Celebrating Diversity

Grade 1-2

Grade 3-4



Wings



Teammates



Donavan's Word Jar



Bat Boy & His Violin



Smoky Night



Keena Ford



Flower Garden



Ben's Trumpet

Theme 17 Celebrating Diversity

 LitART
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THEME 17
Celebrating Diversity

Grade 3-4

Grade 5-6



Chicken Sunday



Tar Beach



Bud Not Buddy



Cherries and
Cherry Pits



Aunt Harriet's Underground
Railroad in the Sky



One Crazy Summer



Magic Trash



Grandma's Records

Theme 17 Celebrating Diversity

 LitART
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THEME 17
Celebrating Diversity

Grade 5-6



One Crazy Summer



Ghost

Grade 7-8

Theme 17 Celebrating Diversity



THEME 17
Celebrating Diversity

Grade 7-8

Grade 1-2



Amelia's Road



A Birthday Basket for Tia



Ling & Ting Not Exactly the Same!



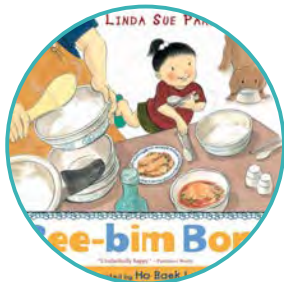
Abuela



Nino Wrestles the World



Luke on the Loose



Bee-Bim Bop



Handa's Surprise

Theme 18 Culture & Community

 LitART
LEARNLiteracy™



THEME 18
Culture & Community

Grade 1-2

Grade 3-4



My Name is Soon



Mama, Do You Love Me



Alvin Ho



The Old Man and His Door



The Name Jar



My Name is Maria Isabel



Isla



Grandfather Tang's Story

Theme 18 Culture & Community

 LitART
LEARNLiteracy™



THEME 18
Culture &
Community

Grade 3-4

Grade 5-6



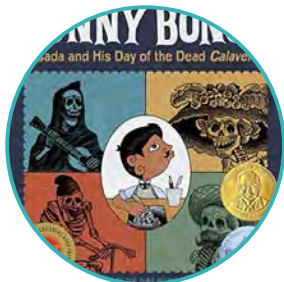
Abuela's Weave



When the Beat Was Born



Esperanza Rising



Funny Bones



Snow Bear



The Tequila Worm



Ruby's Wish



Harlem

Theme 18 Culture & Community

 LitART
LEARNLiteracy™



THEME 18
Culture &
Community

Grade 5-6



Brown Girl Dreaming



Esperanza Rising

Grade 7-8

Theme 18 **Culture & Community**

 LitART
LEARNLiteracy™



THEME 18
**Culture &
Community**

Grade 7-8



**How much does
LEARN cost?**

LEARN**Literacy**TM

- **\$250 per theme** (average cost)

**We create a custom
quote for you based
on your program
plan and needs.**



LEARN**Literacy**TM

"Reading is fun!"

Your Students, Soon

www.litart.com

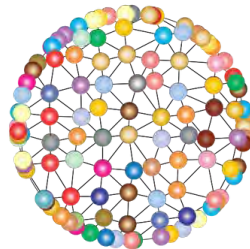


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LitART

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CUSTOM THEME 1

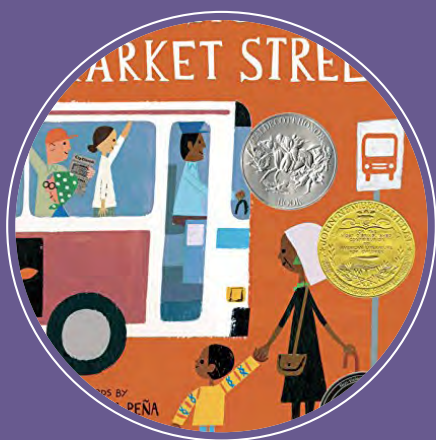
Celebrating Diversity

Grade 3-4



LitART

TEACHER GUIDE



Last Stop on Market Street

by Matt de la Peña

Every Sunday after church, CJ and his grandma ride the bus across town. But today, CJ wonders why they don't own a car like his friend Colby. Why doesn't he have an iPod like the boys on the bus? How come they always have to get off in the dirty part of town? Each question is met with an encouraging answer from Grandma, who helps him see the beauty - and fun - in their routine and the world around them. This energetic ride through a bustling city highlights the wonderful perspective only grandparent and grandchild can share, and comes to life through Matt de la Peña's vibrant text and Christian Robinson's radiant illustrations.

TEACHER GUIDE



Last Stop on Market Street

by Matt de la Peña

DAILY PLAN

- ☐ Opening Magic
- ☐ Daily Tone
- ☐ Reading MAP
- ☐ Q10
- ☐ Creative Response
- ☐ Literature Response
- ☐ WERD Writing
- ☐ Word Collection
- ☐ Word Game
- ☐ Recreation Activity
- ☐ LitQUIZ



Opening Magic

Number Bus

PURPOSE


Students name and count animals or people on a bus.

PREPARING

Gather the materials.

DOING

- Let's all stand in a circle.
- We're going to count and name passengers on a bus.
- We'll start with one and count up.
- For example, I might start by saying "There is one orange cat on the bus."
- Then the next person might say, "There is one orange cat and two happy babies on the bus."
- Keep adding numbers and passengers as we count up.
- Each person will use the next number in the sequence and add a new set of passengers.
- You also have to remember all of the passengers that have already been said.
- How high can we count?

TIME - 5 MIN. 

GROUPING

- All

MATERIALS

- None



Daily Tone

PHRASE

“the silver lining”

QUESTIONS


- What is silver?
- What is lining?
- What might silver lining be?

INTERPRETATION

The silver lining is a positive thing in an otherwise negative situation.

EXAMPLE

My best friend is really good at finding the silver lining in any situation.

TIME - 5 MIN. 

STEPS

- Write it.
- Read it.
- Think about it.
- Turn & talk.
- Share, one or none.



Reading MAP [Multifaceted Activity Plan]

1 BEFORE

MOTIVATION

Have you ever ridden a bus?

BRIDGE TO TEXT

CJ rides a bus in this story.

SET PURPOSE

Find out where CJ is going.

2 DURING


PARTICIPATION STRATEGY

Read Aloud

The leader provides a fluent, expressive reading of the story.

3 AFTER

Let's explore the story more with follow-up activities.

TIME - 15 MIN. 

GROUPING

- Small

MATERIALS

- Book

WORD COLLECTION

1. vibrant
2. freedom
3. sigh
4. tune
5. lurch
6. pluck
7. rhythm
8. stray






Q10 [Comprehension Questions]

QUESTIONS

1. Who does CJ ride the bus with?
2. Who is Mr. Dennis?
3. Why does CJ feel sorry for himself?
4. Why does CJ close his eyes?
5. How does CJ feel while his eyes are closed?
6. What does CJ give the guitar player?
7. What does CJ see when they get off the bus?
8. Where are CJ and his nana going?
9. Why is CJ glad that they came?
10. What do you think is the moral or message of this story?

TIME - 10 MIN. 

STRATEGY

- What Happened?

STEPS

- Read a paragraph.
- Summarize the key information from the paragraph.
- 1. What is the setting?
- 2. Who is in the scene?
- 3. What action takes place?
- "In this paragraph, we learn..."



RESPONSE PAGE

► Q10



Creative Response

Word Rainbows

PURPOSE

Students make rainbows using words in different colors.

PREPARING

Gather the materials.

DOING

- You're going to make a word rainbow.
- Start by brainstorming a list of words.
- If you need help, pick a topic such as "friendship" or "sports" and then write down all of the words that you can think of that are related to that topic.
- Once your list is very long, choose a few colors to make your rainbow with.
- Write the words from your list in different colors and an arc shape in order to create a rainbow.
- We'll hang the rainbows around the room.

TIME - 15 MIN.

GROUPING

- Individual

MATERIALS

- Paper
- Crayons or markers





Literature Response

Sketch It

PURPOSE

To explore literary elements.

PREPARING

Gather the materials.

DOING

- Every story has a setting. Identify the setting and provide at least three details about it. Include the details in your sketch.

TIME - 15 MIN.

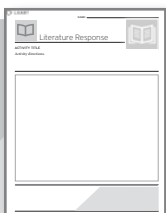


GROUPING

- Individual

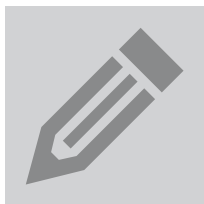
MATERIALS

- Response pages
- Writing utensils



RESPONSE PAGE

► LITERATURE RESPONSE



WERD Writing [Write. Explore. Read. Discuss.]

PURPOSE

To develop student writing ideas, strategies, and skills.

PREPARING

Write out the prompts and distribute materials.

DOING

- I'm going to read the prompts aloud.
- Turn to your partner and tell them what you're going to write about.

Provide 10 minutes to write and then facilitate sharing.

TIME - 15 MIN.



GROUPING

- Partners

MATERIALS

- Response pages
- Writing utensils

PROMPT OPTIONS

1. On the bus...
2. Tell about a time that you heard good music.



RESPONSE PAGE

► WERD WRITING



Word Collection

PURPOSE

To build vocabulary skills.

PREPARING


Create a word set on index cards for each small group.

DOING

- I'm going to give each of you a word card.
- Trade your card with someone else by saying "My word is _____ and it means _____." Exchange cards.
- We'll begin when I say, "The trading floor is open."
Cover the definitions midway through the trading session.
- Stop when I say, "The trading floor is closed."

WORD COLLECTION LIST

1. **Vibrant**
Full of life and energy
2. **Freedom**
Able to do whatever you want
3. **Sigh**
Letting out a long, loud breath
4. **Tune**
To make something sound right
5. **Lurch**
To make a sudden sideways or forward motion
6. **Pluck**
To pinch and release with your fingers
7. **Rhythm**
The beat or pattern of something
8. **Stray**
Lost or without a home

TIME - 5 MIN. 

GROUPING

- Small

MATERIALS

- Index cards
- Word Collection response pages
- Writing utensils

STRATEGY

- Word Trading



Word Game

Rhyme Time

PURPOSE


To build language skills.

PREPARING

Gather the materials.

DOING

- Find rhyming words for these words from the story. Score 1 point for each of the first four words you find, 5 points for the fifth.

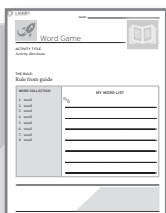
TIME - 10 MIN. 

GROUPING

- Individual

MATERIALS

- Response pages
- Writing utensils



RESPONSE PAGE

► WORD GAME





Recreation Activity

Get on the Bus!

PURPOSE


Students compete in teams to pick up and drop off all of their passengers first.

PREPARING

- *Divide the class into teams.*

DOING

- Line up in your teams.
- The first person in line is the bus driver for your team.
- When I say “go,” the bus driver will run a lap around the playing area and come back.
- They’ll pick up the second person in line, and together they will run another lap around.
- Then they’ll come back for the next passenger.
- Keep circling the playing area and picking up passengers until your whole team is on the bus.
- Then drop them off back to where your team was lined up one at a time.
- The first team to pick up and drop off all of its passengers first wins!

TIME - 15 MIN. 

GROUPING

- Teams

MATERIALS

- None



LitQUIZ

Students are asked to circle the best answer to each question.

1

Who does CJ ride the bus with?

- A. His grandmother.
- B. A friend.
- C. He rides by himself.

2

Who is Mr. Dennis?

- A. He is CJ's father.
- B. He is the bus driver.
- C. He is a guitar player.

3

How does CJ feel about riding the bus?

- A. He feels excited about it.
- B. He feels bored on the bus.
- C. He feels sorry for himself.

4

What does CJ feel when the music is playing?

- A. Boredom.
- B. Magic.
- C. Fear.

5

What does CJ see in the sky above the soup kitchen?

- A. A rain cloud.
- B. A rainbow.
- C. An airplane.



RESPONSE PAGE

► LITQUIZ



LITERATURE GUIDE

LEARN Series

Student Response Pages

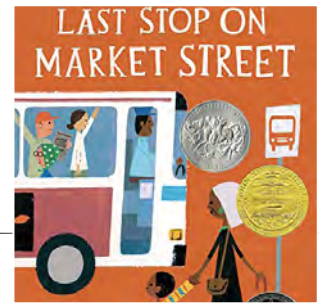
Last Stop on Market Street

by Matt de la Peña





Q10

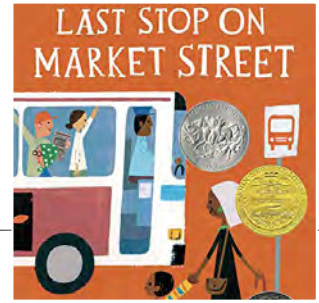


Use the text to answer each question.

1	Who does CJ ride the bus with?	
2	Who is Mr. Dennis?	
3	Why does CJ feel sorry for himself?	
4	Why does CJ close his eyes?	
5	How does CJ feel while his eyes are closed?	
6	What does CJ give the guitar player?	
7	What does CJ see when they get off the bus?	
8	Where are CJ and his nana going?	
9	Why is CJ glad that they came?	
10	What do you think is the moral or message of this story?	



Literature Response



Sketch It

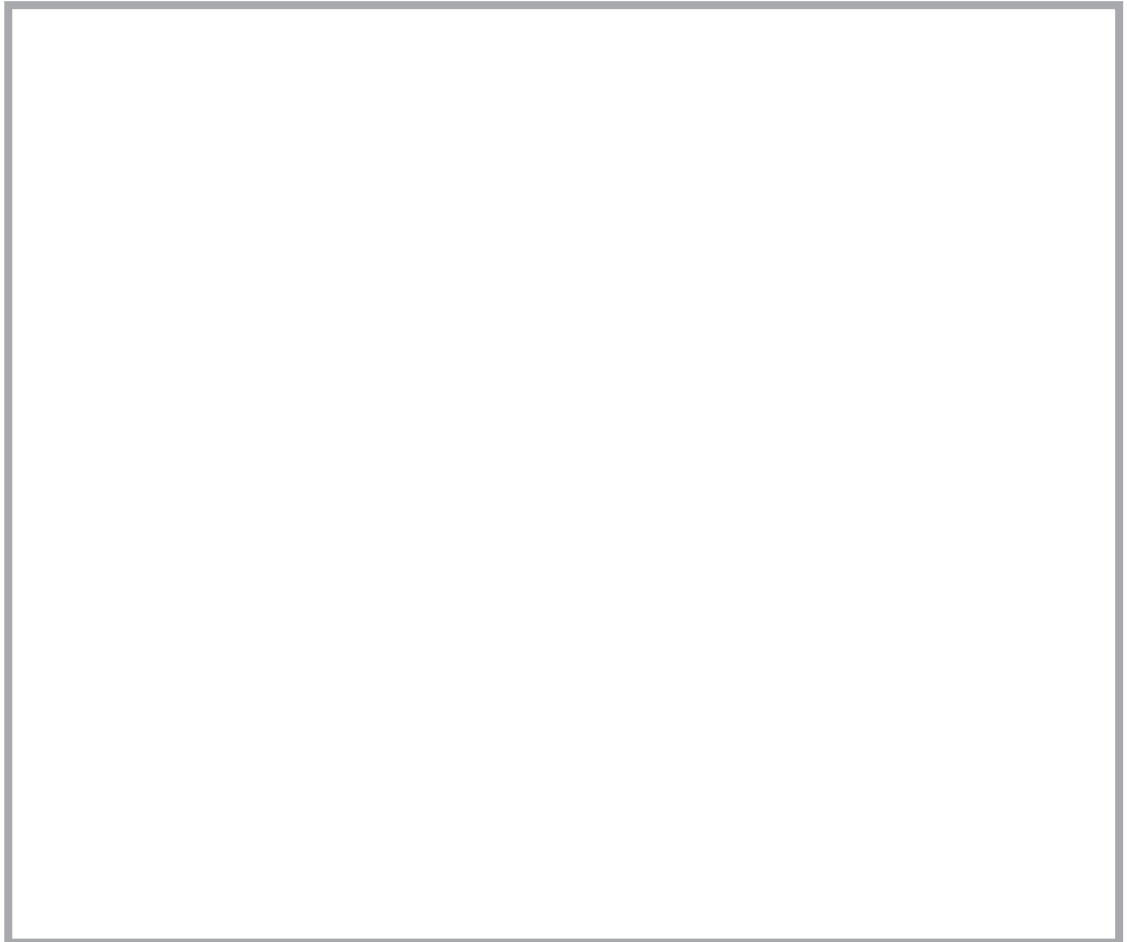
DIRECTIONS

Every story has a setting. Identify the setting and provide at least three details about it. Include the details in your sketch.

SETTING



SKETCH



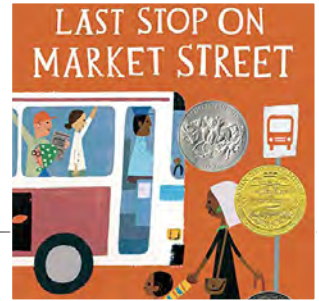


Tell about a time that you heard good music.

[illegible]



Word Collection



For each word, provide the meaning as it was used in the text or write the phrase from the text where the word appeared. Mark whether you wrote the Meaning (M) or Context (C).

Word	Meaning or Context	M or C?
vibrant		
freedom		
sigh		
tune		
lurch		
pluck		
rhythm		
stray		




Word Game



Rhyme Time

DIRECTIONS

Find rhyming words for these words from the story. Score 1 point for each of the first four words you find, 5 points for the fifth.

	RHYMES WITH » SIGH
1	
2	
3	
4	
5	

	RHYMES WITH » TUNE
1	
2	
3	
4	
5	

	RHYMES WITH » PLUCK
1	
2	
3	
4	
5	

	RHYMES WITH » STRAY
1	
2	
3	
4	
5	





LitQUIZ



Circle the best answer to each question.

1

Who does CJ ride the bus with?

- A. His grandmother.
- B. A friend.
- C. He rides by himself.

2

Who is Mr. Dennis?

- A. He is CJ's father.
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- B. Magic.
- C. Fear.

5

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- A. A rain cloud.
- B. A rainbow.
- C. An airplane.

