

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

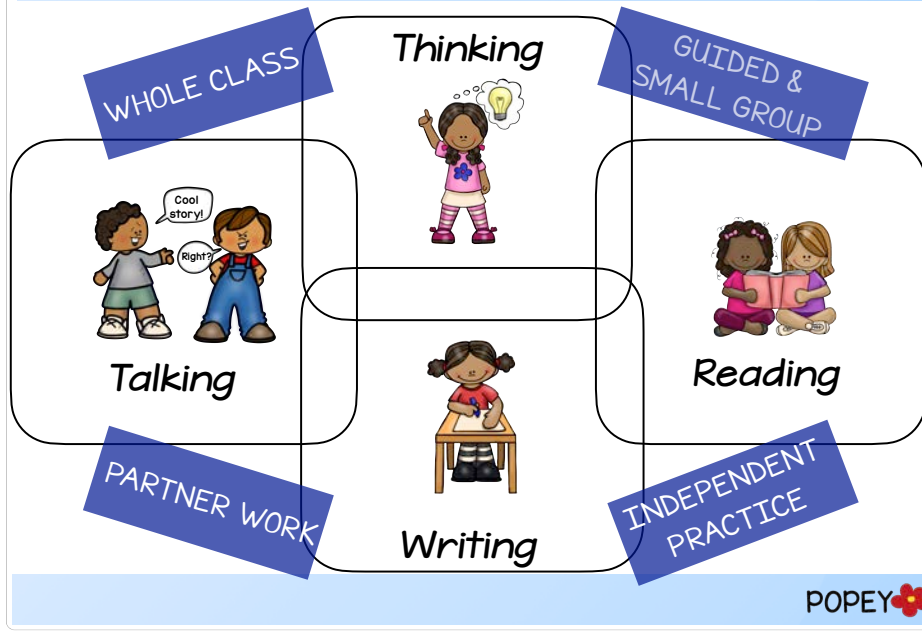
With this in mind, how can we create the learning experiences our students need to build their **foundational literacy skills**?

Kindergarten to Grade 3 - ELA Big Ideas

- ✓ Language and story can be a source of creativity and joy
- ✓ Stories and other texts help us learn about ourselves and our families
 - ➔ and our communities (Grade 2 / 3)
- ✓ Stories and other texts can be shared through pictures & words
 - ➔ Stories can be understood from different perspectives (Gr 3)
- ✓ Everyone has a unique story to share
- ✓ Through listening and speaking, we connect with others and share our world
- ✓ Playing with language helps us discover how language works
 - ➔ Using language in creative and playful ways helps us understand how language works (Gr 3)
- ✓ Curiosity and wonder lead us to new discoveries about ourselves and the world around us



Comprehensive & Connected Literacy Experiences



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.

Shifting the Balance: Burkins & Yates

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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: *Am I structuring and leading intentional conversations?*

Something To Talk About: Stenhouse podcast

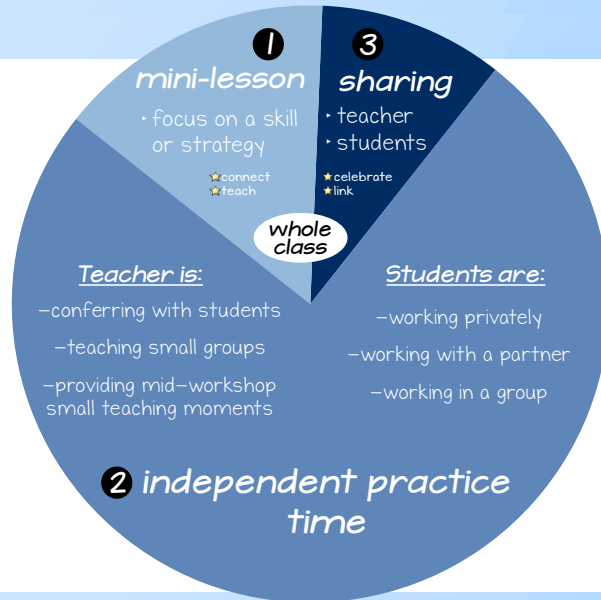
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Workshop Flow

Mini-Lesson:
<10 minutes

Students Working:
30 – 45 minutes

Sharing:
5 minutes

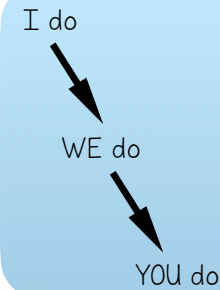


Adapted from: *Units of Study* – Colkins & *Mindsets and Moves* – Goldberg & *The Daily Five* – Boushey & Moser



Mini-Lesson & Read Aloud - Connecting & Noticing

Mini-Lesson Structure



- * mini, not maxi (five minutes)
- * strategy-focused
- * model, model, model
- * direct and explicit instruction
- * guided practice in a safe, supportive setting
- * transfer to independence

Write from the Start: *Writing Workshop in K-3* – POPEY Presentation by Lori Jamison



Connecting Stories to Our Environment



Consider the 10 beautiful things Lily and her Gram found on their journey...

- * Take FIVE minutes of our **10 minute break** to go on a 'search and record' walk around your environment, and write down as many beautiful things as you can find
- * Record them on a notepad (or you can take photos)
- * Come on back to your computer by the time the song ends



Possible Phonics Scope and Sequence

1 Short-vowel vowel-consonant (VC) and CVC words at, sat

2 Short-vowel words with blends and digraphs:
contrast fat and flat, hat and chat flat, chat

3 Long-vowel CVCe words:
contrast bit and bite, hat and hate bite, hate

4 Long-vowel words representing multiple spellings:
contrast mad and maid maid coat
cot, cat, and coat stay grow

Possible Phonics Scope and Sequence

5 Words with r-controlled vowels, complex vowels, and diphthongs:
part spoil
mouth bird
• contrast pat and part, spill and spoil, moth and mouth, bid and bird

6 Simple multisyllabic words containing common prefixes and suffixes:
reread trusted
• contrast read and reread, trust and trusted

7 More complex multisyllabic words using common syllable types:
candle napkin
• contrast can and candle, nap and napkin

Characteristics of Strong Phonics Instruction



- ✓ Readiness Skills – phonemic awareness & alphabet recognition
- ✓ Scope and sequence – build student learning from simple to complex
- ✓ Blending – must be frequently modelled and applied
- ✓ Dictation – guided spelling helps transition growing reading skills to writing
- ✓ Word Awareness Activities – word sorts and word building provide opportunities to play with words and experiment with how word parts combine
- ✓ Teaching High-Frequency Words – teaching high utility words that are irregular based on common sound-spelling patterns (typically the top 200–300 high frequency words are taught in K–2)
- ✓ Reading Connected Text – controlled, decodable text at the beginning level of reading instruction helps students develop a sense of comfort in and control over their reading growth – a key learning tool in early phonics instruction

Active * Social * Reflective

What Topics Do You Care About?

Kids need **extensive opportunities** to write on topics they care about

Think of some of **your favourite topics** and the people, activities, places, things you do in your regular day-to-day life:

- * Hobbies & activities (*yoga, birdwatching, baking, hiking, photography...*)
- * Sports
- * Places you like to go
- * People you spend time with – family and friends
- * Music, movies, books...

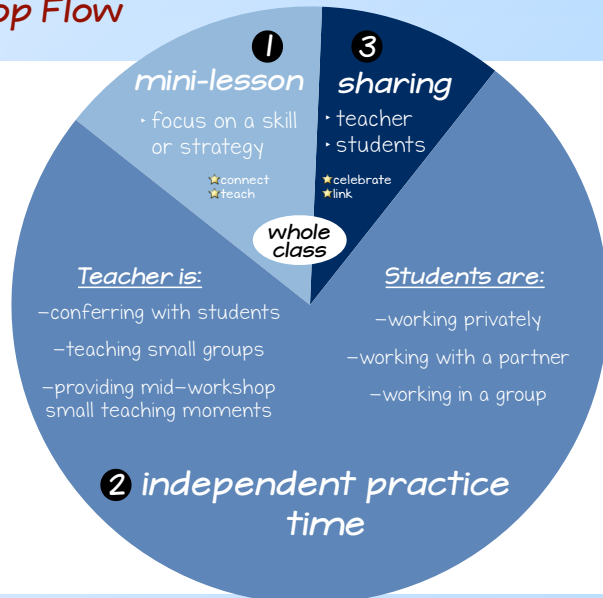
Can you come up with a list of **3–5 things** from your life that you would be **KEEN to write about?**

Nurturing and Supporting Young Writers

- * Writing must be a predictable, daily ROUTINE
- * Children need to see themselves as writers, each with a unique IDENTITY
- * Writing is a process of DECISION-MAKING and ACTION
- * Writers need a disposition for RISK-TAKING
- * Writers need a sense of MOMENTUM to know they are growing
- * Writers work with a sense of CRAFT guiding them, and they learn craft from MENTORS
- * Teachers must ACT AS IF children are capable, competent writers

Holding these beliefs about writing will help shape our plans, actions, and responses as we support and guide young writers.

Workshop Flow



A rectangular box containing 15 horizontal lines for writing.

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