



Provincial Outreach
Program for the Early Years

Comprehensive Literacy Learning in the Early Years

Wednesday, February 21st

9:00 – 2:30 pm

*Handouts available at – popey.ca/workshop-resources

Presenter:
Jen Kelly

POPEY 

Workshop Goals & Objectives

In this full-day workshop, POPEY will share strategies, resources, and ideas to incorporate literacy learning that honours core competencies, social emotional learning, and place-based, environmental stewardship. We will invite participants to:

- work collaboratively throughout the day to explore how components of literacy can build a sense of wonder, inquisitive mindsets, and curious learners.

Importance of Nature



In our families and our schools, a **sense of belonging** comes from laughing, sharing and learning together. Equally important is the sense of belonging that arises from **being immersed in the natural world**. All children should be given the chance to recognize that they are **part of a larger community of other living things**. Building community is about **creating long-term relationships**, not only with each other but **with the natural world**. And like any relationship this involves commitment, time and effort.

Monkman & Rodenburg,
The Big Book of Nature Activities:
A Year-Round Guide to Outdoor Learning



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

Connecting Learning to Land and Place

Making connections with place in English First Peoples courses is an integral part of bringing **Indigenous perspectives** into the classroom.

Peoples' **perspectives** are influenced by the **land** they are **connected** to. That means including **experiential learning** in local natural and cultural situations.

Wherever possible, look for **opportunities** to **take learning outside** in order for students to make **connections** with the **land and place** they are **situated on**.



This may be as simple as a **nature walk** or an **outdoor story reading**, or it may involve a more **complex** study of a local habitat or environment.

I Notice, I Wonder, It Reminds Me Of...

An exploration routine that:

- * supports students as they develop a mindset of curiosity and use language to actively and directly engage with the natural world
- * supports social and emotional learning by offering skills for reflection and by setting a tone of learning, collaborating, and listening
- * helps educators to create an inclusive and culturally relevant learning environment, by scaffolding cognitive thinking skills
- * encourages students to reflect on, value, and share relevant connections from their lived experiences and perspectives

I Notice, I Wonder, It Reminds Me Of...

Students will...

- ★ Increase curiosity about and directly engage with aspects of the natural world.
- ★ Make observations, ask questions, and relate findings to past experiences.
- ★ Learn that descriptive observations are distinct from statements of opinion or identification.

“I see no more than you, but I have trained myself to notice what I see.”

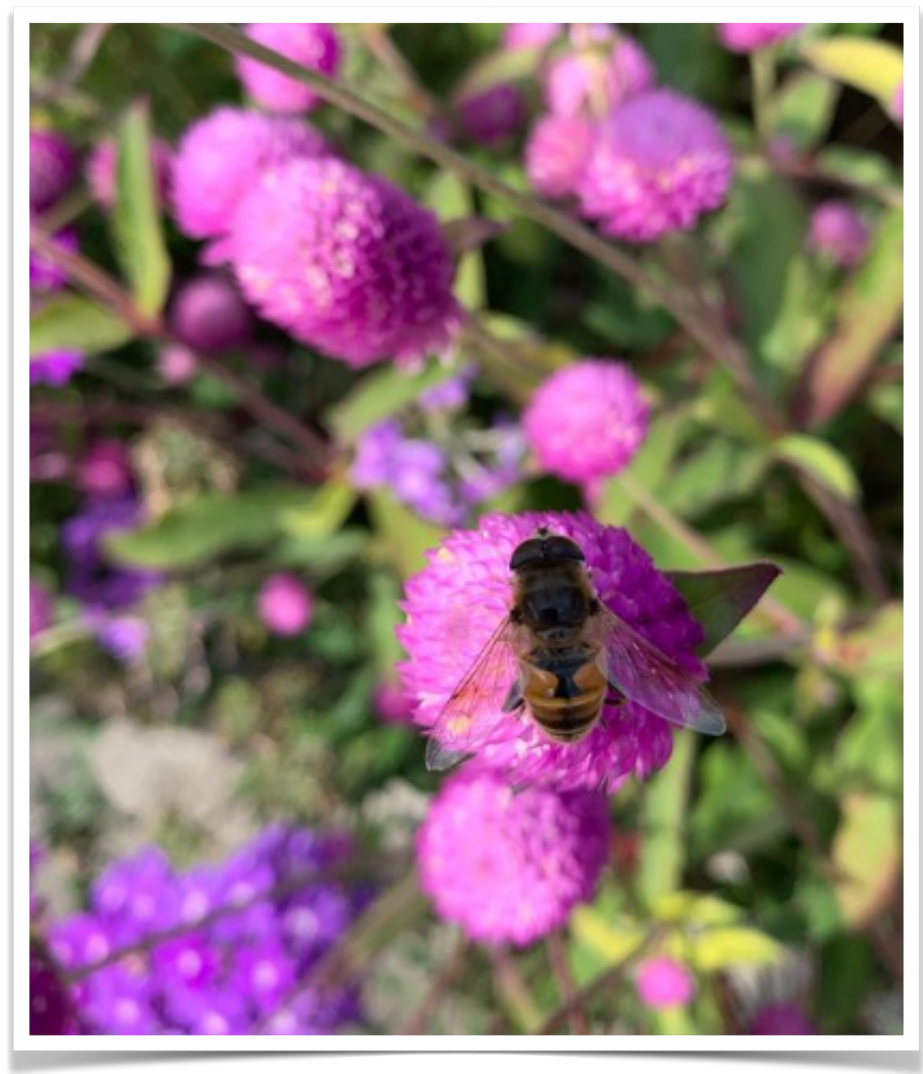
– Sherlock Holmes

I Notice, I Wonder, It Reminds Me Of...

I Notice ...

I Wonder ...

It Reminds Me Of...



Time in Nature Increases...

- ★happiness
- ★healthy risk-taking
- ★stress reduction
- ★self confidence
- ★resilience
- ★well being
- ★freedom
- ★Oh, and it's free



“No one will **protect** what they don't care about;
and no one will **care** about what they've never experienced”

–Sir David Attenborough

Sense of Place



People build connection and reconnection to land, culture, community, and place

Children develop a sense of place when they connect with their local communities and outdoor environment. Early learning is “of a place” when children and educators engage with local histories with respectful curiosity and a desire to contribute and share. Indigenous peoples have been the knowledge keepers of these places for hundreds of generations. Indigenous languages are some of the voices of these places.

The Walking Curriculum

The simple act of taking a walk can emphasize the importance of place.

The Motion Walk

Use as many senses as possible to complete this challenge. What is moving around you? What is on the move?

Besides seeing movement, how else can you tell something is moving?

The Line Walk

Find a human made line. Follow it. Where does it lead? Find a natural line (a track from an animal perhaps) – where does it lead? Once you return inside, visualize the lines you followed. Try to draw them and make a map of your walk.

The History Walk

What evidence can you find on your walk of something that happened here before this moment? Use words to describe in as much detail what you think happened here. Pretend you are a detective and you are figuring out a situation.

Leading a Walk or a Hike

Students can engage with the natural world by...

Means of Engagement

Noticing
Identifying
Sketching
Labelling

Living Things to Notice, Identify & Describe

Birds
Mammals
Amphibians
Invertebrates
Fish
Trees & Shrubs
Wildflowers

Descriptive Language & Communication

Qualities
Attributes
Describing Words
Questions

Leading a Walk or a Hike: Some Pointers

Getting past the barriers to outdoor learning...

1. Dress Well

2. What to bring

a teacher backpack/bag with crayons, pencils, pencil crayons, erasers, nature journals, blank cards/notebooks, ziploc bags/jars for collecting samples, digital camera or smartphone – and backpacks for kids so they can be hands free

3. Hush mode

at times, you may want total silence to see/hear many kinds of animals; set it up so when you say “we’re now in hush mode” all talking stops and walking is done quietly

Leading a Walk or a Hike: Some Pointers

Getting past the barriers to outdoor learning...

4. Halfway past

if you see something you want to point out, keep walking until about half the group has passed it; then stop and step back to the middle of the group to discuss it, so all can see it

5. Kid containment

if you have a large group, designate a leader and a sweep

6. Getting back together

have a pre-arranged signal like a bell, a whistle, or a special word to bring everyone back to the meeting spot

7. Transitions

give kids a task as you walk – “How many natural noises can you hear between now and our next stop?” or do a scavenger hunt to focus their attention

Fostering Engagement through a Forest Walk



Sit Spots: Storytelling inspired by observing nature



- * self-selected spots that students can return to many times
- * promotes careful observation and reflection
- * stories can be factual or imaginary, or a blend of both
- * stories can blend what they're seeing in the natural world with their own lives – e.g. *maybe that spider is a really good drummer*
- * students might imagine what plants or animals are thinking or feeling; what would they say if they could talk?
- * repeated visits to these sit spots can also highlight changes in the seasons and how these plants and animals are impacted

Sit spots for cultivating our powers of observation



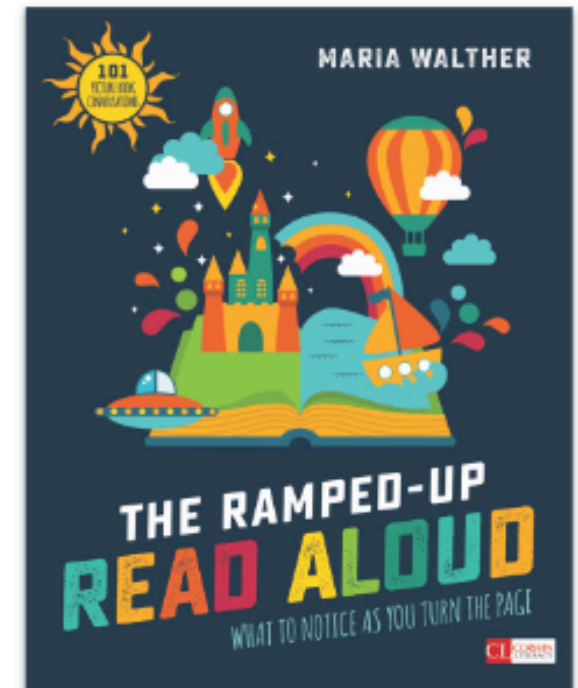
Some “Back Pocket” Outdoor Activities

Possible activities you can do during an informal walk:

- * stop every once in a while and **closely investigate** a fallen tree trunk, a log, or under a stone; areas where there are different kinds of moss are good; closely investigate leaf veins, flower parts, seeds, tree bark, etc.
- * **collect natural objects** such as rocks, leaves, seeds and bark of different shapes and colours; do a **bark rubbing** or a **sketch**
- * **sit and listen** for several minutes – in complete silence – and then compare notes on what you heard. What were the natural sounds?
- * scan the area for signs of **birds**, including holes in trees, feathers, nests, and droppings
- * do the same for **mammals**, such as tracks, scat, half-eaten cones, fur, bark gnawed off shrubs, or trees felled by beavers
- * follow a bearing – using a **compass**, strike out in one direction, then crouch down every ten paces and find out what is living there

What Is a Read-Aloud Experience?

A learning event where you joyfully celebrate a text and demonstrate skilled, expressive reading by **reading to** your students while they listen, notice, and wonder. During a read-aloud experience, you typically have the text in your hands. As you are reading, you might pause and pose questions that **engage students in collaborative conversations** to help them uncover the meaning and/or message of the text.



Compelling Reasons to Read Aloud

Promotes reading

Fosters a strong sense of community

Celebrates the written word

Expands vocabulary

Showcases a proficient reading strategy use

Supports budding writers

Sparks collaborative conversations

Encourages perspective taking & empathy

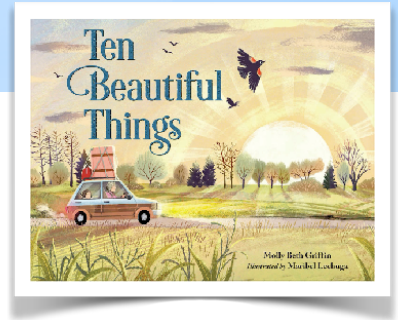
Opens windows to other worlds

Read Aloud - Ten Beautiful Things



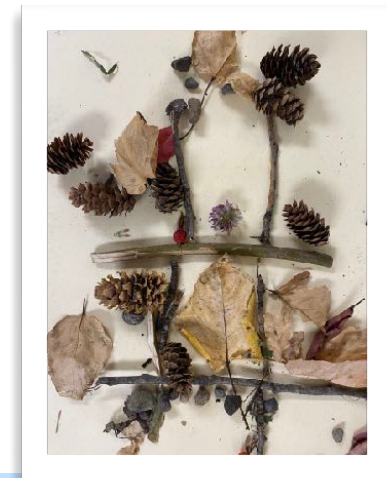
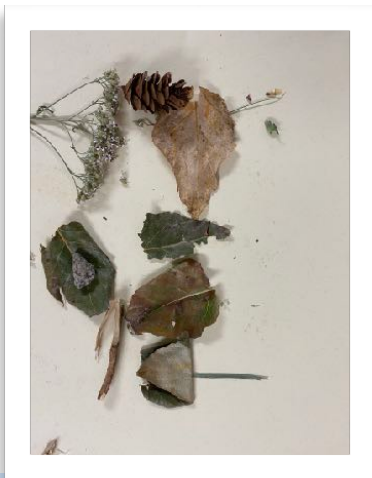
Start thinking about all the beautiful things around you...

Connecting Stories to Our Environment



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

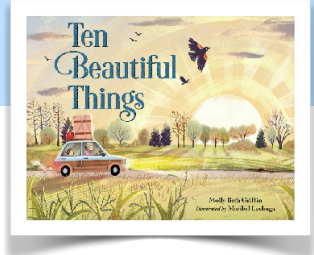
- * Take 15 minutes to go on a 'search and record' walk around your environment, and write down as many beautiful things as you can find
- * Record them on a notepad (or you can take photos)
- * Come on back to the room by the time the song ends



Back in 15 minutes

POPEY

Connecting Stories to Our Own Lives



Consider the 10 beautiful things you found on your brief journey...

Sharing

– Choose **one** of your beautiful things to describe, and share a brief description and why you choose it with your table group

Connecting

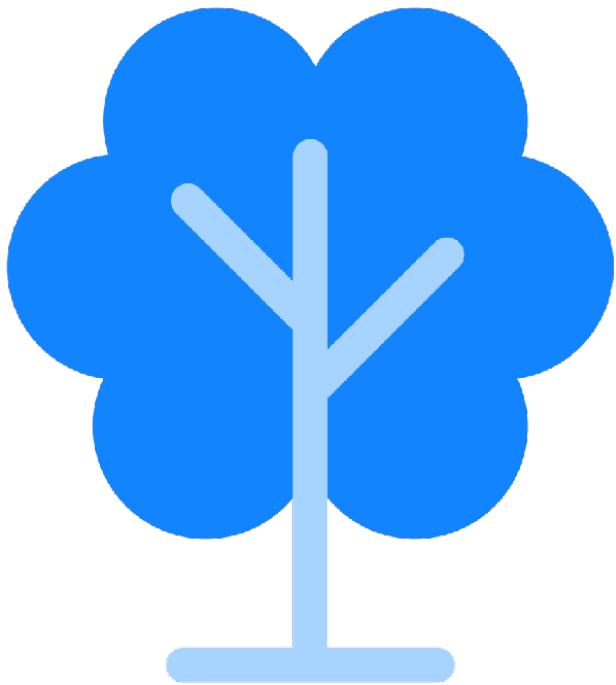
– if you connect with someone else's beautiful thing, let them know why

Adapted SMALL GROUP – Thinking/Talking/Writing about Reading

Shared Reading

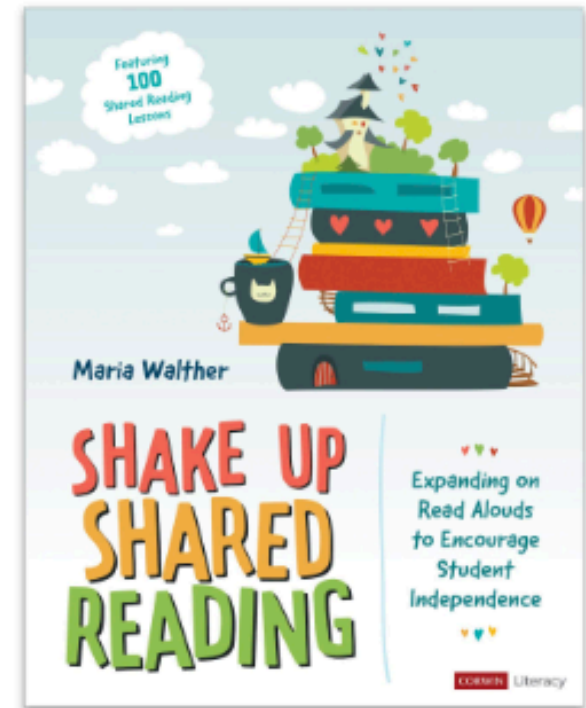
”Shared reading enables all children, regardless of their reading levels, to have enjoyable literacy opportunities every day.” –

Irene C. Fountas and Gay Su Pinnell



What Is a Shared Reading Interaction?

A learning event where you **collaborate** with your students to **reread and study** key pages or **parts of a familiar text**. During a shared reading interaction, the text is projected large enough for all learners to see. Together, you and your students **investigate** the text to bring a transferable **literacy skill or strategy** to light—a **behavior** learners can **approximate** and apply as they read and write.



What's the Difference?



Read-Aloud Experiences

Teacher reading the text **to** the students

Typically a whole-group learning event

Teacher engages students in **collaborative conversations** that dig into complex ideas, social-emotional learning competencies, higher-level comprehension, and, when applicable, foundational reading skills.



Shared Reading Interactions

Teacher and students reading and rereading a text **together**

Can occur in the whole group or in small groups

Teacher stops at pre-planned key parts or pages to engage students in **applying strategic moves** to strengthen foundational reading skills (phonological awareness, letter-sound knowledge, decoding, word recognition, vocabulary, fluency and comprehension).



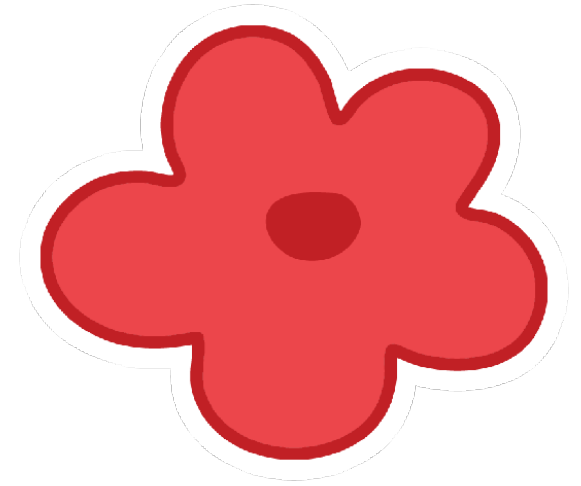
The Importance of Shared Reading

Shared reading is an effective way for the teacher to demonstrate reading strategies and behaviours in continuous text.

- ✓ expand vocabulary
- ✓ read fluently, with expression and confidence
- ✓ promote pleasure and enjoyment with texts
- ✓ demonstrate decoding and comprehension strategies
- ✓ demonstrate concepts of print such as left to right, return sweep, top to bottom, left page before right page
- ✓ demonstrate how to use information/cues to assist reading
- ✓ teach phonics and phonemic awareness

Shared Reading

- ✓ Initially the teacher does **most** of the reading, with a focus on **meaning** and **enjoyment**.
- ✓ The text level is usually **beyond** what students can read by themselves.
- ✓ Once **understanding** is established, the teacher can reread the text to **explicitly demonstrate** reading strategies and engage in problem solving.
- ✓ As students become **more familiar** with the text during rereading, they will **join in**.



Repeated Shared Reading

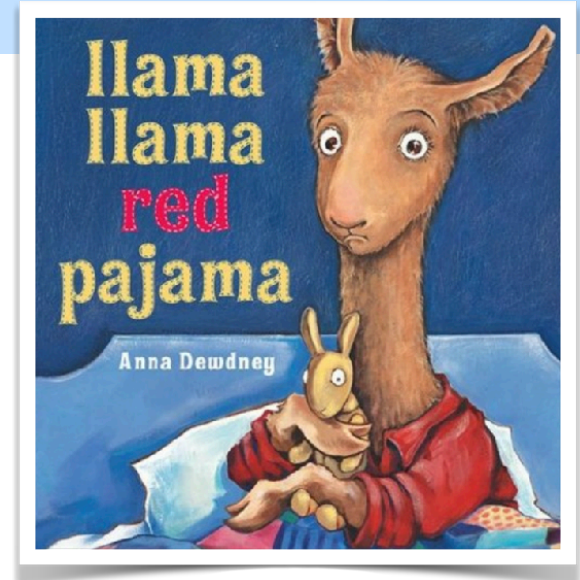
Purpose & Benefits:

The teacher's fluent voice

- ▶ Students chime in a bit

Re-read books multiple times

- ▶ More students chime in each time
 - * You accumulate more readers every read
 - * This improves students' reading comprehension



Focuses

- ▶ Comprehension, fluency, vocabulary, reading processes
- ▶ Look closely at the words on the page

get more complex texts into students' lives and into their brains

Repeated Shared Reading

Day 1 – Focus: warm up & introduction of book

- ▶ students enjoy the book and understand the meaning of the text

Day 2 – Focus: students join in with the teacher on repetitive/rhyming parts

- ▶ blue boots, red boots, stomp, romp...

Day 3 – Focus: word study or vocabulary – decide if you'll highlight:

- ▶ Snap words or a phonics principle (e.g. blends, digraphs)
 - * *I Spy the "st" sound – do you see it on this page? or*
 - * *Identify and generate examples of onset and rime*

Day 4 – Focus: fluency practice

- ▶ Focus on scooping up words, expression, pacing, phrasing
 - * *Lets read with a just-right pace*

Day 5 – Focus: putting it all together – orchestration of all skills

- ▶ Comprehension, celebration, readers' theatre
 - * *Remember, you are all readers, and readers have big jobs!*

Why is Shared Reading Important?

As an instructional context, shared reading:

- ✓ Provides enjoyable, successful experiences with print for all students
- ✓ Promotes the development of all aspects of the reading process
- ✓ Builds language skills and enhances vocabulary
- ✓ Provides opportunities to engage in expressive, meaningful, fluent reading
- ✓ Builds understanding of various types of texts, formats, and language structures
- ✓ Builds a community of readers

Skilled Comprehenders Use These Strategies

- * connecting to prior knowledge – **schemas**
- * self-questioning – ask themselves **questions** about the text
 - an essential component of **planning** to understand a text
- * predicting – using **prior knowledge** and **clues** from text to make **hypotheses** about the text content
- * using text **structure** – organize text information to make **meaning**
- * visualizing – mental **imagery** to remember information from texts
- * making inferences – **integrate** bits of info and fill in the **gaps**
- * summarizing – **prioritize** the importance of info to get the 'gist'
 - this requires **complex working memory** and **cognitive flexibility**

We can explicitly model these comprehension skills and engage students in conversations that allow them to practice language comprehension.

The Importance of Nurturing Students' SEL

*We are leveraging emotions to create healthier
and more equitable, innovative, and
compassionate communities.*

WHY Social-Emotional Learning?

SEL is how we:

- ★ understand & manage emotions
- ★ set & achieve positive goals
- ★ feel & show empathy for others
- ★ establish & maintain positive relationships
- ★ make responsible decisions

These are **essential skills** for success in school & life

It's about **HOW** teaching & learning happens...

...as well as **WHAT** you teach & **WHERE** you learn

Social & Emotional Learning Builds Life Skills



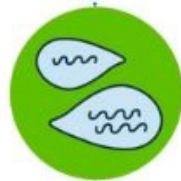
Self-awareness to develop a healthy sense of who you are, and better understand your thoughts and feelings



Self-management to manage your thoughts, feelings, and actions toward goals



Social awareness to better understand different views and have empathy for others



Relationship skills to communicate and connect, problem solve together, and stand up for others



Responsible decision-making to make constructive choices, analyze our actions, and find solutions

From "What is the CASEL Framework?" on casel.org

BC's Core Competencies

Communication

Communicating
Collaborating

Thinking

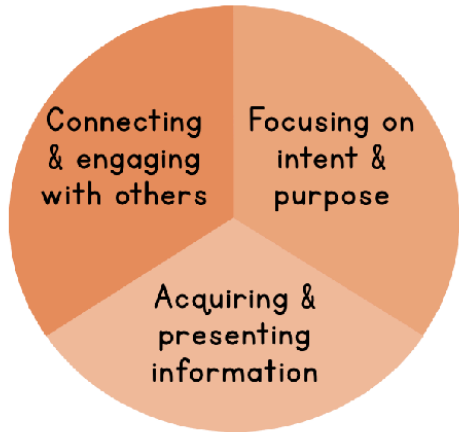
Creative Thinking
Critical & Reflective Thinking

Personal and Social

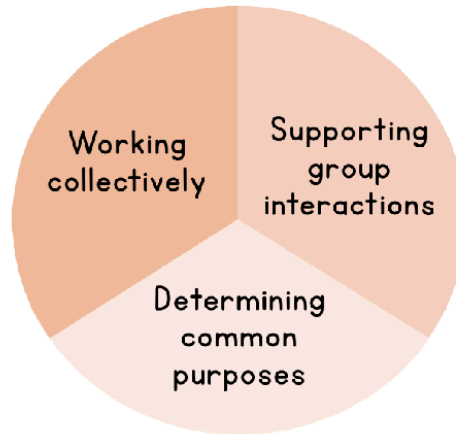
Positive Personal & Cultural Identity
Personal Awareness & Responsibility
Social Awareness & Responsibility

The Facets of BC's Core Competencies

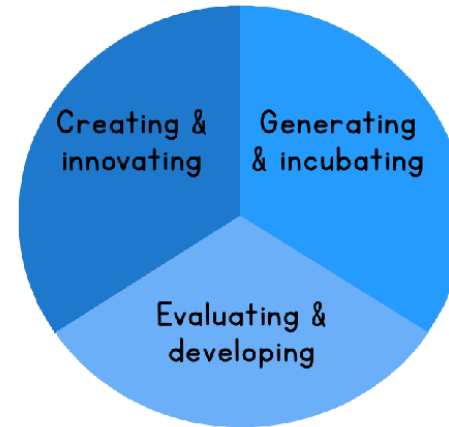
Communicating



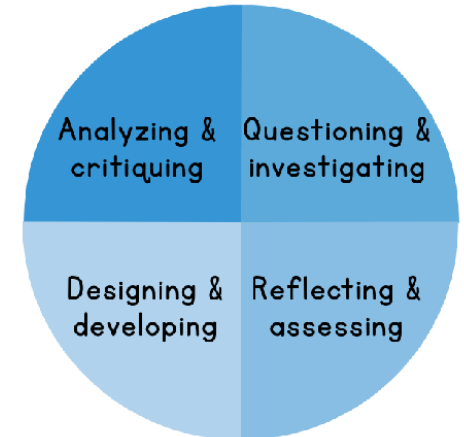
Collaborating



Creative Thinking



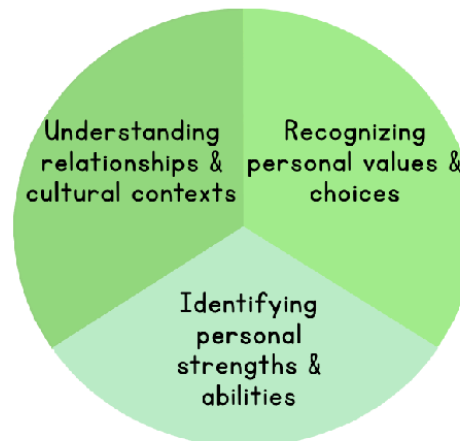
Critical and Reflective Thinking



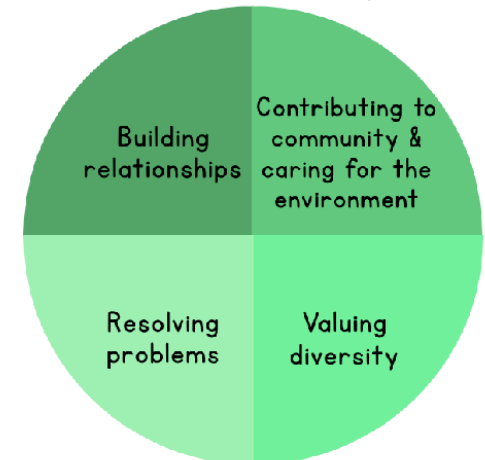
Personal Awareness and Responsibility



Positive Personal and Cultural Identity



Social Awareness and Responsibility

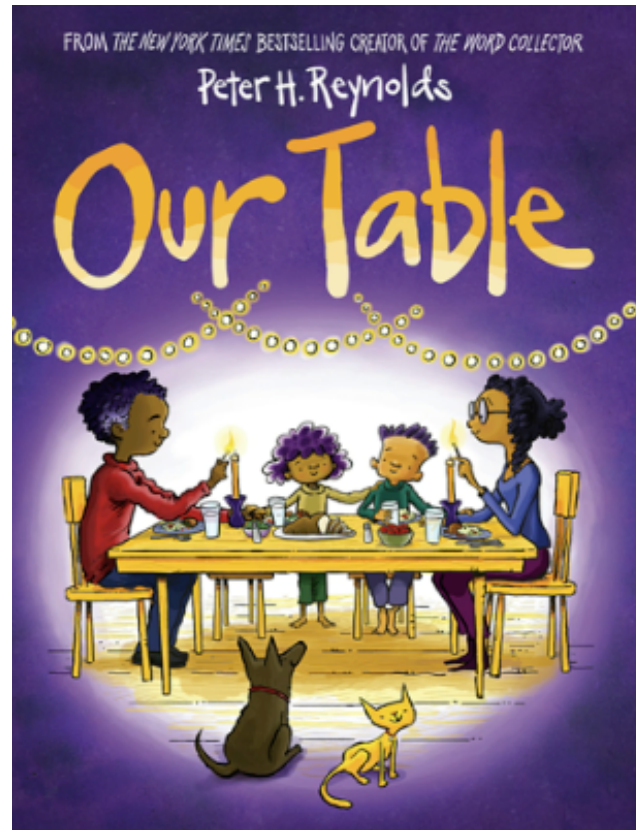
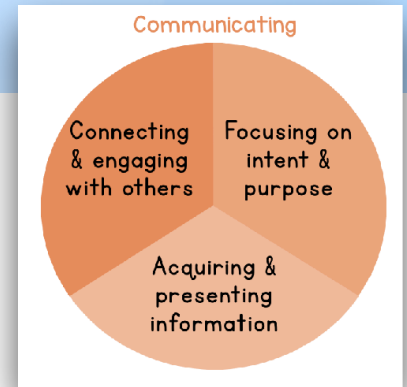


Why Books, the Core Competencies, and SEL?

- ★ easy & fun way to be more intentional about supporting the Core Competencies
- ★ stimulates natural curiosity
- ★ helps children to better understand concepts & life's experiences
- ★ promotes insights into human behaviours, emotions, learning situations...
- ★ helps to develop social, problem-solving, communication, & thinking skills
- ★ helps children to acquire, practice & become fluent in these skills



Our Table - Read Aloud

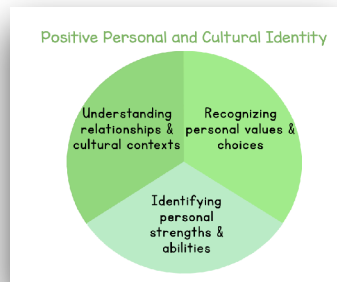
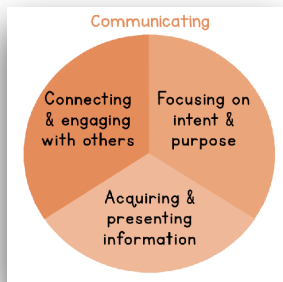


Our Table - Reflection, Drawing & Writing Activity

The table in the book was “a place to come together to share stories and make memories.”

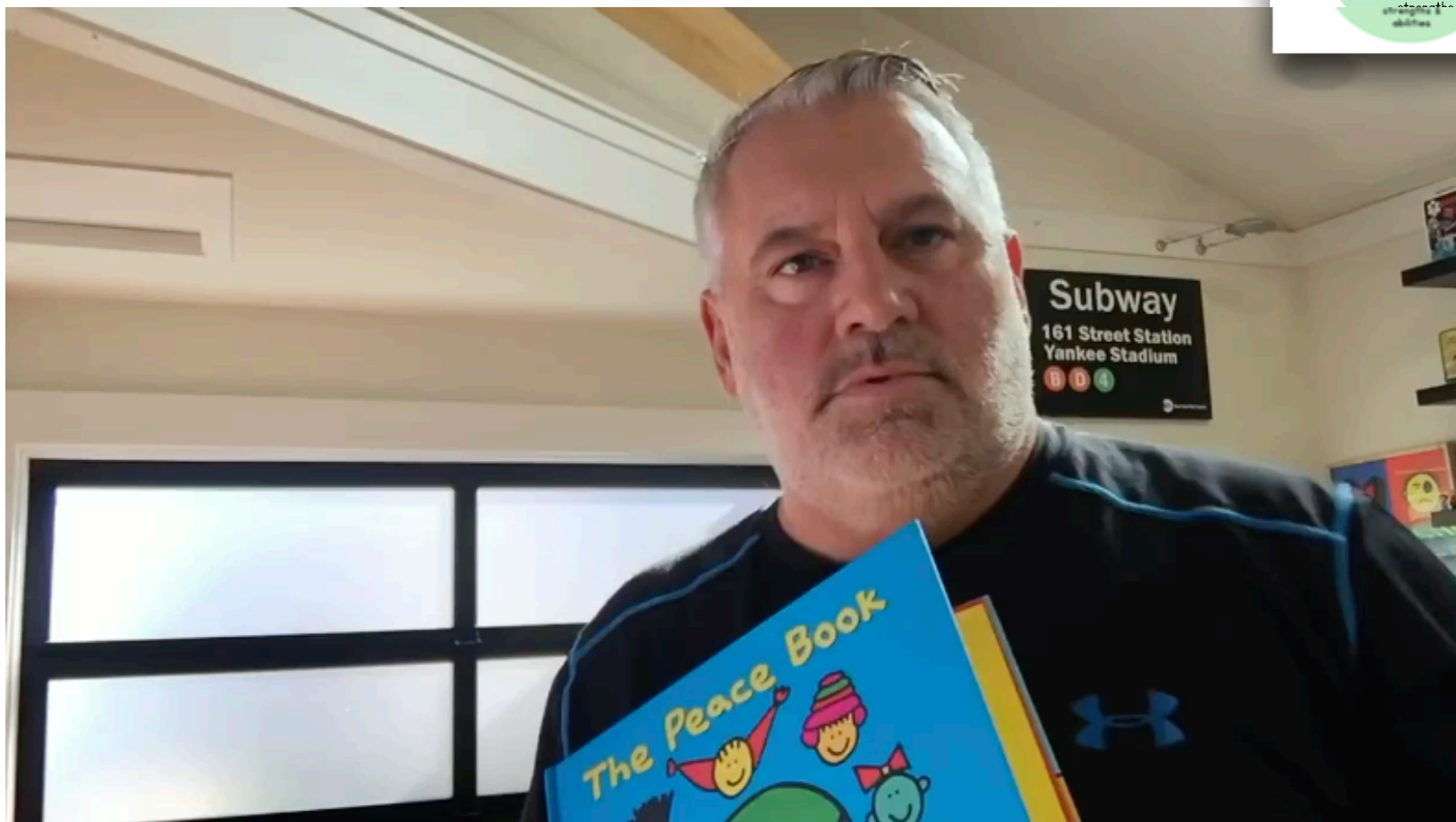
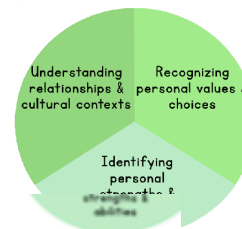
- Draw a picture of a table in your life.
- Include the people you care about at the table.
- Write a brief story (5 – 6 sentences or more) describing a memory you have of a gathering at your table.
- If you'd like to, please share your story with your table group

What competencies does this support?



The Peace Book - Todd Parr Read Aloud

Positive Personal and Cultural Identity



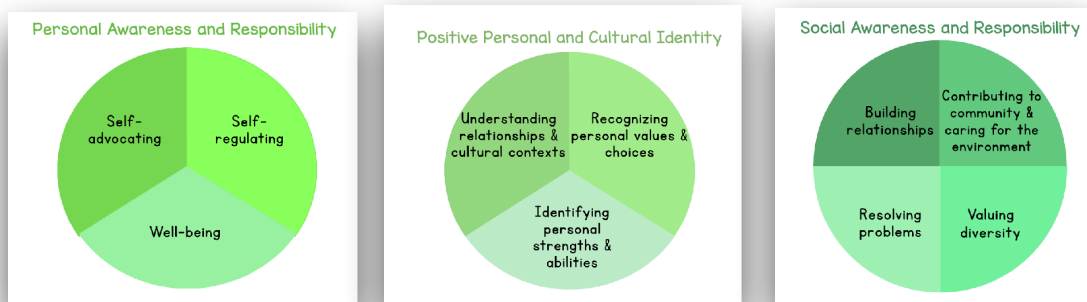
Your Turn - Peace is...

- What comes to mind when you think of the word “peace”?
- Take a minute and see if you can come up with 2 – 3 things to complete the phrase “Peace is...”
- Share your peaceful things with your table group

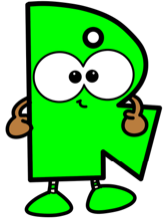
Options for your students:

- ★ each student writes and illustrates their own “Peace is...” page
- ★ make a class book out of all the students’ artwork
- ★ students can come up with a few phrases and make/illustrate their own books

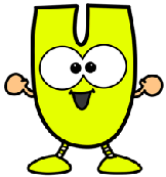
What competencies does this support?



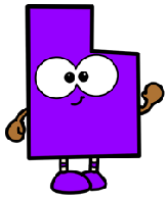
The "RULER" Approach to Social Emotional Learning



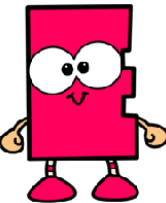
Recognizing emotions in yourself and others



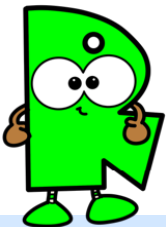
Understanding causes and consequences of emotions



Labeling emotions accurately

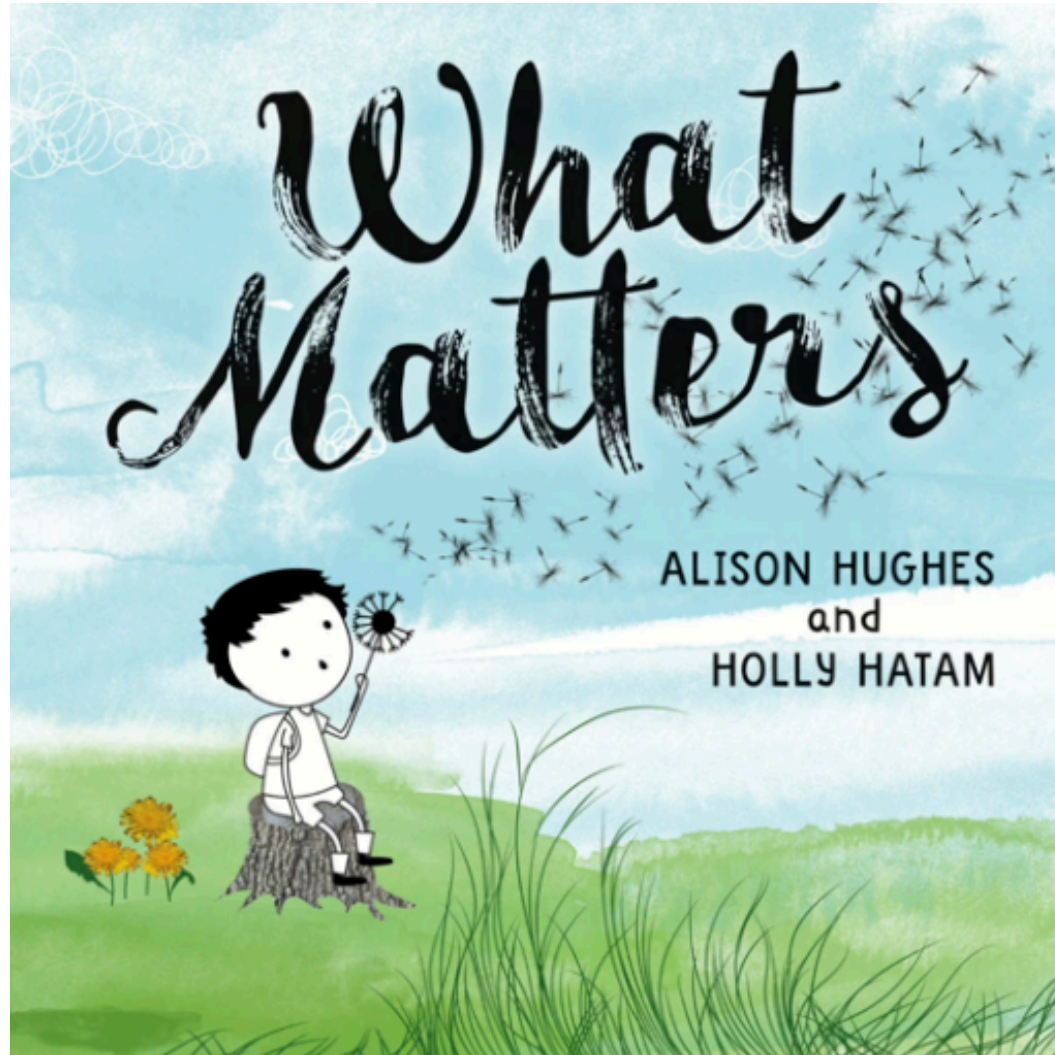


Expressing emotions

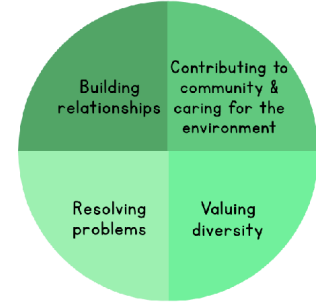


Regulating emotions effectively

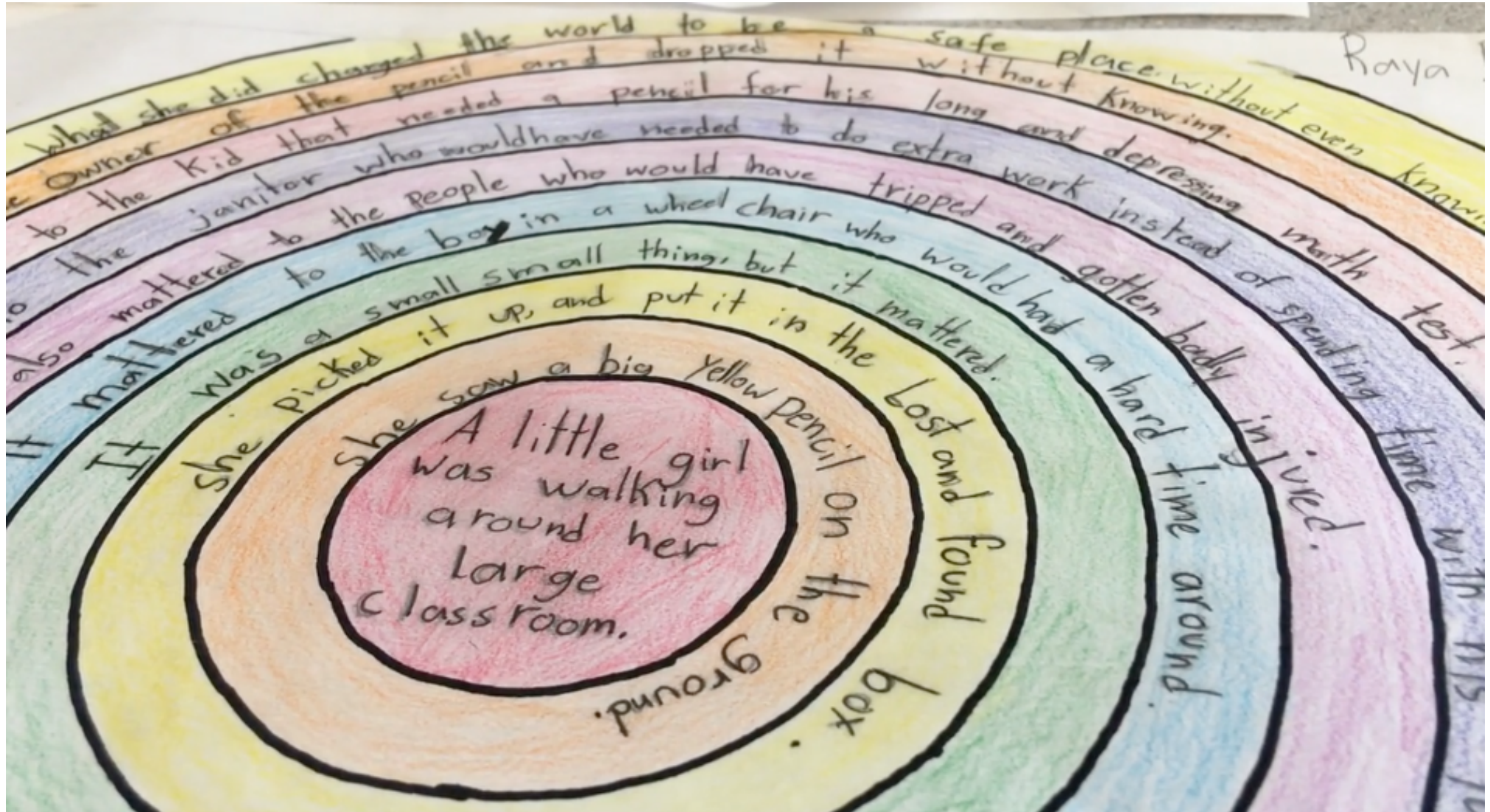
What Matters - Read Aloud



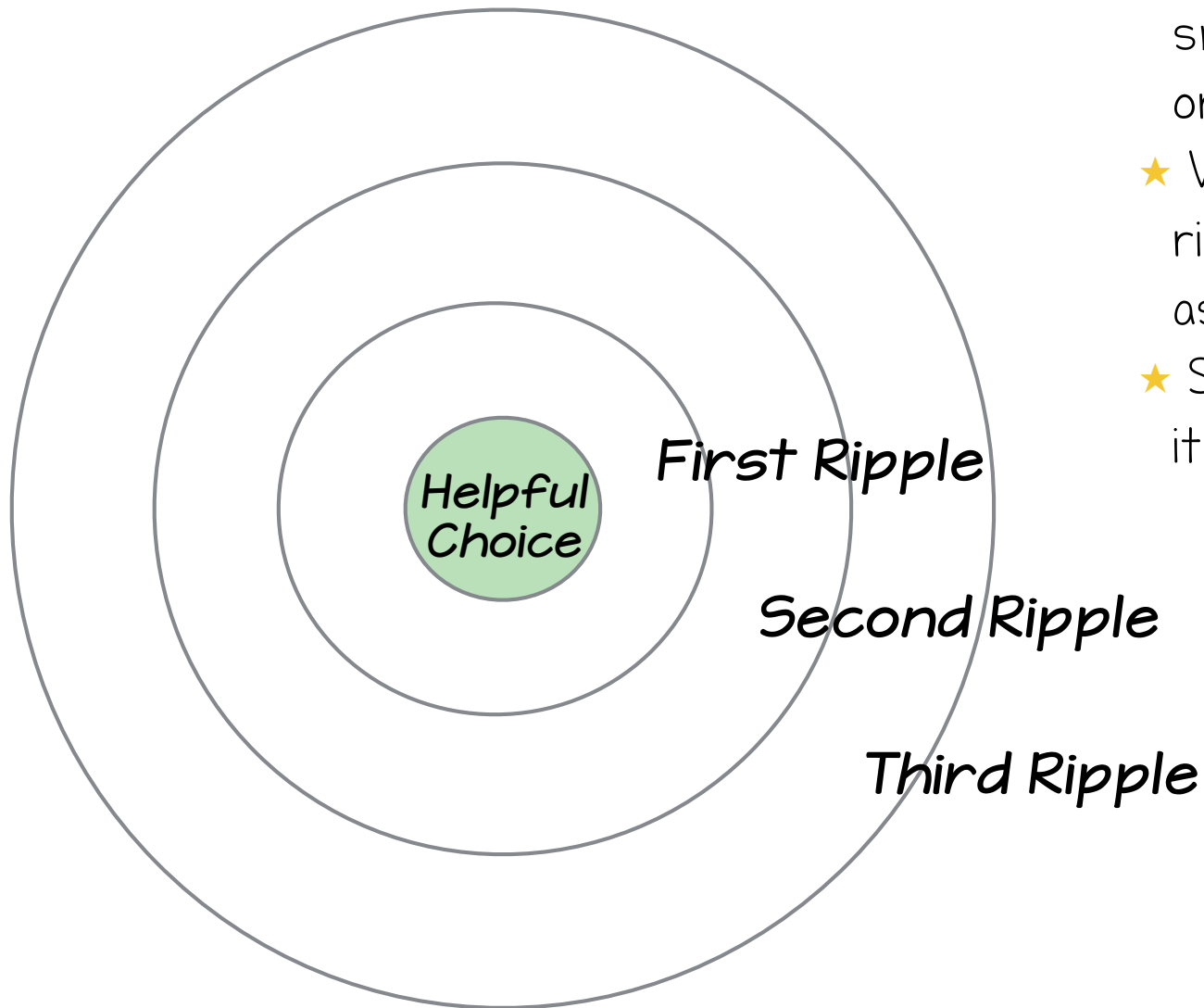
Social Awareness and Responsibility



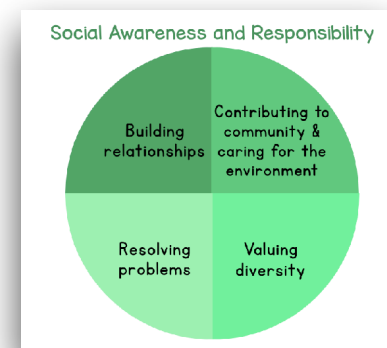
What Matters - The Ripple Effect



What Matters - The Ripple Effect



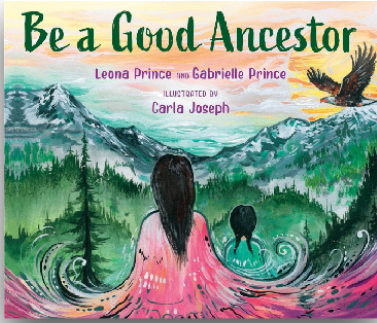
- ★ Reflect on or imagine a small but good deed you did, or could do
- ★ Write down 2–3 positive ripples that did/could happen as a result
- ★ Share your helpful act and its ripples with your group



Be a Good Ancestor - Read Aloud



Be a Good Ancestor - Conservation Poetry



Write a six word story about
being a good ancestor.



Rivers become life, forests become oxygen

Caring for earth keeps it healthy

Clean air and water revitalize earth

Walk gently and leave no trace

Children become adults, adults become leaders

Our Hopes for Our Students



Marc Brackett ✓
@marcbrackett

Educators filled in this sentence. When my students are in their twenties, I hope they are:___.

Here are their top 5 hopes:

- Happy
- Healthy
- Compassionate
- Successful
- Engaged Citizens

How well are we preparing our children to achieve these outcomes?

[#EmotionalIntelligence](#) [#SEL](#)

- ★ How would you complete this sentence?

When my students are in their twenties, I hope they are...

- ★ Share your answers in with your table group

Reflection Question:

If these are my hopes for the **future**, what can I do **now** to help prepare my students to achieve these outcomes?

Reflections & Next Steps

Resources, research & activities shared this morning:

- ✓ Importance of Nature – The Walking Curriculum
- ✓ I Notice, I Wonder, It Remind Me Of...
- ✓ Sit Spots
- ✓ Finding Beautiful Things
 - ✓ Interactive read aloud
- ✓ Social Emotional Learning
- ✓ SEL, Core Competencies, and Books



What is **ONE** thing you can commit to **TRY** in your classroom or role?

Sources

Books & Presentations

The Big Book of Nature Activities: A Year-Round Guide to Outdoor Learning – Monkman & Rodenburg

Learning with Nature – Robb, Mew & Packham

A Walking Curriculum: Evoking Wonder and Developing a Sense of Place (K-12) – Judson

The Ramped-Up Read Aloud – Walther

Units of Study in Reading & Teachers' College Reading and Writing Project – Reading Institute

Executive Skills & Reading Comprehension: Cartwright

Dr. Marc Brackett – Director, Yale Center for Emotional Intelligence

Sources

Videos & Digital Resources

[Todd Parr – The Peace Book](#)

[Surrey Schools & Lyndsay James](#)

[Learning to Give](#)

[RULER's Approach to Social Emotional Learning](#)

[Using Children's Books to Support Social-Emotional Development – NAEYC](#)

[BC Ministry of Education – ELA Curriculum](#)

[BC Early Learning Framework](#)

[In Our Own Words: Bringing Authentic First Peoples Content to the K-3 Classroom – FNEC](#)

[Beetles Project – Resources for Outdoor Science Programs](#)

[Oregon Association for the Education of Young Children](#)

[Victoria State Government: Department of Education – Literacy Teaching Toolkit/Shared Reading](#)

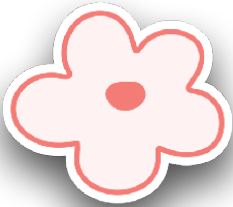
[Fountas & Pinnell Blog: What Is Shared Reading?](#)

[5 Keys to SEL – Edutopia](#)

[What is SEL? – CASEL](#)



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