

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



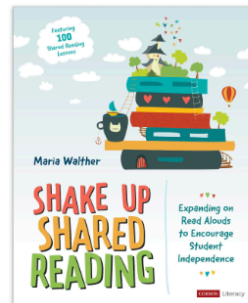
Some "Back Pocket" Outdoor Activities

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 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	Shared Reading Interactions
Teacher reading the text to the students	Teacher and students reading and rereading a text together
Typically a whole-group learning event	Can occur in the whole group or in small groups
Teacher engages students in collaborative conversations that dig into complex ideas, social-emotional learning competencies, higher-level comprehension, and, when applicable, foundational reading skills.	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

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

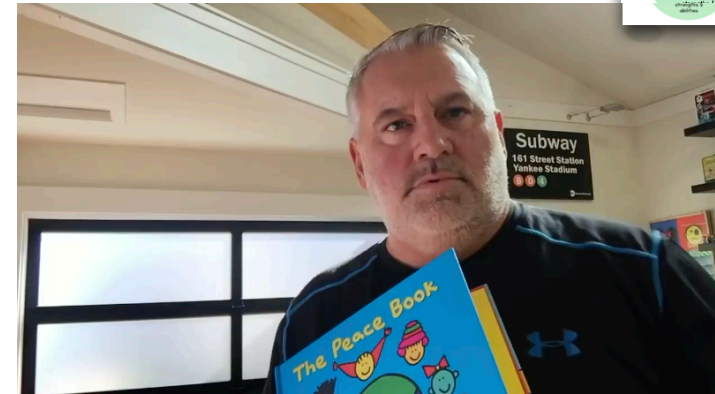
What competencies does this support?



Learning to Give



The Peace Book - Todd Parr Read Aloud



Todd Parr - The Peace Book



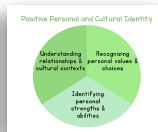
Your Turn - Peace is...

- 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

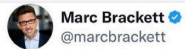
Options for your students:

- ★ 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?



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?

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



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 & Lindsey 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 – FNECS](#)

[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](#)

