



## Provincial Outreach Program for the Early Years

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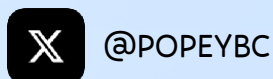
# Building a Successful Primary Classroom: Reading and Writing

*Friday, March 8th*

*9:00am - 3:00*

\*Handouts available at – [popey.ca/workshop-resources](http://popey.ca/workshop-resources)

Connect with us online!



Presenter:  
**Jen Kelly**

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## *Our learning objectives*

In this workshop, we will simulate a dynamic and interactive primary literacy block that includes:

- interconnected comprehensive experiences, with a focus on reading and writing
- demonstration/mini-lessons within a workshop format that provides scaffolded supports for small group work and independent practice

## How did you learn to...



ride a bike?



swim?



drive a car?

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

Please share your thoughts with your table group...

# *Learning to buckle yourself in...*



# 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?

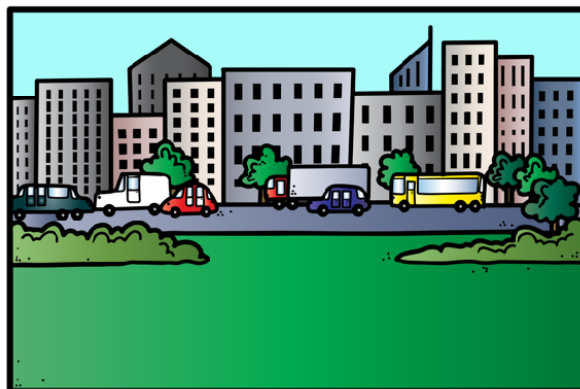
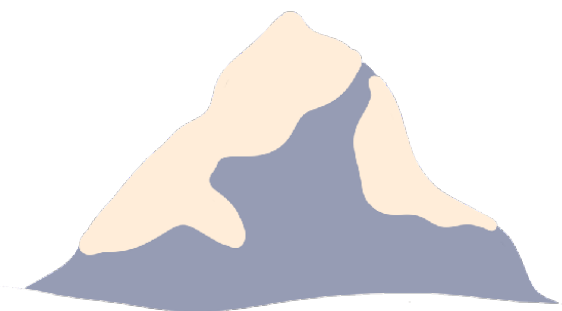
# Visual Metaphor

Processes  
Sounds

## Sound City

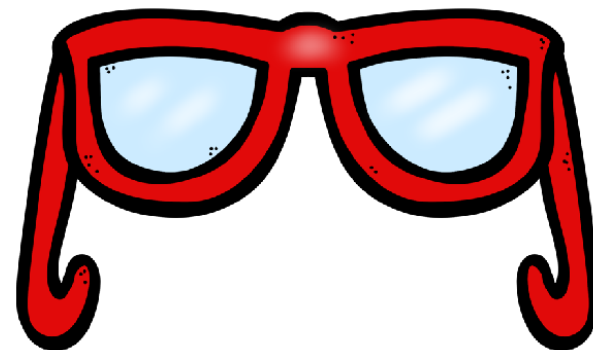
Memories

## Meaning Mountain



Recognizes objects  
& faces

## Visual Village



## *Visual Metaphor - when born*



# Comprehensive Literacy

➔ and, and, and...

Decodable texts	vs.	Authentic literature
Research	vs.	Classroom Practice
The art of teaching	vs.	The science of reading
Individual student needs	vs.	Whole class efficiency
Direct instruction	vs.	Discovery learning
Practice in isolation	vs.	Practice in context
Mastery of skills	vs.	Joy of reading
Structure	vs.	Choice
Urgency	vs.	Joy

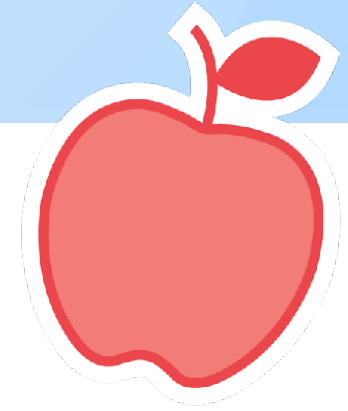


# Kindergarten to Grade 3 - ELA Big Ideas



- ✓ 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

## Pause & Reflect



### What we've explored so far...

- ✓ How we learn
- ✓ Building new systems in students' brains
  - ★ Meaning Mountain – Sound City – Visual Village

Jot down any connections or wonderings you have  
Chat & share a thought with your tablemates

# Possible Literacy Block Schedule



## 90 minute Literacy Block

- ✓ 9:00 – Morning Meeting (message, play with names, giant flashcards, word ladder, orthographic mapping)
- ✓ 9:20 – Read Aloud with discussion activity
- ✓ 9:45 – Mini lesson (vocabulary)
- ✓ 10:00 – Workshop (independent reading, conferring, small group work)
- ✓ 10:30 – Recess

Sprinkle literacy activities throughout the day

# Elements of a Comprehensive Literacy Block

## Whole class instruction – what's our purpose?

- ✓ intentional and thoughtful **conversation** to support language development
- ✓ **direct instruction** – mini-lessons to model what good word solvers, readers, and writers **think and do** – students observe the reading/writing process
- ✓ building **community**, connection, trust, safety, belonging
- ✓ building students' **identities** as readers and **writers**
- ✓ connecting students to the **joy of stories** and texts through **interactive read alouds**
- ✓ making the **connections** between thinking, talking, reading, and writing **explicit** and meaningful
- ✓ equip students with an **expanding toolkit of word solving strategies** they can use independently in their reading and writing experiences

Full teacher support: I do, you watch

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# Elements of a Comprehensive Literacy Block

## Small group work – what's our purpose?

- ✓ teacher acting as **coach** or **guide** for students as they **practice** new literacy skills
- ✓ teacher can have **quick** and **informal** reading and writing **conferences** with students within the group
- ✓ **socially supported** activities, as students **practice** their literacy skills with a small group of peers
- ✓ students **participate** in **group** reading and writing **problem solving** and **conversations**
- ✓ students participate in **enjoyable literacy experiences** and **build their confidence** interacting with texts
- ✓ students **develop the strategies** needed to be **successful** readers and writers

Some teacher support: We do together

## *Elements of a Comprehensive Literacy Block*

Independent reading, writing, word solving

– what's our purpose?

- ✓ students **choose** texts, topics and stories to **read** and **write** about
- ✓ **read and write by themselves** or with a **partner**
- ✓ have the **time** to **practice** the literacy skills they've been taught
  
- ✓ develop **fluency**, **comprehension**, and **writing skills**
- ✓ use **known words** and **word solving skills** to write unknown words
- ✓ use **resources in the room** to help them write
  
- ✓ **understanding** the **power** of reading and writing to **share stories** and **ideas** with each other
- ✓ **enjoy** reading and writing on their own
- ✓ strengthen their **identity** as a reader and a writer

Minimal teacher support: You do

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# Comprehensive & Connected Literacy Experiences

WHOLE CLASS

Thinking

GUIDED &  
SMALL GROUP



Talking



Reading

PARTNER WORK

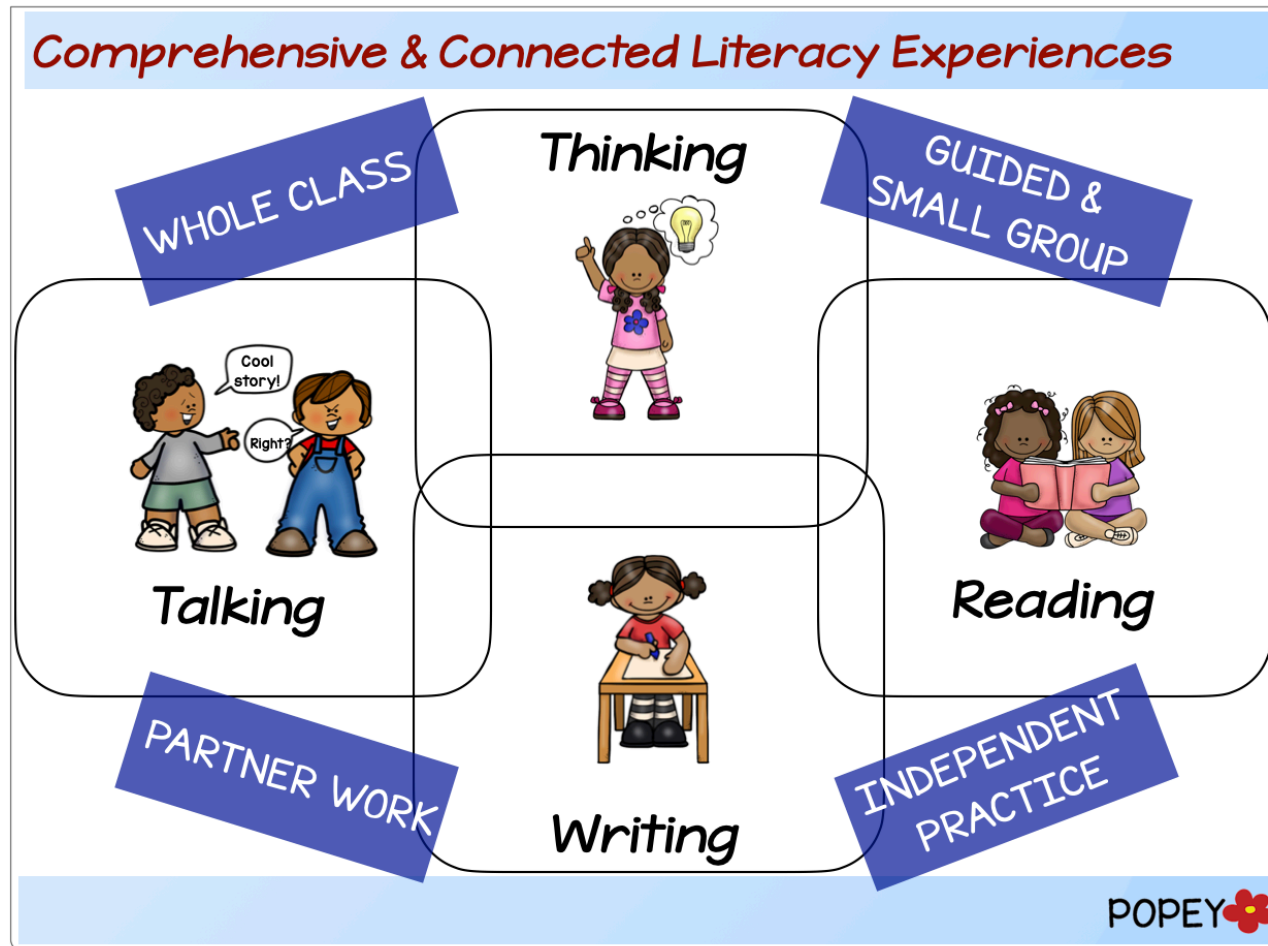


Writing

INDEPENDENT  
PRACTICE

# Reflect & Share

What's a **strength** area and a **stretch** area for you?





# The Morning Meeting



- \* helps children feel **welcome**
- \* sets the **tone** for the day
- \* creates a climate of **trust**
- \* increases student **confidence** and **investment** in learning
- \* provides a meaningful **context** for **teaching & practicing** academic skills
- \* encourages **cooperation, inclusion**
- \* improves children's **communication** skills
- \* room for great **variation** from day to day, within a very **predictable format**

## *Circle time to foster oral language development*



# Warm Up! Word Wall I Spy (words from a Grade 1 word list)

- ▶ the word starts with 'm'
- ▶ the word has 3 letters
- ▶ the word has 2 syllables
- ▶ the word has a long 'e' sound
- ▶ it's something you ride in
- ▶ it's a word that means the opposite of **night**

after	day	jump	rain
and	did	kick	ride
animal	down	like	said
are	for	little	school
be	friend	look	she
best	from	made	sister
because	get	new	teacher
big	give	night	that
boy	good	off	them
brother	had	out	there
can	here	people	very
car	house	play	what
children	how	quit	you

Easily differentiated to be responsive to your students' varied abilities & needs.  
Can be adapted to use with vocabulary words from across the curriculum,  
and extended to a literacy centre/station – Portable Personalized Word Wall Folders.

## Name and word sorts

Using these names, how could you **sort** or **group** them together?

-syllables, beginning sounds, ending sounds/letters, short/long vowels, vowel teams, etc.

Amanda

Kathleen

Pauline

Carrie

Lily

Bonnie

Sarah

Priyanka

Laura

Manpreet

# Word Ladders

- \* Rearrange letters – food that comes from animals
- \* Rearrange letters – not wild
- \* Change 1 letter – to get possession of something or to grab
- \* Change 1 letter – a story
- \* Change 1 letter – not short
- \* Change 1 letter – a fee paid for a service; e.g. a bridge crossing
- \* Minus 2 letters, add 1 letter – a weight; 2,000 pounds
- \* Add 1 letter – to have divided something by pulling it apart
- \* Change 1 letter – to have caused something to deteriorate
- \* Change 1 letter – what teams must do together

team

meat

tame

take

tale

tall

toll

ton

torn

worn

work

## Morning Message

G\_\_d m\_rn\_ng cl\_ss!

We are go\_ng t\_ r\_\_d the  
b\_\_k,

Ten Beautiful Things. Th\_n, we  
w\_ll g\_ outs\_de and find s\_me  
beautiful things.

Fr\_m,

Mrs. Kelly

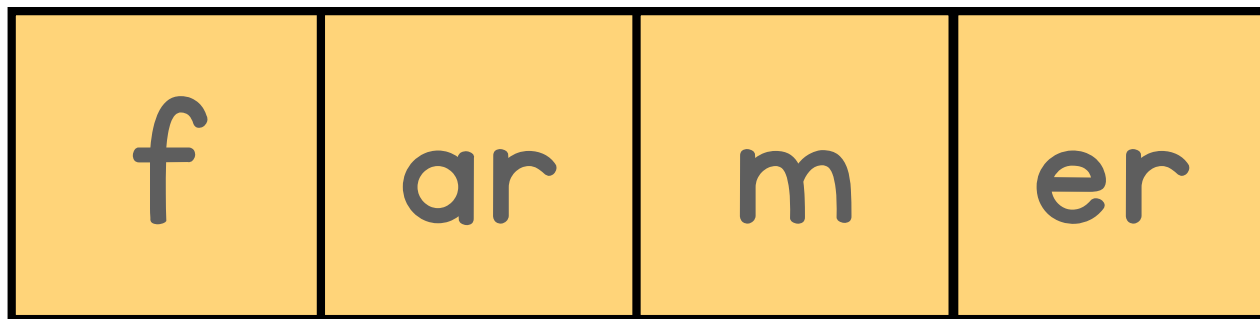
# Using Elkonin boxes to Teach Orthographic Mapping

Why use Elkonin boxes?

- \*it helps build students' phonemic awareness & phonics
- \*it helps connect letters to sounds
- \*it helps students hear and record all sounds in a word
- \*it helps solidify left to right directionality

Once students are proficient with phonemic awareness:

- \*You can transition to teaching **letter** boxes (this helps with spelling)
- \*Students gain independence with this problem-solving strategy



# Segmenting CVC Words Using Toy Cars/Elkonin Boxes

Park Those Sounds!

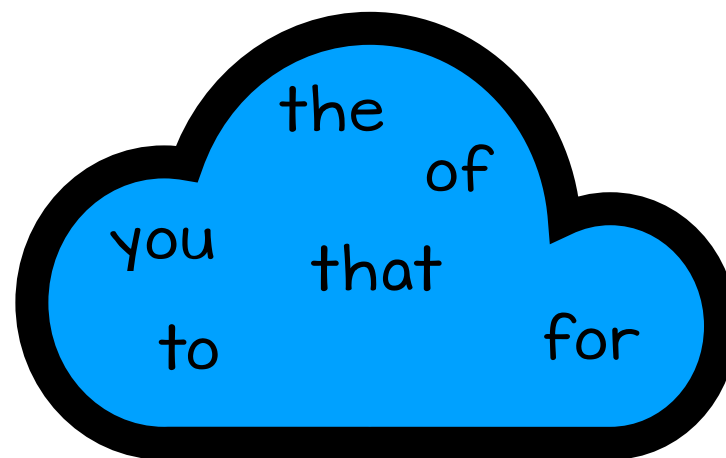




# High Frequency Words

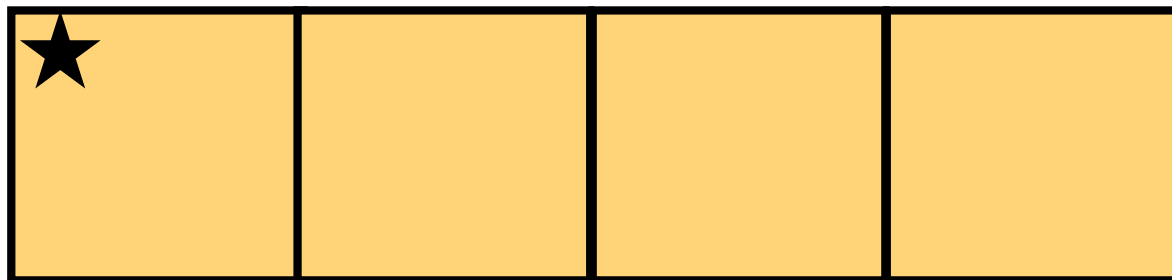
Prioritize which high frequency words you explicitly teach...

	Low Frequency	High Frequency
Regular	quake	went
Irregular	choir	was



# The process of using Elkonin boxes during Writing

- \* Give the student a 'practice page' or white board
  - \* When the student is writing and they come to a word they need to problem solve, model the use of Elkonin boxes on the practice page
- \* Model the task for the student
  - \* Say the word slowly and touch the boxes (or push objects into the boxes) as you say the word
- \* Have the student try it themselves
  - \* You may do the task together until the student can take over

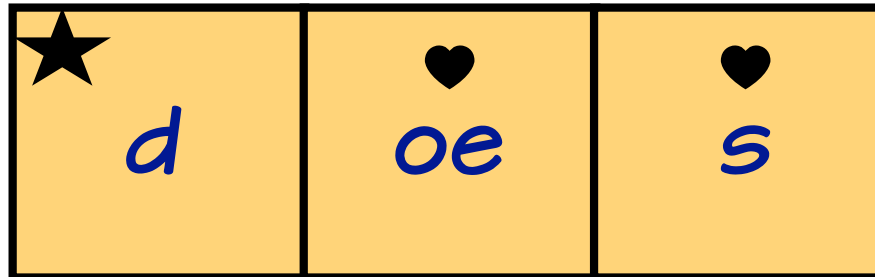


# Orthographic Mapping

Orthographic mapping proposes that we use the pronunciations of words that are already stored in long-term memory as the anchoring points for the orthographic sequences (letters) used to represent those pronunciations.

*Let's explore an orthographic mapping routine for the word*

*does*

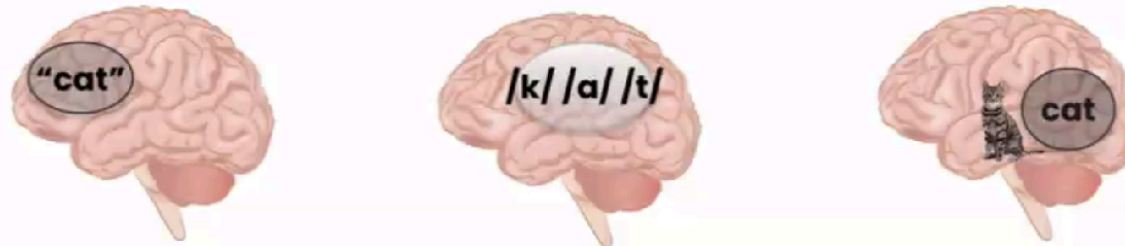


# An example of orthographic mapping from Tik Tok



# Orthographic Mapping

**Orthographic mapping** is “The mental process we use to permanently store words for immediate, effortless retrieval” (Kilpatrick, 2016 , p. 31)



This involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory.

# High Frequency Power Words

109 words comprise 50% of the words found in children's texts

*the	*for	from	were	do	some
*of	*was	I	when	will	so
*and	on	have	we	each	these
*a	are	or	there	about	would
*to	as	by	can	how	other
*in	with	one	an	up	into
*is	his	had	your	out	has
*you	they	not	which	them	more
*that	at	but	their	then	her
*it	be	what	said	she	two
*he	this	all	if	many	like

\* Words 1-13 make up 25% of the words in children's texts

# High Frequency Power Words

*109 words comprise 50% of the words found in children's texts*

him	its	only	after	back
see	who	way	words	much
time	now	find	called	before
could	people	use	just	go
no	my	may	where	good
make	made	water	most	new
than	over	long	know	write
first	did	little	get	
been	down	very	through	

# More Advanced Language Comprehension

Common Prefixes and Suffixes we can **explicitly** teach:

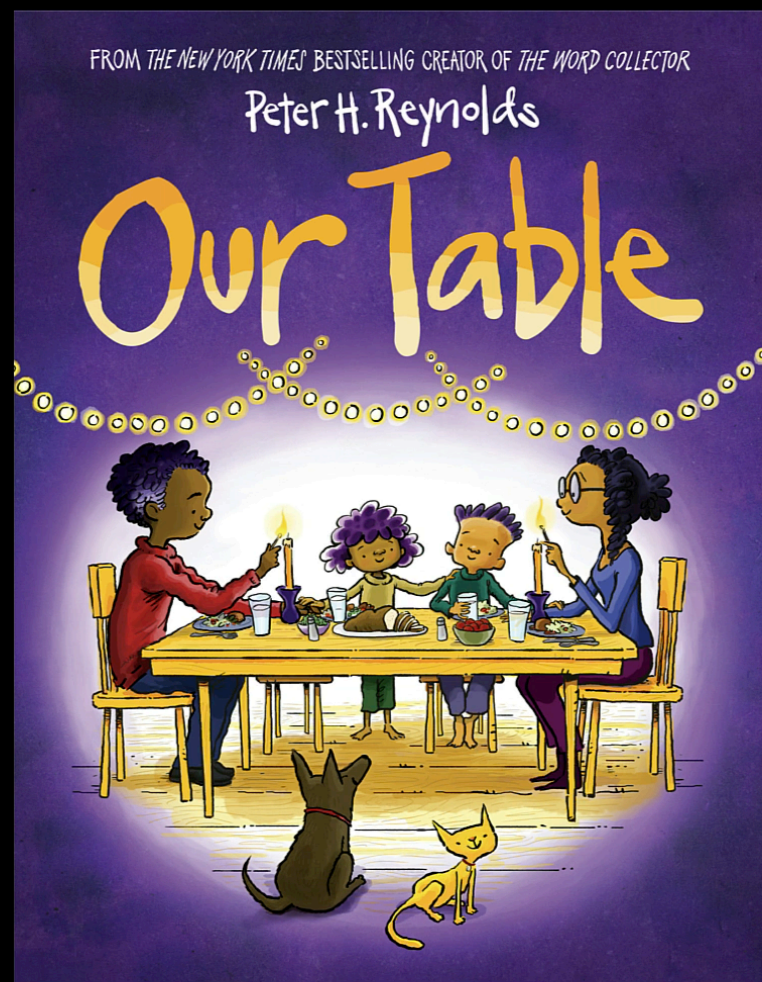
Prefix	% of words	Meaning	Examples
un-	26%	not, opposite of	unaware, unsure
re-	14%	again	redo, replay
im-, in-, il-, ir-	11%	not	impossible, illogical

Suffix	% of words	Part of Speech	Examples
-s,-es	31%	plural of noun	cats, boxes
-ed	20%	past tense of verb	sailed
-ing	14%	progressive tense of verb	jumping, racing

Look what knowledge students can gain from these explicit lessons!



# Our Table - Read Aloud





# Phonological Awareness

–refers to the ability to recognize and manipulate the spoken parts of **sentences** and **words**, and involves a continuum of skills that develop over time and are crucial for **reading & spelling success**:

- \* *rhyme, alliteration, syllables, blending/segmenting, and...*
- \* *the most sophisticated – and last to develop – is **phonemic awareness***

## Phonemic Awareness

–refers to oral language and is the understanding that **spoken words** are made up of **individual sounds** called **phonemes**



## Phonics

–refers to **print**, and is the knowledge of **letter/sound relationships** and the ability to **apply** that knowledge to **encoding** (writing) and **decoding** (reading)



# Readiness Skills

The two best predictors of early reading success are phonemic awareness and a student's understanding of the alphabetic principle.

## Phonemic Awareness

Students' ability to hear and manipulate the smallest units of sound in a word – phonemes

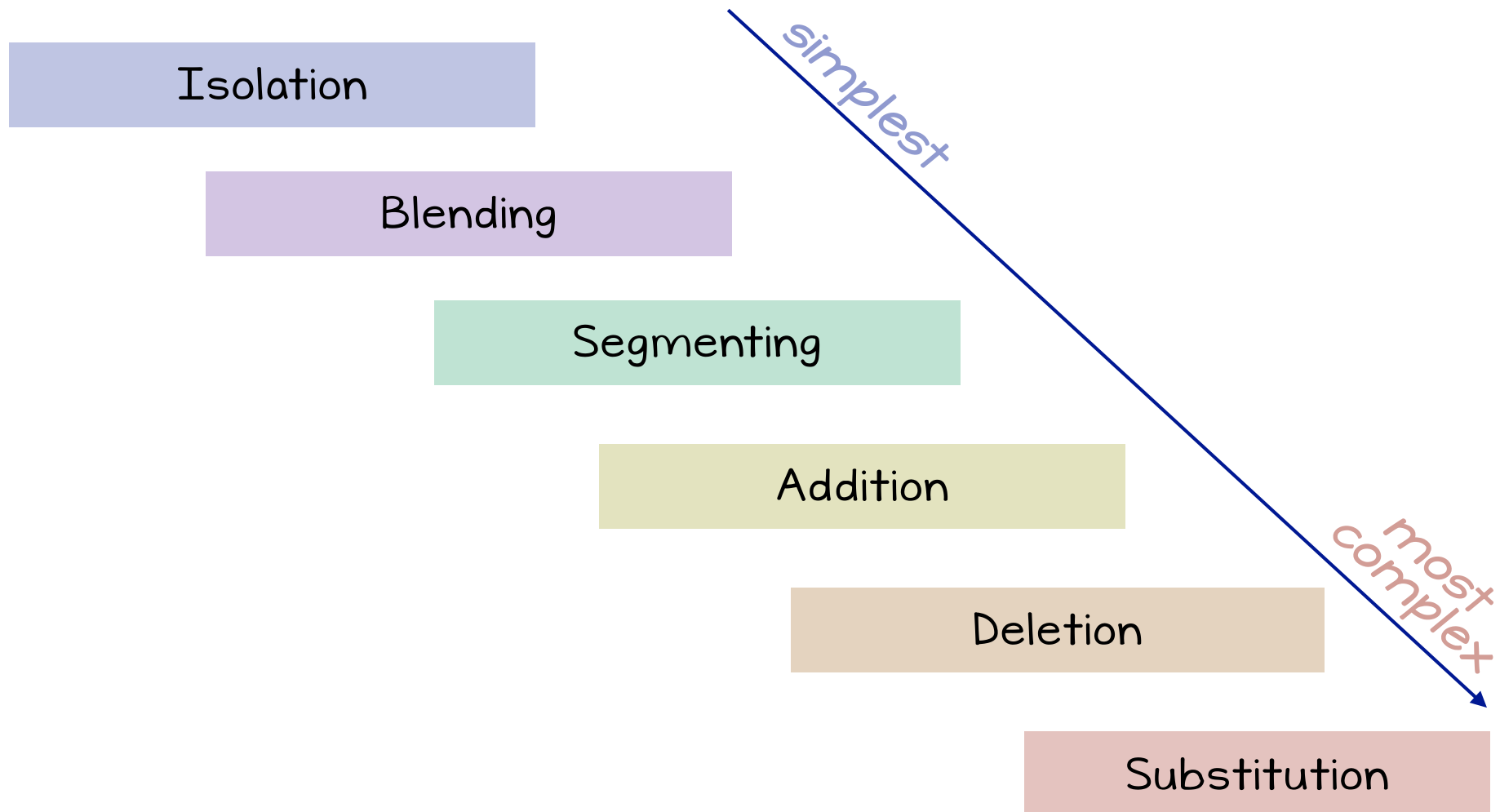
## Alphabetic Principle

The understanding that there are systematic and predictable relationships between written letters and spoken sounds.



# A scope and sequence for phonemic awareness

...the understanding that spoken words are made up of individual sounds



# Whole Class Instruction

One minute direct instruction lesson

## Rhyme Repetition

T says word pair,  
Students repeat:

### Examples:

go/no  
yes/me  
sad/mad  
out/pig  
run/fun  
in/lap  
rip/bag

## Blending Phonemes

T says the phonemes  
for each word, Students  
blend the sounds & say  
whole word

### Examples:

r-e-d  
p-u-t  
b-a-l  
f-l-a-g  
s-w-i-m  
g-l-a-s

## Segmenting Phonemes

T says the word,  
Students say word,  
then segment it

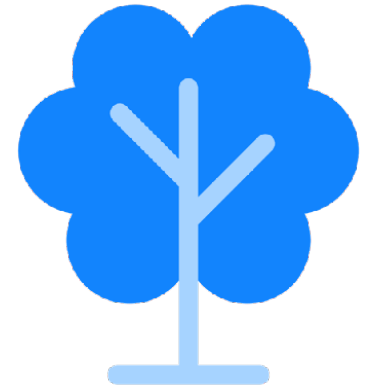
### Examples:

hop  
run  
map  
play  
slug  
grab

# Practicing Phonemic Awareness throughout the day

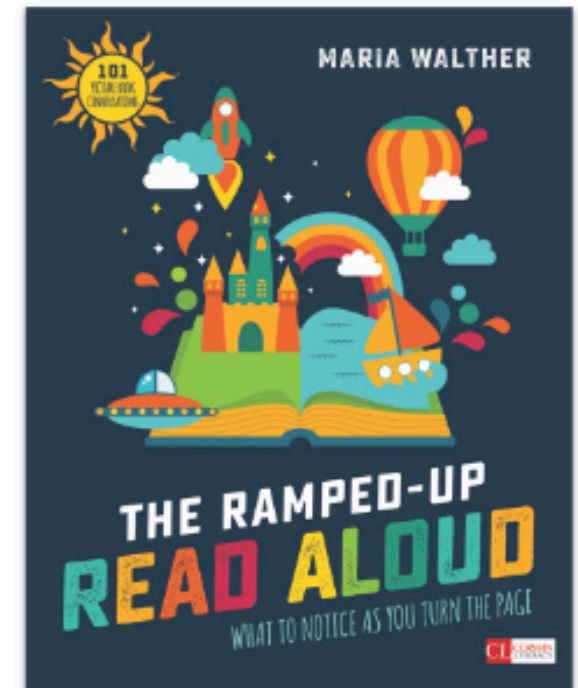
Make use of transition times and existing routines...

- ▶ During morning meeting – have students segment phonemes in each other's names
- ▶ During interactive writing – use elkonin boxes
- ▶ During transition times – play a few rounds of “Guess my Secret Word” by saying segmented words and students can blend sounds together



## 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



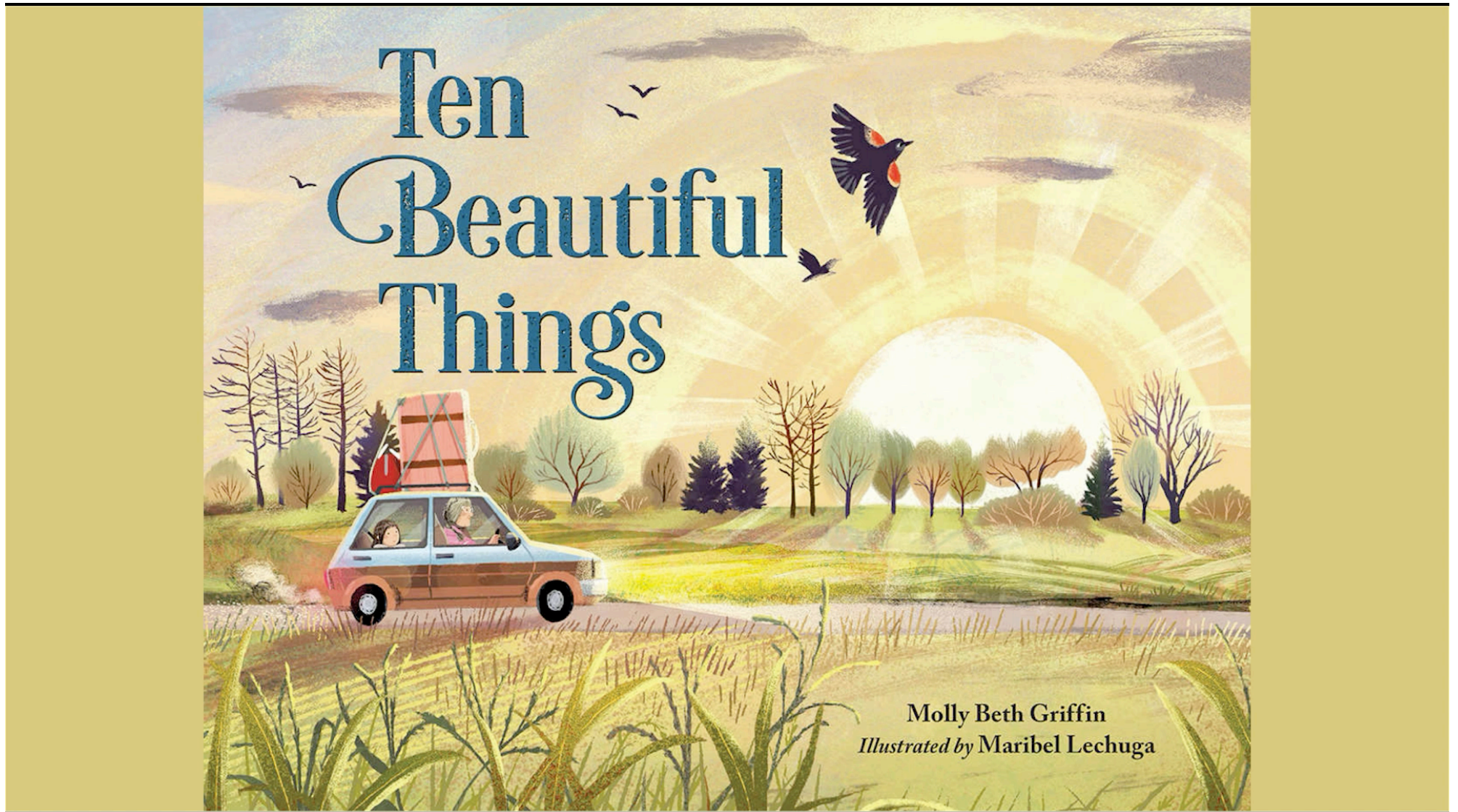
# Connecting Our Literacy Learning to the Land



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

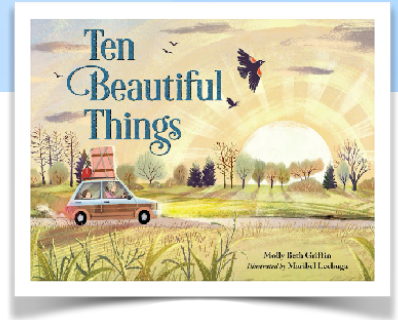
Children develop a sense of place when they connect with their local communities and outdoor environment. Early learning is “of a place” when children and educators engage with local histories with respectful curiosity and a desire to contribute and share. Indigenous peoples have been the knowledge keepers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

# Read Aloud - Ten Beautiful Things



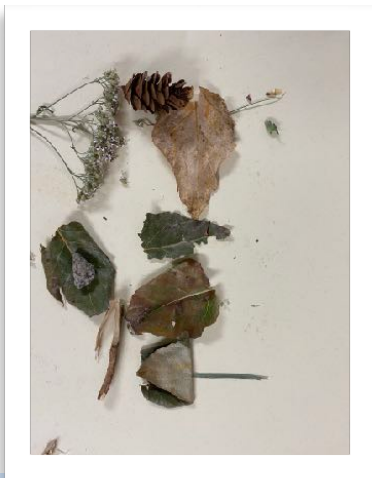
*Start thinking about all the beautiful things around you...*

# Connecting Stories to Our Environment

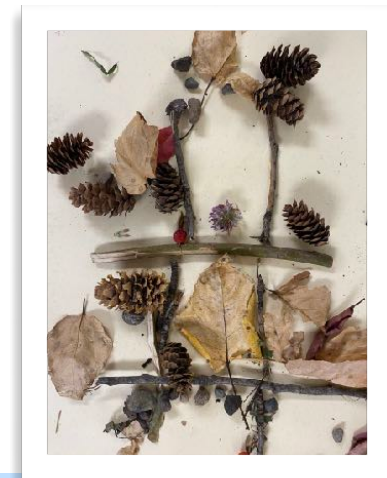
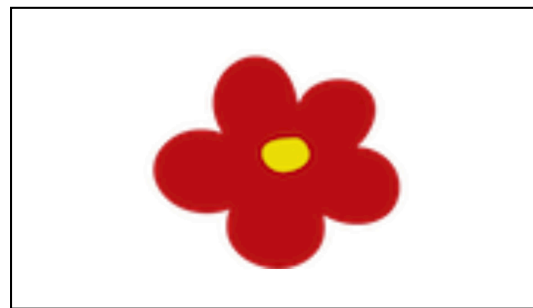


Consider the 10 beautiful things Lily and her Gram found on their journey...

- \* Take 10 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



*4 minute countdown*



***Back in 10 minutes***

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# 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 with your table group

## Connecting

–Describe a connection or gratitude for someone else's share:

–e.g. “Rachel, that maple tree changing colour sounds beautiful.

My grandparents had a giant red maple in their front yard.”

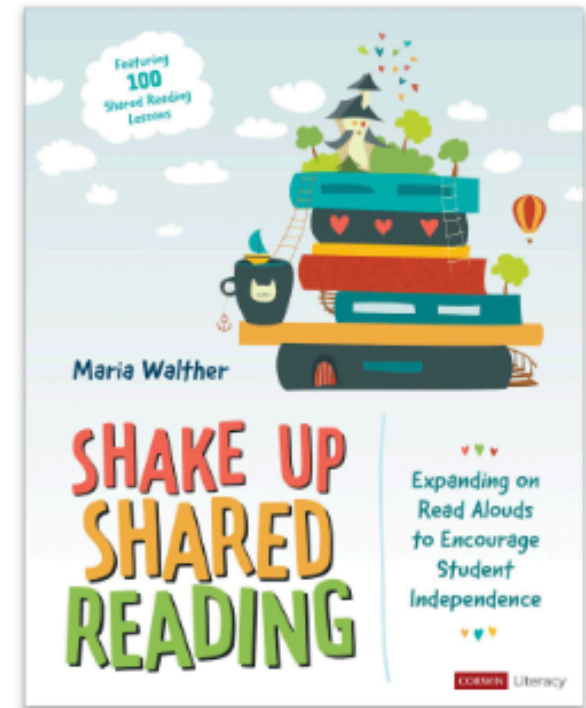
Adapted SMALL GROUP – Thinking/Talking/Writing about Reading

”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.

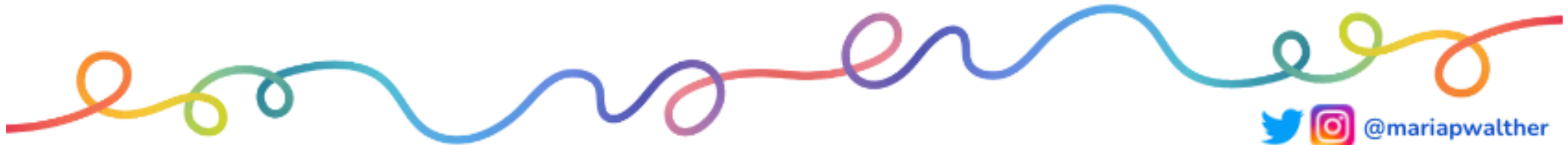


### Shared Reading Interactions

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

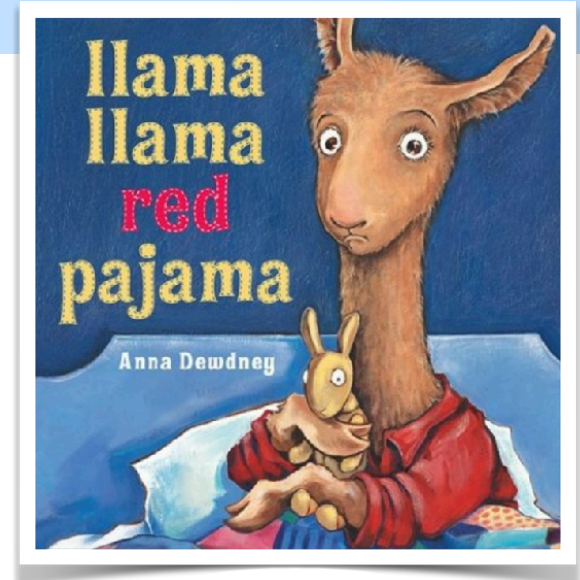
## Purpose & Benefits:

### 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

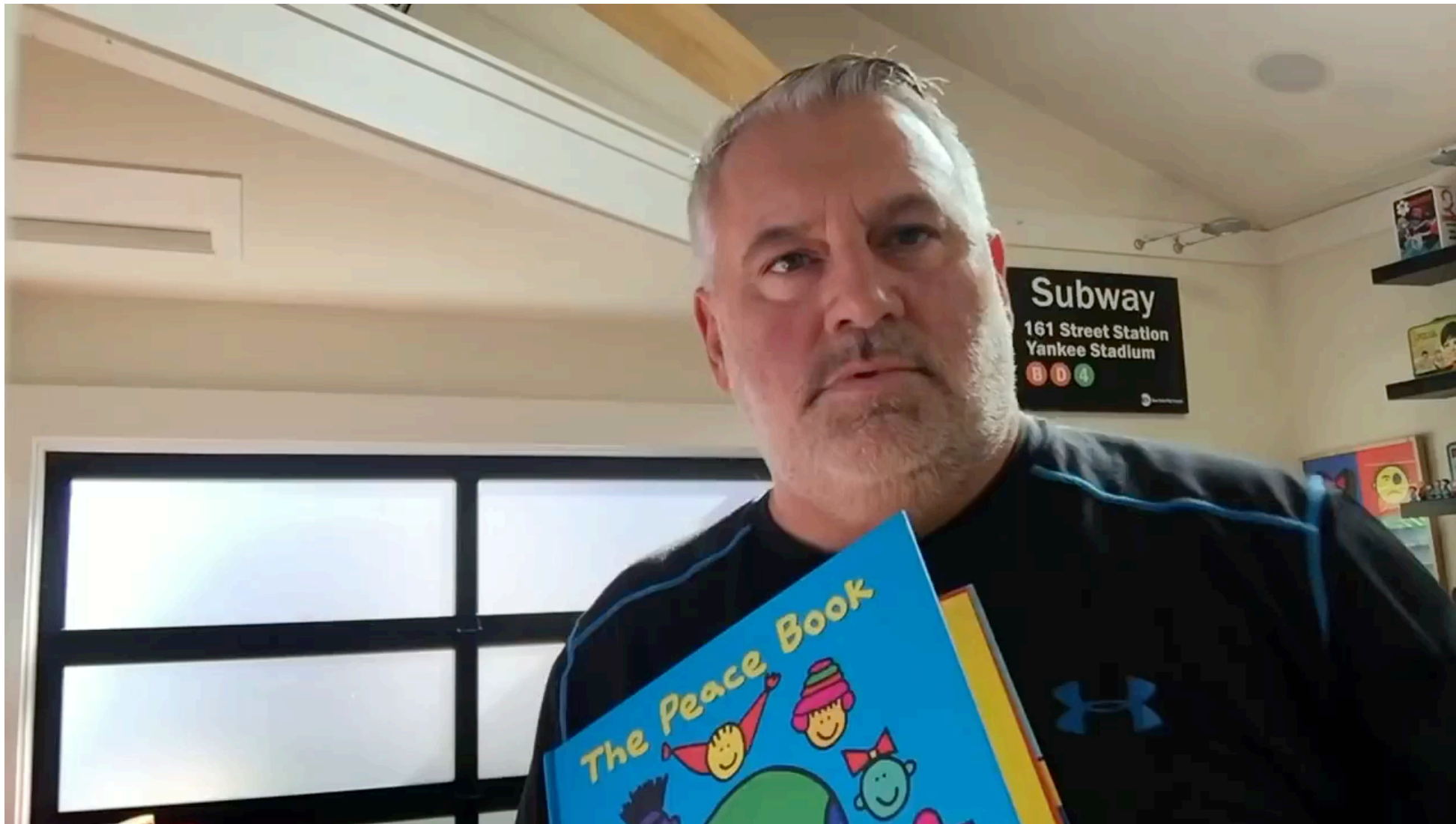
- ▶ Comprehension, celebration, readers' theatre
  - \* *Remember, you are all readers, and readers have big jobs!*

# *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

# *The Peace Book - Todd Parr Read Aloud*



# Workshop Flow

Mini-Lesson:

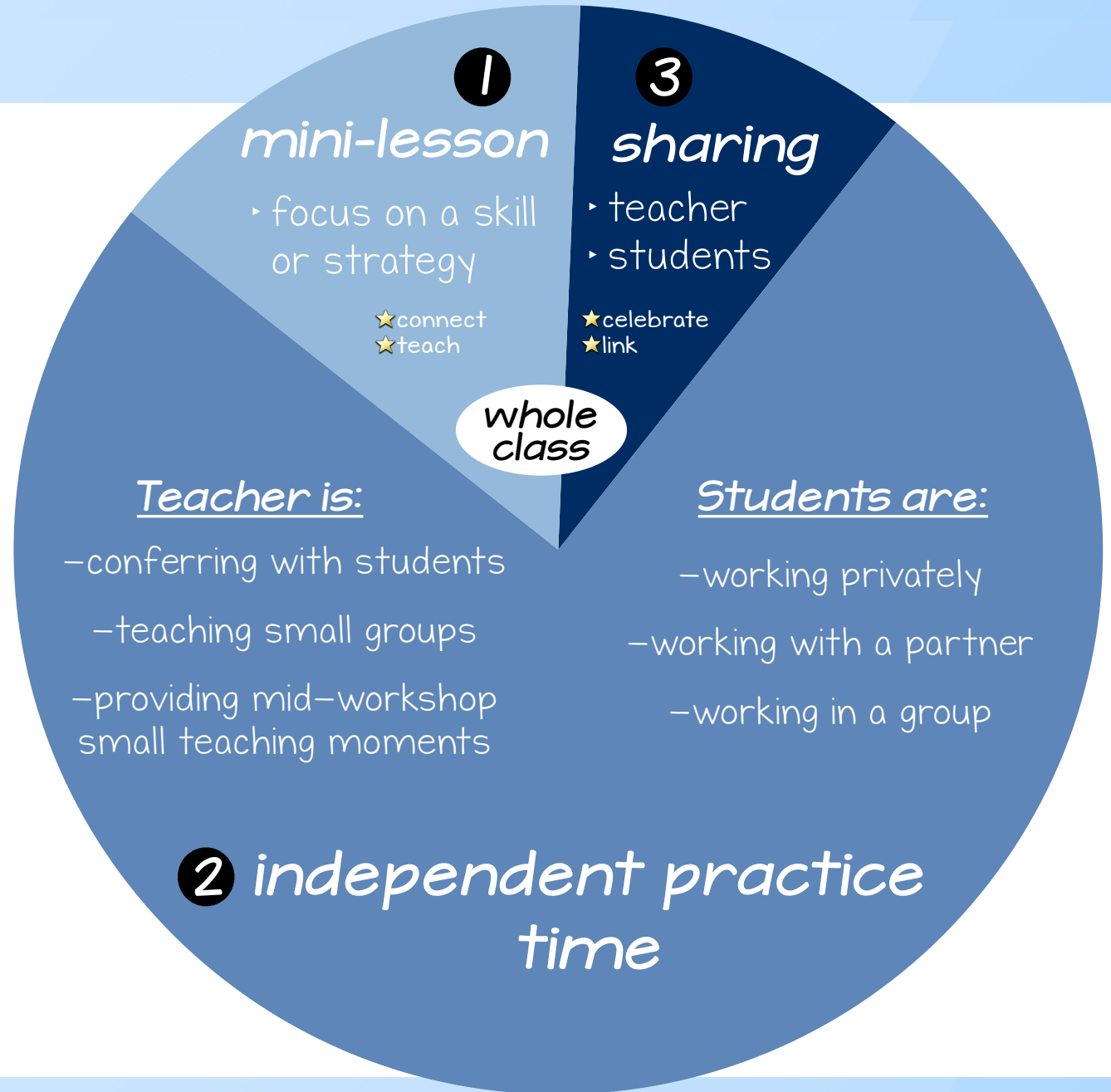
<10 minutes

Students Working:

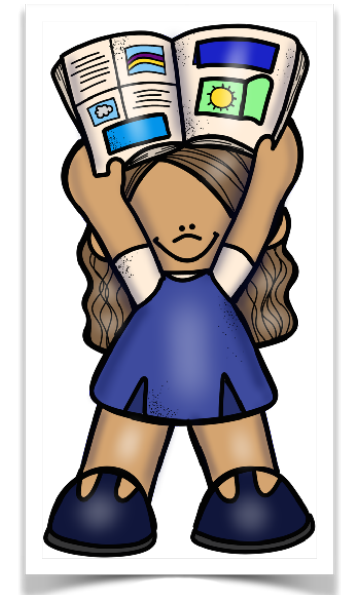
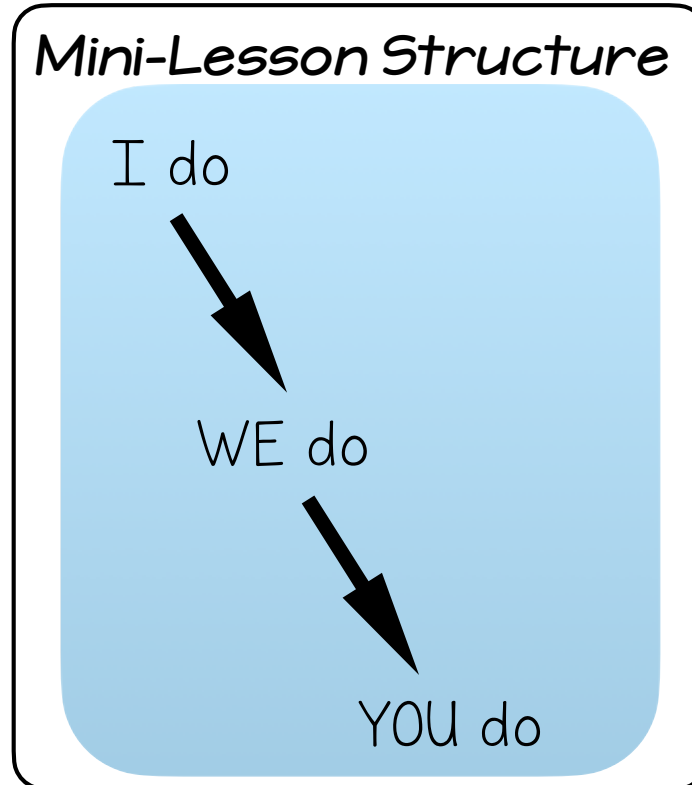
30 – 45 minutes

Sharing:

5 minutes

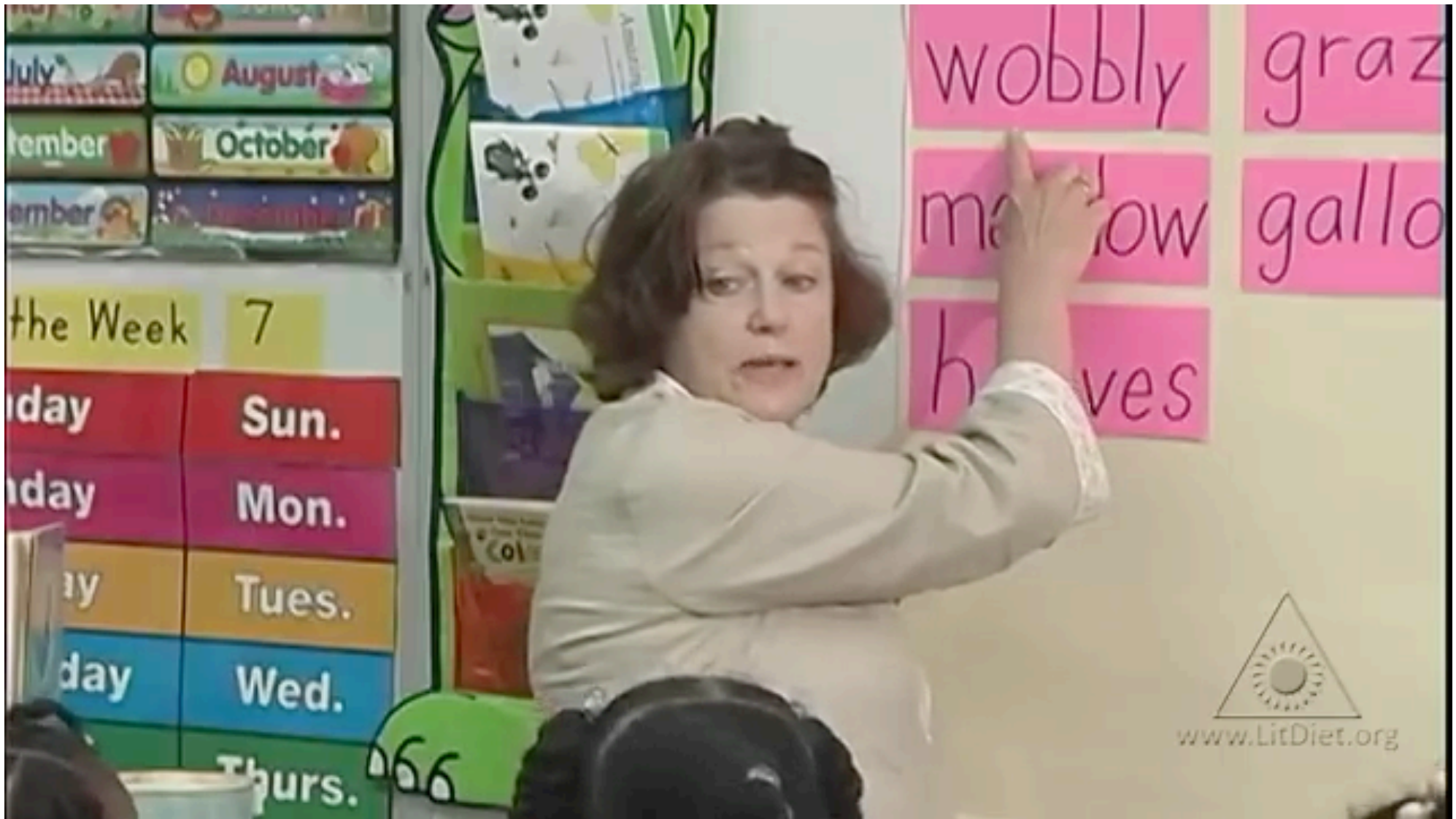


# Mini-Lesson & Read Aloud - Learning New Vocabulary



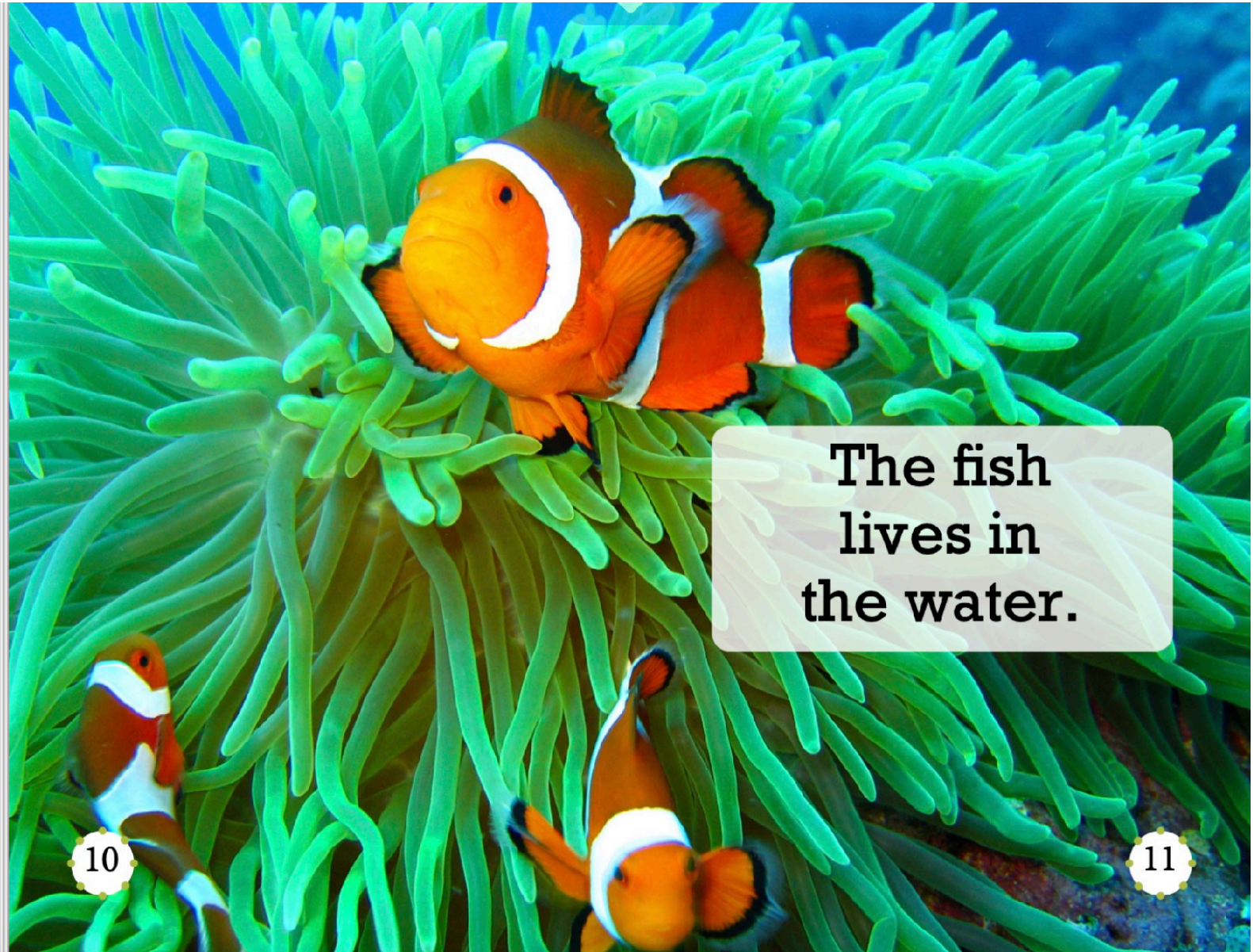
- \* mini, not maxi (five minutes)
- \* strategy-focused
- \* model, model, model
- \* direct and explicit instruction
- \* guided practice in a safe, supportive setting
- \* transfer to independence

# Interactive Read Alouds to Support Language & Vocabulary





# *Independent reading vs teacher read-alouds*



# Interactive read-alouds



## Chapter 1

### HEADING HOME

It is early September. A female salmon has spent three years in the Pacific Ocean. It is time to leave. She will return to the place she was born. Where she was born is a good place to **spawn**. She begins her long journey home to Washington State.

The salmon swims south. She finds a body of water called an **estuary**. This is where a river meets the ocean. The salmon stays here for several weeks. The mix of salt water and freshwater in the estuary prepares her to live in the river. New muscles develop that will help her sprint and jump. Eggs start to grow in her body. The salmon gobbles down a few more fish. This will be the last meal of her life.

◀ After living most of their lives in the ocean, salmon return to the freshwater rivers from which they came.

# Interactive read-alouds

## FAST FACTS

### Name

- There are eight types of Pacific salmon: Chinook, coho, sockeye, chum, pink, steelhead, masu, and amago.

### Diet

- Young salmon eat insects, **invertebrates**, and **plankton**.
- Adult salmon eat other fish, squid, eel, and shrimp.

### Average Life Span

- Most salmon live for four to five years.
- Chinook salmon live the longest. They live up to seven years.

### Size

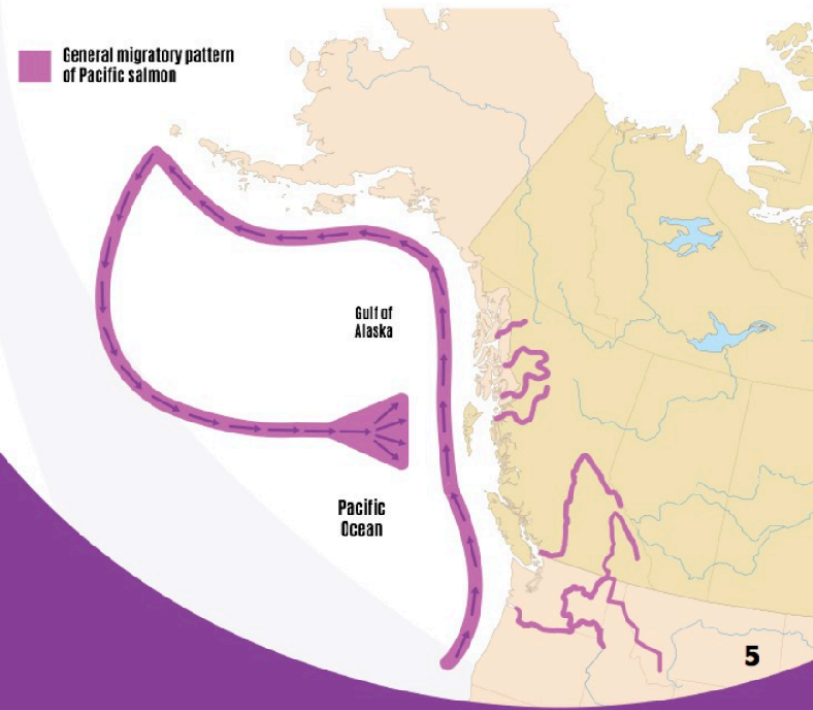
- Adult pink salmon are as small as 20 inches (51 cm) long.
- Chinook salmon can grow up to 5 feet (1.5 m) long.

### Weight

- Pink salmon weigh as little as 3 to 5 pounds (1.4–2.3 kg).
- Chinook salmon can weigh as much as 100 pounds (45 kg).

### Where They're Found

- Salmon live in the Atlantic and Pacific Oceans.
- Some salmon also live in inland lakes, such as the Great Lakes.



## Targeted focus and discussion on new vocabulary

dam

a structure that blocks  
the flow of water

plankton

tiny plants and animals  
floating in the water

estuary

a body of water where the  
ocean meets the river

rapids

part of a river where the  
water flows very quickly

invertebrates

animals without backbones

scales

thin, overlapping plates  
that cover a salmon's body

## *Building our vocabulary*

dam

plankton

estuary

rapids

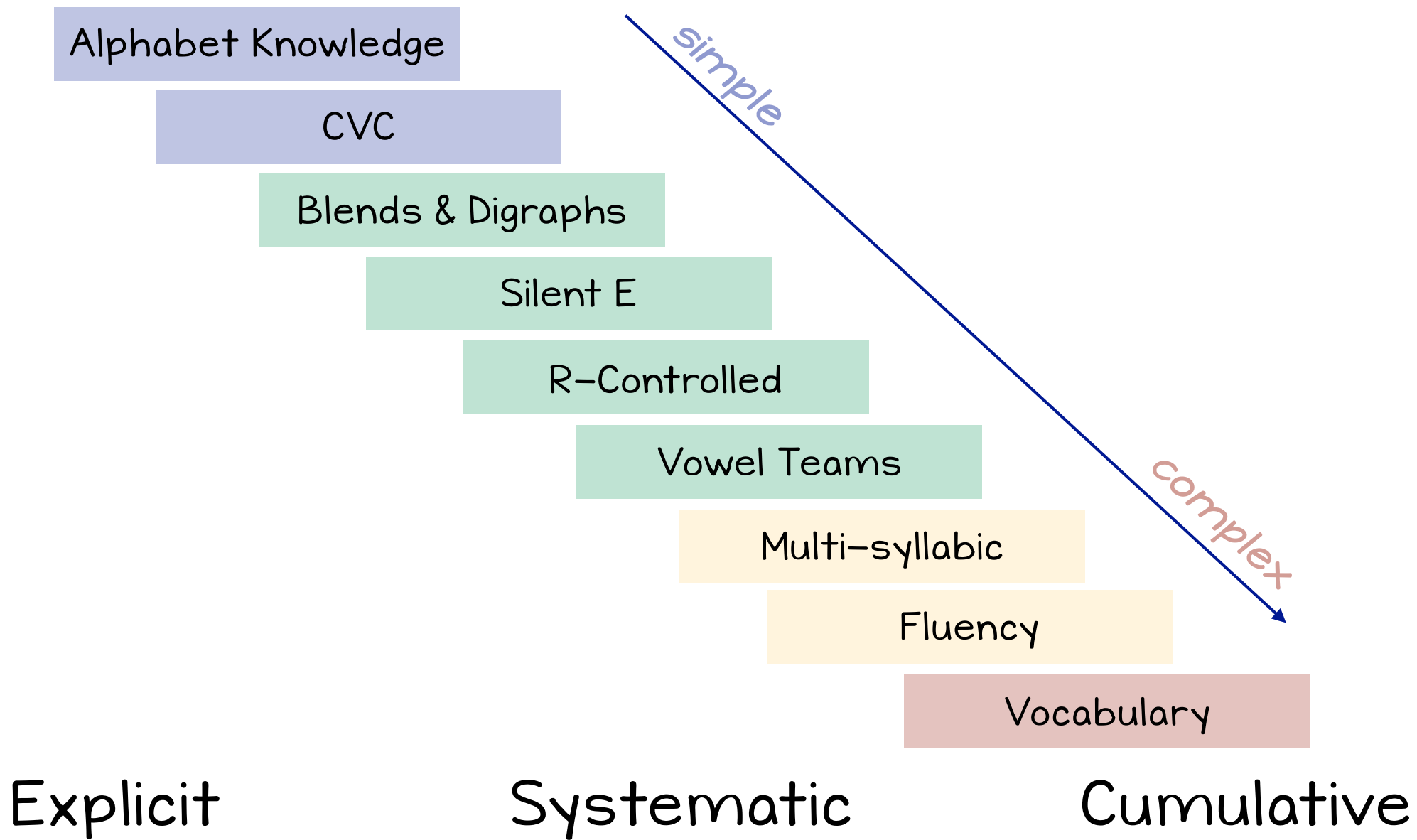
invertebrates

scales

### SMALL GROUP – Talking/Reading/Writing/Thinking Connection...

- Which three words are you most interested in drawing a picture and/or writing a definition of, and why?
- Tell your group/partner why you chose those words and what they mean.
- Work alongside someone as you write/draw.

# A scope and sequence for phonics instruction



# Characteristics of Strong Phonics Instruction

- ✓ Readiness Skills
- ✓ Scope and sequence
- ✓ Blending
- ✓ Dictation
- ✓ Word Awareness Activities
- ✓ Teaching High-Frequency Words
- ✓ Reading Connected Text



Active \* Social \* Reflective

# A Phonics Lesson

★Blending      ★Dictation      ★Word Awareness Activities

The same letter/sound focus through each lesson part...



## REVIEW IT

- ⇒ Review High Frequency Words
- ⇒ Name letters and sounds

## HEAR IT

- ⇒ Phonemic Awareness

## TEACH IT

- ⇒ Name new skill/sound

## DECODE IT

- ⇒ Decode words with target sound

## SPELL IT

- ⇒ Spell words with target sound

## READ IT

- ⇒ Read word lists, sentences or decodable books

**\*These last two steps should be approximately 50% of your lesson time. Blevins states “students progress at a much faster rate in phonics when the bulk of instructional time is spent on applying the skill to authentic reading and writing experiences” (2017).**



## Teacher Language

## Skill

(Begin with **mat**.) Change **mat** to **sat**.

encoding

Change the **S** to an **F**.  
Now tell me what word you have?

decoding

Change **fat** to **fit**.

encoding

Change the **F** to an **S**. What word is that?

decoding

What letter do you need to change **sit** to **lit**?

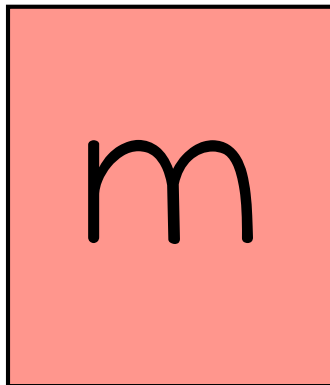
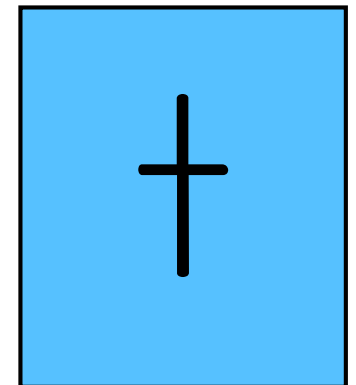
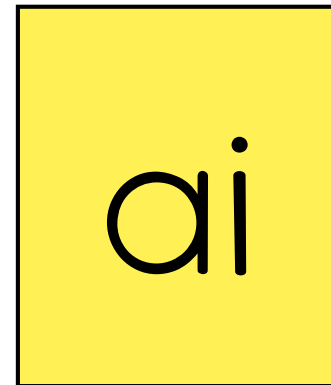
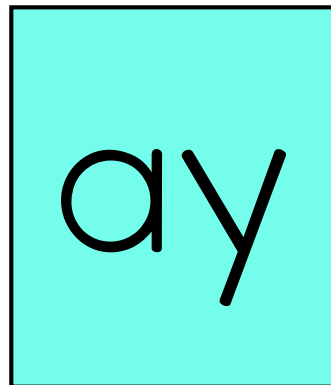
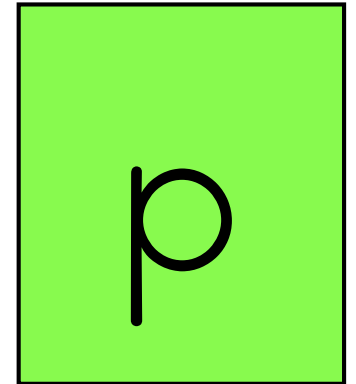
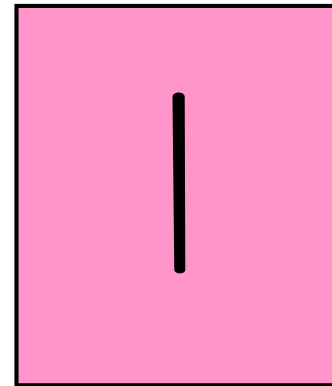
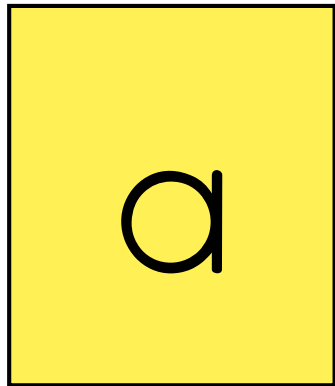
encoding

Now add an **S** to the beginning of **lit**.  
What word do you get?

decoding

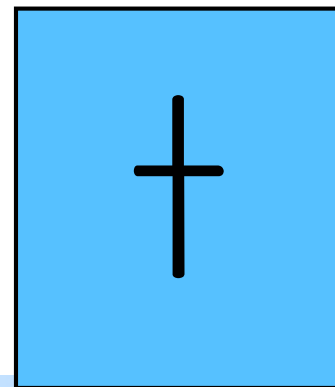
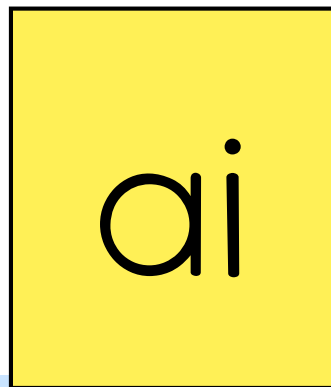
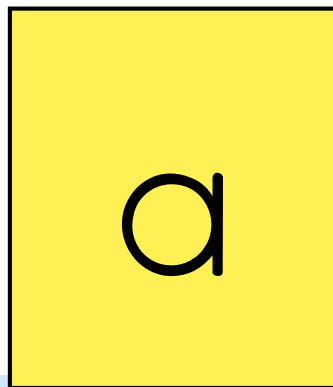
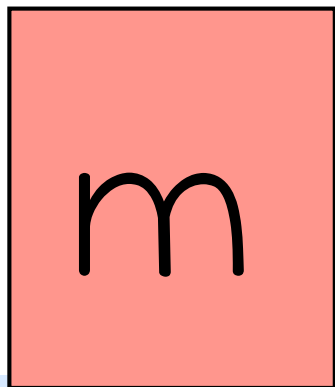
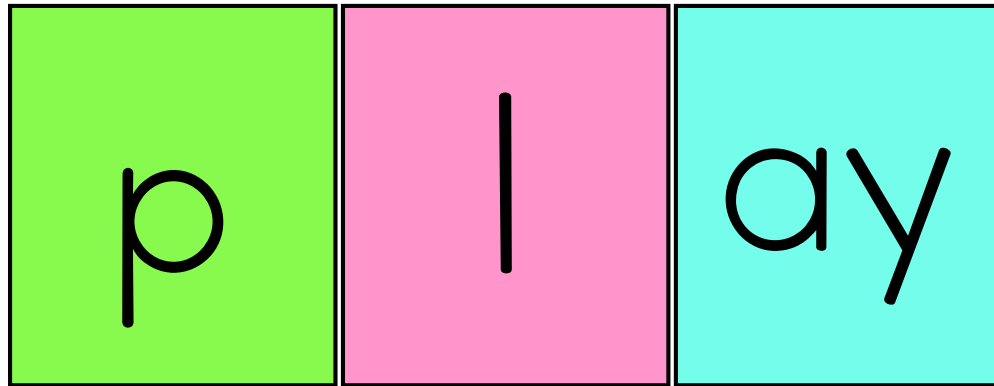
# Giant Flash Cards

An interactive way to practice blending and focusing on phonics concepts.



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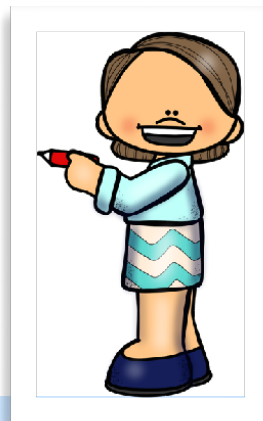
...phonics helps students gain access to words, which in turn helps them gain access to meaning. And that is the point of reading – to comprehend the information, to learn something new, to enjoy escaping into the world of a story. Phonics is just a tool to gain that access.

*–Blevins, A Fresh Look at Phonics*

# What We Know About Writing Development

## *Kids need:*

- explicit and sequenced instruction that helps them progress along a learning continuum
- critical feedback that helps them know next steps
- extensive opportunities to write on topics they care about



# 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 **1–2 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.*

# Book Making

## *Learning Through Language, Learning About Language*

- ▶ Is developmentally appropriate. *Brings a sense of PLAY to making.*
- ▶ Encourages children to do bigger work and develop stamina for writing.
- ▶ Causes children to live like writers
- ▶ Makes the 'reading like writers' connection so clear.
- ▶ Helps children begin to understand the process of composition and decision-making.
- ▶ Helps children begin to understand genre, purpose & audience.

beliefs guide actions



# Book Making

1. **TIME** – conversations, demonstrations, students writing, sharing their process
2. **SPACE** – deciding **where** they can do their best work as a writer is a decision the children can **own**
3. **BLANK BOOKS** – **lines** set an **expectation** for print that makes some children think “I don’t know how to do that, so I **can’t**.”
4. **WRITING TOOLS** – Students **choose** from separate tubs for crayons, coloured pencils, and markers; bins for blank, pre-stapled books; ABC charts
5. **AN IMAGE OF BOOKMAKING** – students know what books look like; that **PEOPLE** make books; a finished book is the result of someone’s work to make that book – taking **action** from **ideas**

Bottom Line: If children aren't TRYING to write,  
they aren't LEARNING to write.

# Book Making

## 1. TIME

- \* 10–20 minutes – WRITERS' MEETING (whole class)

The teacher leads conversations, demonstrations, and inquiries connected to a unit of study.

- \* 30–40 minutes – INDEPENDENT WORK

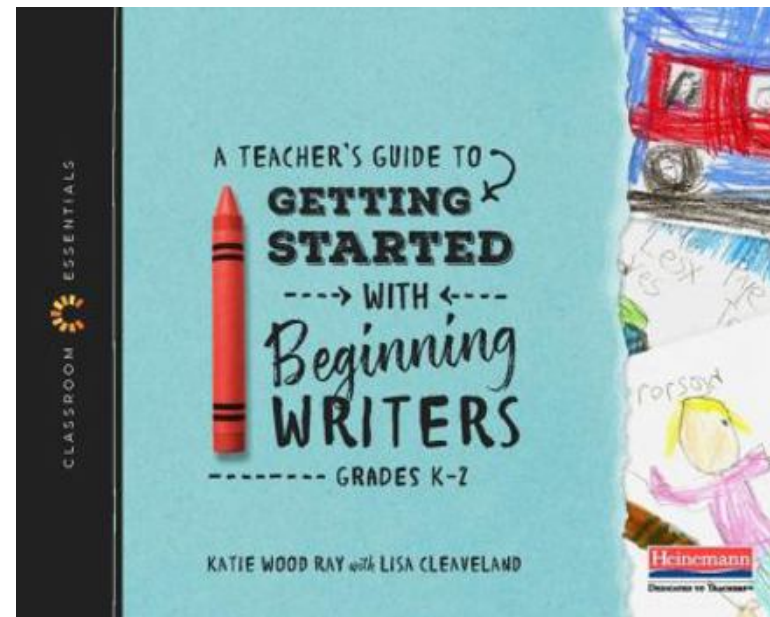
The children make books.

- \* 5–10 minutes – SHARE & REFLECTION (whole class)

Writers tell stories of process.

Extend the time for independent work a little each day

# Book Making



# Engagement

There is a difference between engagement and compliance. Our goal is engagement.

- \* Talk about yourself as an engaged writer.
- \* Help students identify how to engage an audience.
- \* Teach students how to choose an engaging genre.

If we value something, we talk about it with our students.

Our enthusiasm for writing is contagious. Spread it to your students and see them flourish.

# Teaching with Mentor Texts

## What is a mentor text?

A well-crafted text that you show students to help them see how they can better craft their writing and use conventions.

- \* Creative people in all fields have mentors.
- \* Students learn reading and writing are interconnected.
- \* Mentor texts help you teach writing descriptively, instead of prescriptively.
- \* Mentor texts help students teach themselves about writing.

The 'how' is the craft of writing.

What are you doing as a writer to make your writing better?

# Teaching with Mentor Texts

## Immersion Phase:

2–4 days at the beginning of the unit we will study our stack of mentor texts.

- \* Students get to know the stack of texts (just enough)
- \* Teachers can use the mentor texts in mini lessons without having to read them again (time saving!)
- \* Students become better at reading like a writer over time.

Immersion allows students to get better at noticing what author's do and trying it out.

You may need to start with modelling noticing during immersion.

# Teaching with Mentor Texts

## Structure for Immersion Phase:

Having immersion days will make teaching much clearer and much easier.

- \* First read through all the texts for enjoyment and sense of story.
- \* Do 'noticing' as a whole group, then put them into partners to notice.
- \* Model how you, the teacher, will add to your writing based on what you are noticing.

Taking the time at the beginning of each unit will save you time in the long run!

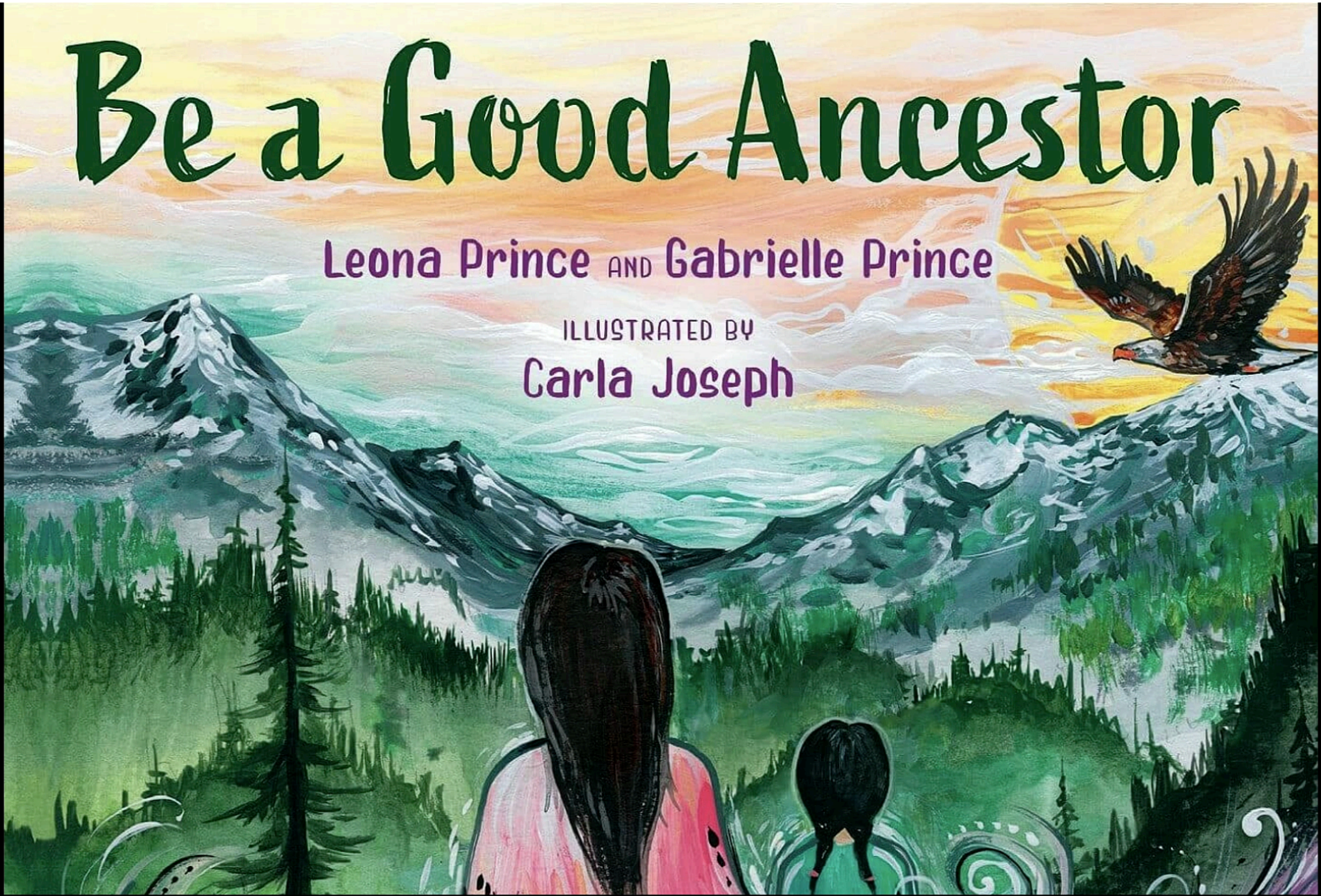
Inquiry approach to writing – what are we noticing about this text?

*Reading Like a Writer - What do you notice?*

# Be a Good Ancestor

Leona Prince AND Gabrielle Prince

ILLUSTRATED BY  
Carla Joseph





## Connection

- connect the context of the day's teaching with the work the class has been doing
- name the teaching point for the lesson
- about 1 minute

## Teach

- crystallize what you plan to teach in this mini-lesson - today's goal & steps to reach it
- *provide concrete instruction to demonstrate today's skill or strategy*
- 2-3 minutes

## Active Engagement

- "Now you try it" - and provide students with a little bit of guided practice (scaffolded learning)
- everyone has a go, working with a partner or small group, while the teacher listens and coaches
- 2-3 minutes

## Link

- re-state the teaching point - connect it to not just today, but every day
- they go and do their own work - working independently & collaboratively with their partners
- about 1 minute

# Connect & Teach Writing Mini-Lesson Excerpt

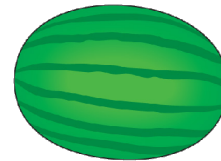


And what I saw in there made me so happy.  
I'm going to tell

# Writing About Our Lives - Small Moments

- think about some of the true stories that you could write about:
  - a story about my life
  - a story about school
  - a story about my family
  - a story about my vacation

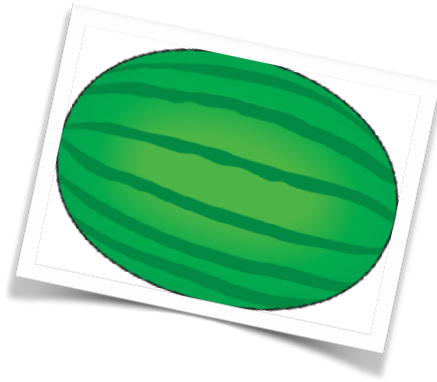
- those are BIG STORIES – as big as a



- when you pick a topic to write about – stop & think –

does it feel like I'm carrying a watermelon?

# Writing About Our Lives - Small Moments



- the good news is that inside a big watermelon topic, there are a TON of tiny seed stories that we can write about



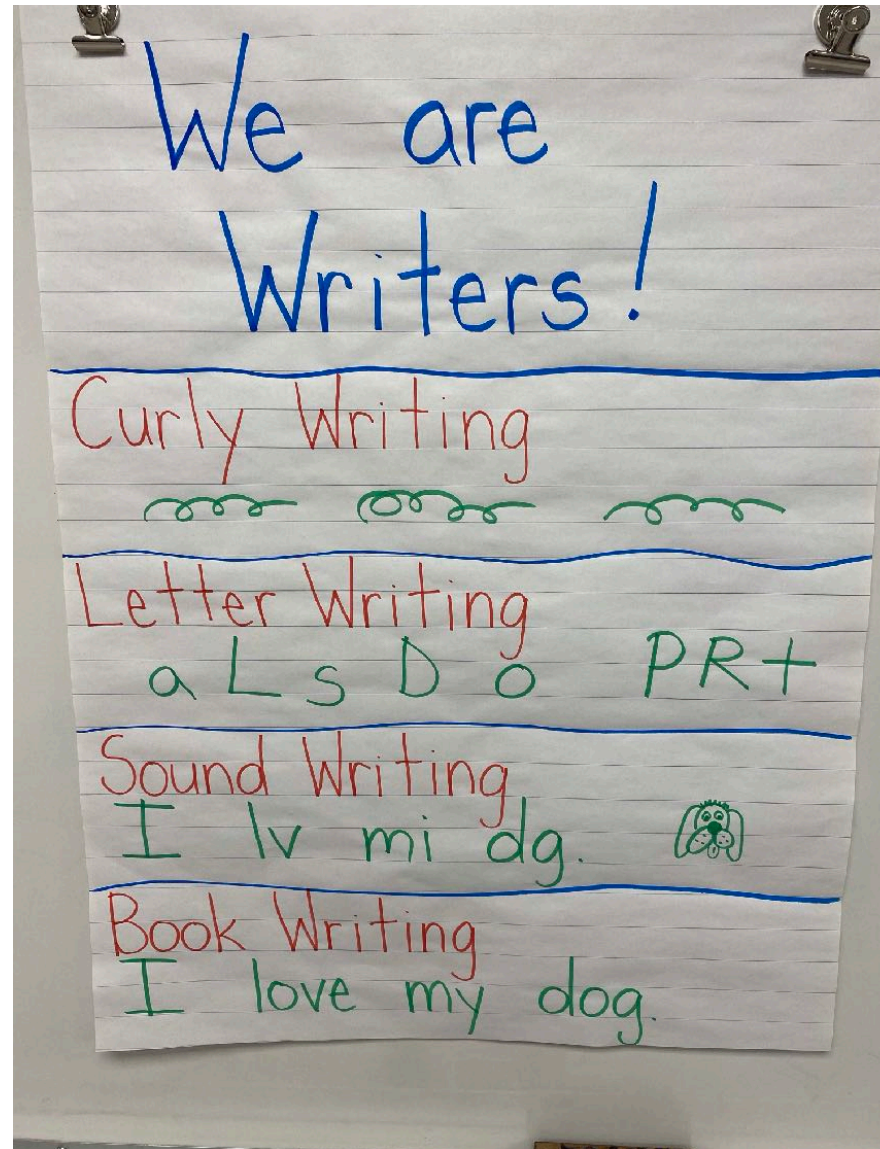
- Here's an example of a personal seed story...

# Zooming in on Small Moment Stories

- think about our big  topic – *My Cats*
- make your own  story that came out of our big  topic
- list out different seeds – or ideas – for your story   
... count out each idea across your fingers 
- write out one of your seed ideas – to make a short story

Separates the **formulating** of sentences from  
the difficult task of **writing** sentences

# Continuum of Writing Development



# Honouring Approximations

Looks like:

Taking a child's writing and seeing all they CAN do, not what they CAN'T

Looks like:

Believing that young kids are writers and NOT doing their writing for them

Looks like:

Adults feeling comfortable with children's approximations so that children also feel comfortable



## Creating Purpose

Connect Writing Workshop to other familiar times in the day and their purpose.

- \* Center time = explore & play
- \* Recess = outside to play, run
- \* Writing Workshop = make books



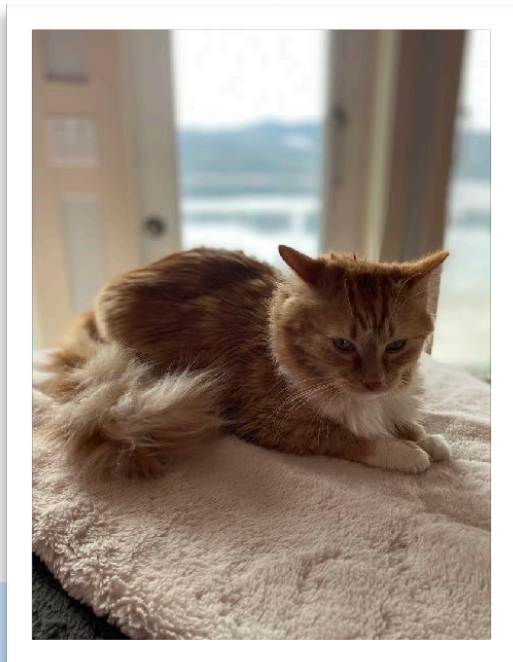
Some children don't believe they know how to write, and so the verb **MAKE** is more inclusive and inviting



## Choice of Genre

### Increasing engagement through choice of genre.

- \* Ask students, “what is your favourite topic to write about?”
- \* Modelling ‘think aloud,’ explain your favourite topic to write about and all the different genres you can choose to write.



- a small moment story about my cat
- A poem about cats
- A labeled diagram of a cat
- A 'how to' book about taking care of cats
- An information book about cats

## Closing Circle

Write a six word story about your takeaway from our time together, and share it with your table group

Engaged and joyful  
students as storytellers

Connection and  
community support  
students' growth

”If children are not spending a **significant** portion of their day **engaged in** (reading and writing) **texts** that allow them to **practice the strategies we are modelling**, then we cannot possibly expect them to take on these strategies and use them **independently**.”

–from *Catching Readers Before They Fall*



# Reflections & Next Steps

Resources, research & activities shared this morning:

- ✓ How we learn to read
- ✓ Whole Class, Small Group, and Individual Practice Time
- ✓ The Morning Meeting – a routine to connect and share
- ✓ Comprehensive Literacy – Phonemic Awareness & Orthographic Mapping
- ✓ Reading Workshop – connecting stories to the land, mentor text and mini-lesson
  - ✓ Interactive read aloud to support student engagement and vocabulary building
- ✓ Interactive Reading and Shared Reading
- ✓ Phonics scope and sequence, lesson flow for mastery of phonics principles
- ✓ Book Making and Small Moment writing
- ✓ Closing Circle – six word stories

What is ONE thing you can commit to TRY in your classroom or role? Share it with your table group

# Sources

# Books & Presentations

When Readers Struggle: Teaching that Works – Fountas and Pinnell

A Fresh Look at Phonics, Grade K–2 – Blevins

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

Shifting the Balance – Burkins & Yates

The First Six Weeks of School – Denton & Kriete

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell

How to Be a Better Writing Teacher workshop – Anderson & Glover

Literacy Lessons Part Two – Clay

From Confusion to Clarity: Defining Sight Words, High Frequency Words, Red Words, and Heart Words – Heggerty Workshop

UFLI Foundations Manual

Heggerty Phonemic Awareness Curriculum

Units of Study – Calkins, The Reading and Writing Project

The Ramped-Up Read Aloud – Walther

Letter Lessons & First Words – Mesmer

This is How We Teach Reading... And it's Working –Willms & Alberti

Shake Up Shared Reading – Walther

A Teacher's Guide to Getting Started with Beginning Writers – Wood Ray & Cleaveland

Write From the Start: Writing Workshop in K–3 – POPEY Presentation by Lori Jamison

Nurturing Young Writers: Supporting Thinking in Children's Book Making and Oral Language Composition presentation – Anderson & Glover workshop

Engaging Young Writers – Glover

# Sources

## Videos

[Worry About Yourself](#)

[TED Talk – Birth of a Word](#)

[Balanced Literacy Diet – Park Those Sounds](#)

[Balanced Lit Diet – YouTube: Community Circle – Fostering Oral Language](#)

[Tik Tok Word Reading](#)

[Balanced Literacy Diet – Word Wall I Spy](#)

[Balanced Lit Diet – YouTube: Dramatic Vocabulary – Introducing Action Words](#)

[Todd Parr – The Peace Book](#)

[Units of Study – Calkins, The Reading and Writing Project](#)

## Digital Resources

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

[Reading Rockets: What is the Alphabetic Principle?](#)

[BC Early Learning Framework](#)

[Carroll, Davies, & Richman](#)

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

[Reading Rockets – Phonological and Phonemic Awareness: Introduction](#)

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

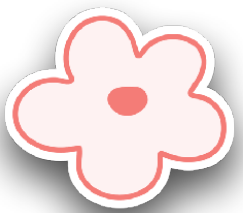
[The Big Five: Phonics–Orthographic Mapping – Wooldridge](#)

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

[Carolyn Strom – Presentation: Refining Professional Knowledge to Build Capacity in Reading Instruction, Learning & the Brain Conference, April 2022](#)



# Provincial Outreach Program for the Early Years



**Jen Kelly**

Teacher Consultant

[jen@popey.ca](mailto:jen@popey.ca)

Connect with us online!

