



## Provincial Outreach Program for the Early Years

# SD54 – Rural Residency Project

Setting up intentional talk time in the classroom.

Tuesday, October 3rd

9:00 – 12:00pm

Presenter:

Jen Kelly  
POPEY Teacher Consultant

# Rural Residency Project objectives

## Foundational Literacy Learning:

Exploring the **How** and **Why** of Differentiated, Playful Literacy Instruction

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In this rural residency project with POPEY, we will participate in:

- A **professional learning opportunity** the first morning we are together. This will give us some common language and knowledge that may inform our co-planning and co-teaching time together.
- **Co-planning** with colleagues the first afternoon we are together. I will model a co-planning session and then we will co-plan with colleagues. Three participants will co-plan with me and co-teach in the following days.
- **Co-teaching** with me. Three participants will co-teach lessons with me in their classrooms. Colleagues will observe and we will debrief the session together afterwards.

# *Rural Residency Project dates...*

## DATES:

October 3, 4, 5

January 16, 17, 18

April 30, May 1, 2

## How did you learn to...



ride a bike?



swim?



drive a car?

*Please choose ONE activity and take a minute to reflect individually - take some notes on how you learned to do it.*

Please share your thoughts with your table group or neighbours...

# How do we learn?



- \* observation of someone skilled modelling/demonstrating
- \* direct instruction
- \* gradual release of responsibility
- \* practice / repetition
- \* time / opportunity
- \* encouragement / feedback
- \* safety to take risks and try new things
- \* relationships, motivation, engagement...

Learning is:

- \* social
- \* constructive
- \* experiential
- \* inquiry-based

With this in mind, how can we create the learning experiences our students need to build their **foundational literacy skills**?

# Community Agreements



1. What do you value as a learner?

For example...

- connecting with others
- hands-on learning opportunities
- key visuals
- clear and concise info

2. What might be supportive as we work together?

For example...

- time to process information
- sharing ideas and experiences
- content in multiple formats
- practical examples

# *A child reading a story*

What does this child already know about reading a book?



# Rethinking How Reading Comprehension Begins

By listening comprehension, we are not referring to how well children follow directions or to how well they can sit for us to offer long explanations. We are referring, instead, to their capacity to understand spoken language. This capacity develops through **conversation**, through **hearing** and **sharing personal stories**, and through interactions with rich texts.

Listening comprehension

– which is built through language interaction – is, after all, an essential precondition of reading comprehension.

**Shift One:** Treat oral language development as an essential ingredient for comprehension.



# Treat oral language development as an essential ingredient for comprehension.

Gather what you need to support **language comprehension**:

✓ **Read-aloud texts**

- ★ choose texts that will stretch listening comprehension by providing exposure to rich ideas, wide vocabulary, background knowledge, and novel language structures

✓ **Text sets**

- ★ built around a particular topic/theme, representing a range of text complexity. These will provide multiple entry points for students to build background knowledge, acquire language structures, and expand vocabulary around key topics

✓ **A collection of high-leverage instructional routines**

- ★ for building and extending both intentional and incidental classroom conversations – including reading aloud and using interesting words

Treat oral language development as an essential ingredient for comprehension.

High-leverage instructional routines for **language development**:

- ✓ Make space for planned and incidental conversation
- ✓ Ask quality questions
- ✓ Provide wait time
- ✓ Repeat and expand
- ✓ Use interesting words
- ✓ Read aloud
- ✓ Teach with text sets to build content area knowledge

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How can you intentionally support oral language development to maximize early listening comprehension in the classroom?

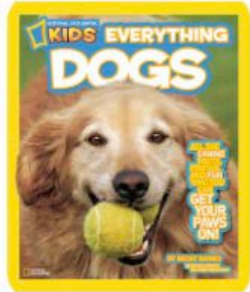
Reading comprehension is fundamentally the same work as listening comprehension.

Reading **comprehension** actually involves **translating** the words on the page into spoken language and “**listening to them**,” either by saying them **aloud** or saying them **in our heads**.

So if children cannot **understand** enough of the words and sentences when they are **spoken**, they will not **comprehend** the same words and sentences when they **read** them.

This means that **opportunities to grow oral language** – including vocabulary, background knowledge, sentence structure, and more – actually **develop the comprehension mechanisms of reading**.

# Independent reading and teacher read-alouds



## National Geographic Kids Everything Dogs

Learn all about the characteristics that define dogs, their daily lives, the different breeds, and much, much more.

Favorite

Assign

### About This Book

By: [Becky Baines](#)

<b>9-12</b>	<b>70</b>	-
Age Range	DRA Level	Quiz

- \*It is important that beginning readers have **access to complex ideas** through:
- read-aloud
  - conversation
  - content area instruction, and
  - other language-developing opportunities

## ✓ Read-aloud texts

- ★ choose texts that will stretch listening comprehension by providing exposure to rich ideas, wide vocabulary, background knowledge, and novel language structures

# Language comprehension

- \* Reading comprehension begins with spoken language
- \* To comprehend a text, enough words on the page have to activate language we already have

“We are natural born sense-makers”  
–Burkins



# *Sharing the Wealth - your current practice*

What instructional routines and strategies do you **currently** use to nurture and support oral language development and listening comprehension?

Share a **favourite** activity, game, or routine with a colleague.



# Creating a dialogic classroom

Students notice, name, and nurture...

- \* how to think together
- \* how having a conversation means building on each other's ideas
- \* how participating in discussions in this way is motivating and empowering
- \* the causal link between the act of listening and a transformation of thinking or understanding

In the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed. ~ Charles Darwin

# *The importance of a dialogic classroom*

Dialogic engagement improves students...

- \* ability to see others' perspectives
- \* reasoning ability in math and science
- \* ability to think critically
- \* language comprehension
- \* ability to build arguments
- \* expressive language
- \* creative thinking



It is associated with positive social behaviours and sensitivity to others but also with higher self-esteem and lower anxiety.



# The importance of a dialogic classroom

## Possible argumentation strategies...

- \* I think (position), because (reason).
- \* In the story, it says (evidence).
- \* If (action), then (consequence).
- \* What if (scenario)?
- \* But (counter-argument).

“Learning together doesn’t just impact achievement in a subject area. Rather, it affects the whole child and his relationships to himself and others.” ~ Peter Johnston

# Supporting a Classroom of Talkers AND Listeners

Our students need...

- \* a sense of safety, joy and belonging in the classroom
- \* a classroom culture of appreciation and respect
- \* time to talk (built into their daily schedule)
- \* a balance of partner talk, small group talk, whole class talk
- \* demonstrations of and practice with:

compliments – what they're noticing others do

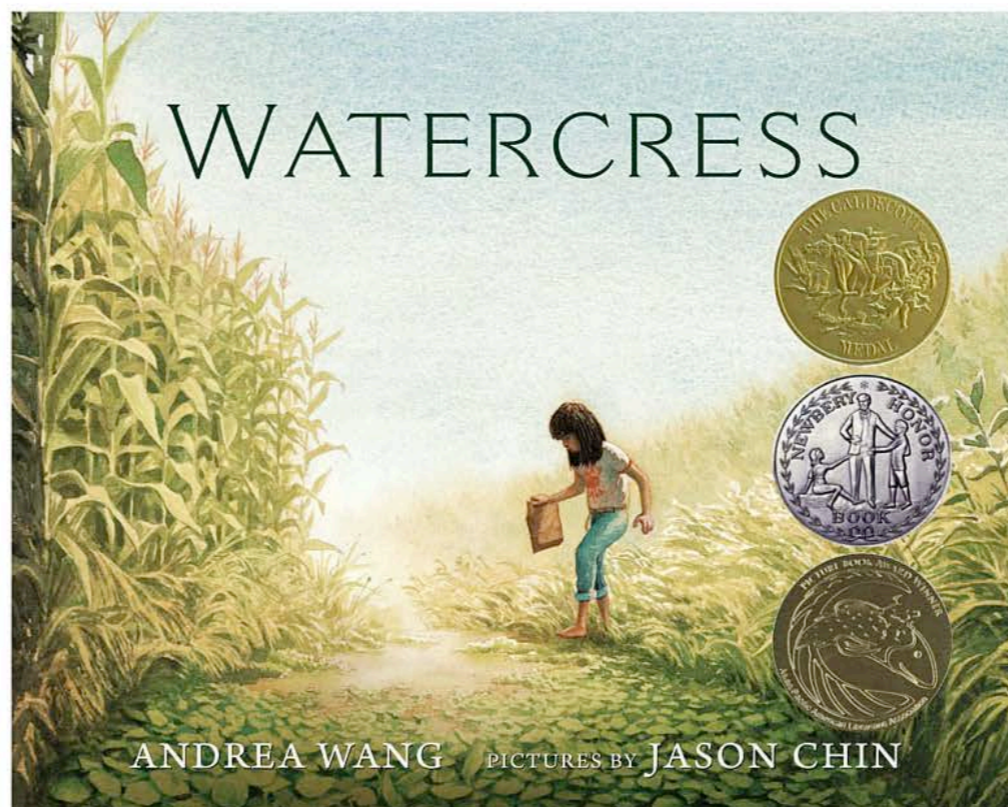
asking questions and listening to answers

sharing their opinions, with reasons/evidence

oral rehearsal for what they're writing

**QUESTION:** *What helps us to think and talk together?*

# *Read Aloud to promote dialogue*



*What other books promote dialogue in your classrooms?*

# Conversation Stations

## Bringing in purposeful dialogue

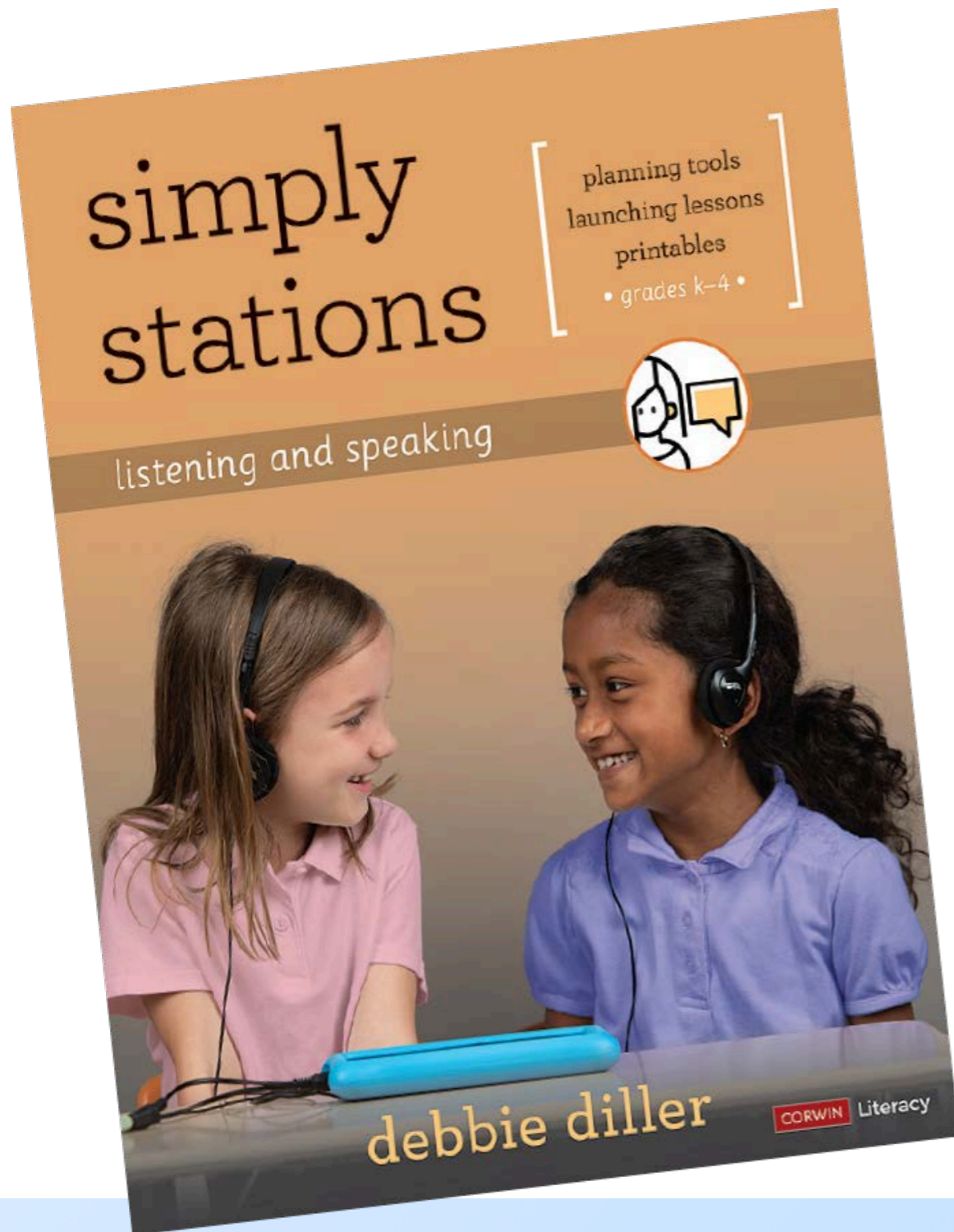
- \* students actively listen to each other
- \* interactions are driven by students
- \* educators have the opportunity to develop and
- \* expand students' language
- \* can have theme-based picture cards or photos that
- \* spark opinions or thoughts
- \* establishing rules about talking and listening can be
- \* discussed and developed with the whole class



*It is also a beneficial classroom routine – save it for your time at the conversation station!*

# Jig Saw Article

Debbie Diller



This article has 14 (*very short*) pages.

The best way to split it up and read is 'jigsaw style,' is probably to split it up by number of pages.

Once you have read your section, have teachers present their sections in order.

# Turn and Talk

## Preparation for whole class discussion

- \* Students have the time to process, try-out, and strengthen their thinking
- \* Can be pre-planned when you have a pre-determined question to ask the class that may require time to process a response
- \* Can be Spontaneous when too many voices are silent OR when too many voices are clamouring to be heard at once



*Requires all children to get their thinking out, as they have an immediate responsibility to their partner.*

# Hands Down Conversations

- \* A short history of hand raising (IRE):
  - ♦ Initiate (Teacher)
  - ♦ Respond (Student)
  - ♦ Evaluate (Teacher) right or wrong



*Socioeconomic level and achievement level is predictive of participation in classroom conversation*

*QUESTION: How can we ensure students feel free to join conversations?*


# Hands Down Conversations

## \* What is it?


1. No hand raising. Listen for a place to slide your voice into the conversation.
2. One voice at a time (more or less)
3. Listen closely to the person speaking



*Snakes are dangerous*



*Disagree      Neutral      Agree*



*Video games are  
bad for kids*

*Kristy*

*Sean*

*Maddie*

*Video games are  
good for kids*

*Lynn*

*Bren*



# Hands Down Conversations

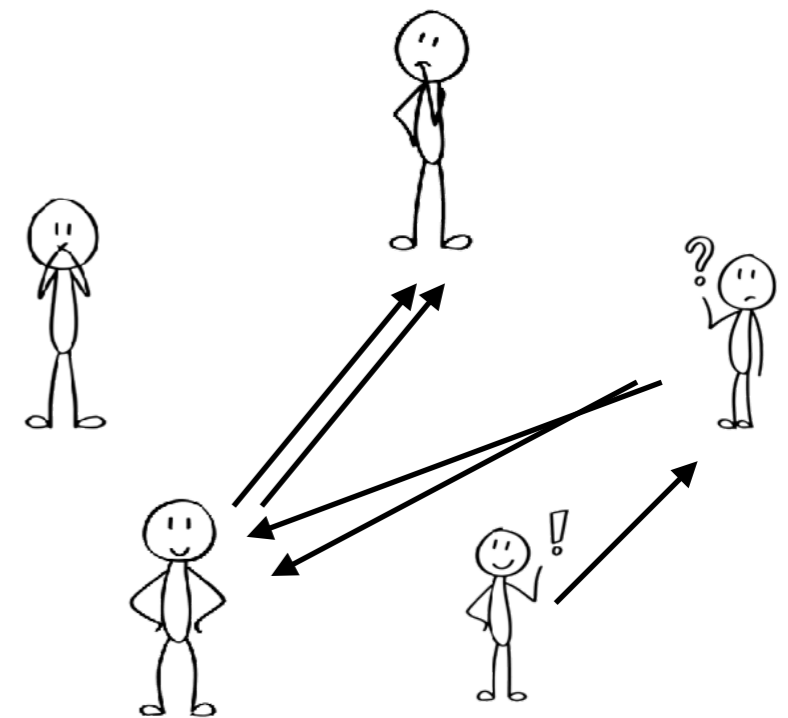
Teacher takes the position to the side of the students or as part of the circle  
(not leading, but sometimes guiding)

- \* Make space for social conversation

(Sadie is trying to get her voice in. Someone can invite her in by asking her what she thinks.)

- \* Listen with intention and curiosity

Conversation mapping



**QUESTION:** *How can we create opportunities for authentic conversations?*

# Video: Dialogue Mini-Lesson



# Texts Sets

Text sets are built around a particular topic or theme and represent a range of text complexity.

- \* Multiple entry points
- \* Expand vocabulary around key topic
- \* Share knowledge among many different sources of information
- \* Multiple sources to look for answers to questions
- \* Students understand that there are multiple angles to consider
- \* Conversation creates a community of curious learners

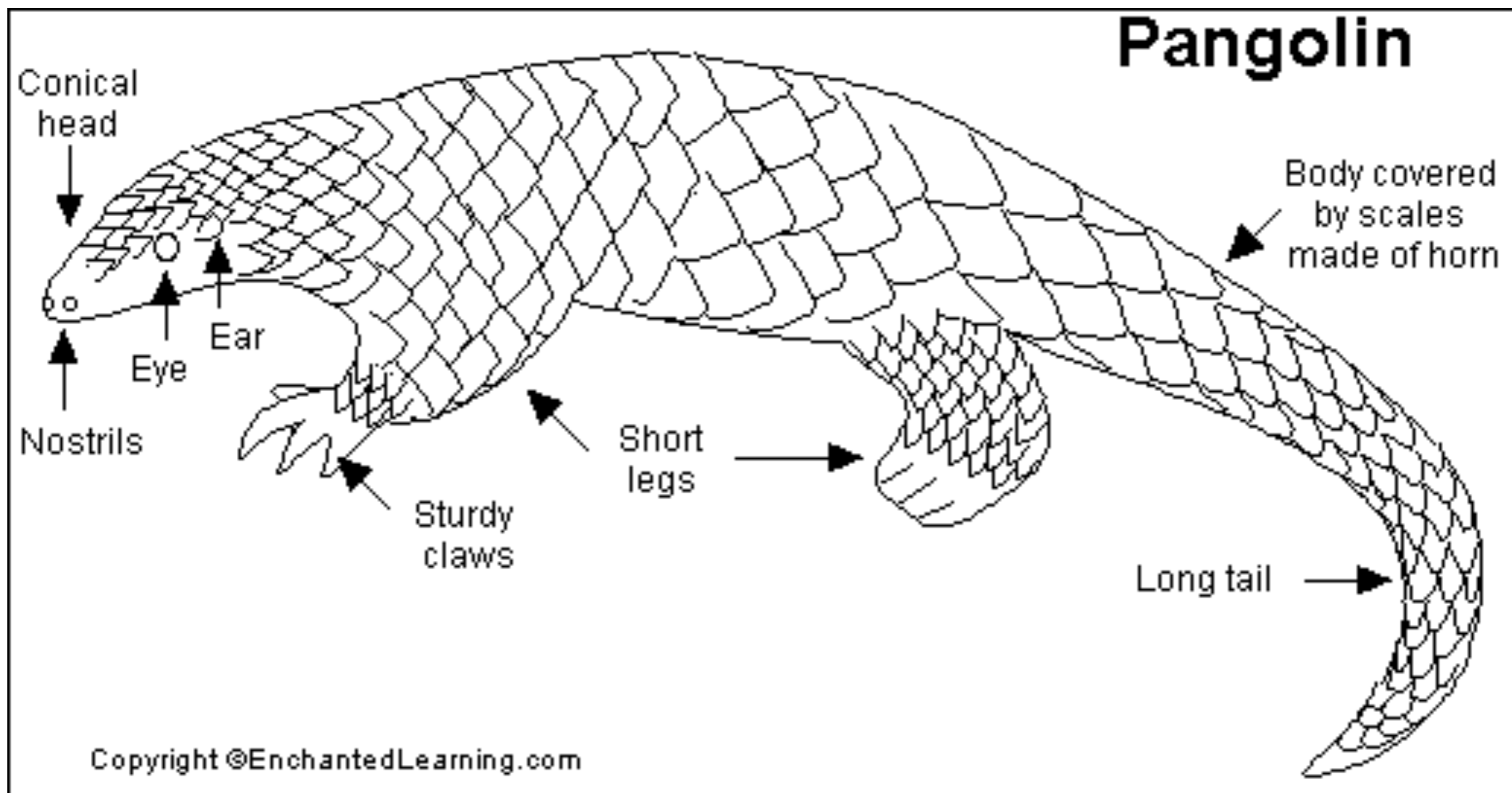
Students engage in co-construction of new knowledge about a topic.

## Short Video about Pangolins



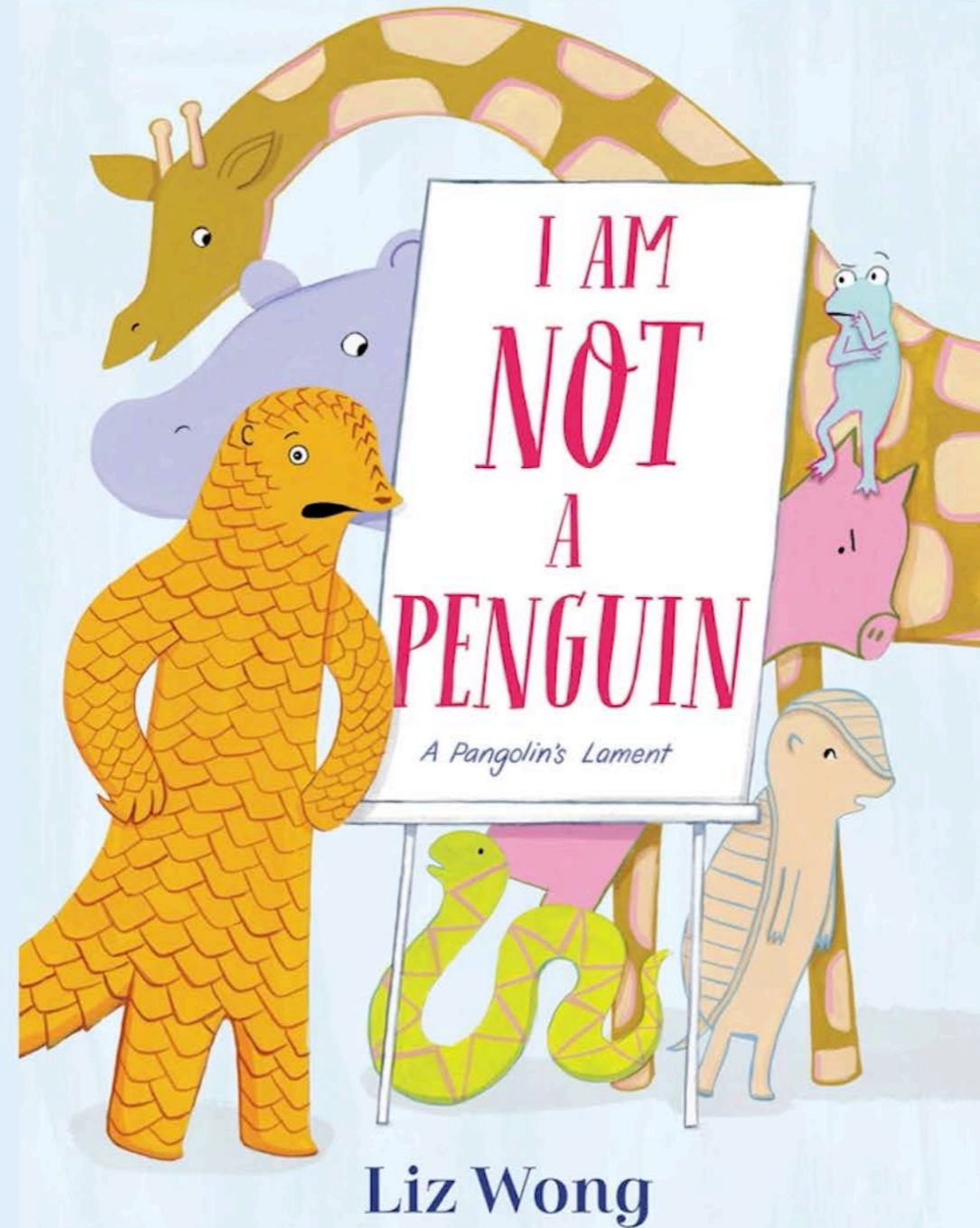
What are your new understandings about pangolins?

# Diagram about Pangolins



What are your new understandings about pangolins?

# Read Aloud about Pangolins



What are your new understandings about pangolins?

# Non-Fiction book about Pangolins



## Asian Animals: Pangolin

Read about where pangolins can be found on a map, what they look like, what they eat, and a little about their young.

Favorite

Assign

### About This Book

By: [Grace Hansen](#)

4-8

Age Range

L

F&P Level

-

Quiz

# Pangolin

by Grace Hansen



Abdo Kids Jurebo is an imprint of Abdo Kids.  
abdobooks.com

What are your new understandings about pangolins?



According to the OECD's study on early learning and children's well-being, curiosity is strongly linked to emergent literacy and mental flexibility.



# Reflections and Next Steps

Reflect on the activities & resources shared today:

- Creating a Dialogic Classroom
- Different ways to promote dialogue:
  - \* Read Alouds
  - \* Conversation Stations
  - \* Turn and Talk
  - \* Hands Down Conversations
  - \* Text Sets

Choose **ONE** thing you 're most likely to try in your classroom or role. **Share** it with your table group...

# Sources

## Info Links

more info links are available on our [website](#)

[Balanced Lit Diet](#)

[Diagram of Pangolin](#)

[Listening and Speaking – Diller](#)

[Epic](#)

[Something To Talk About](#), Stenhouse podcast

[BC's Early Learning Framework](#)

## Videos

more videos are available on our [YouTube channel](#)

[Pangolins](#)

[Hands Down Conversation](#)

[Twitter: Child reading a story](#)

## Books

Comprehension Through Conversation – Nichols

Opening Minds – Johnston

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K–3

Engaging Literate Minds – Johnston et al.

Shifting the Balance – Burkins & Yates,

Hands Down Speak Out – Wedekind & Thompson

Accelerating language development through picture book reading – Whitehurst et al.

A Teacher's Guide to Development Across the Day – Wright