



Provincial Outreach Program for the Early Years



Nurturing Thoughtful & Playful Literacy
Learning In & Out of Your Classroom

Wednesday, May 22nd

9:00am – 2:00 pm

Facilitator

Lisa Thomas
POPEY Program Manager



Our learning objectives today

Together we will:

- ✓ consider a range of inclusive strategies to support all students, including those who may be struggling with literacy success
- ✓ spend time outside for some outdoor literacy learning experiences, including sit spots, a story walk, sketching and drawing, purposeful play, and the art of careful observation and noticing
- ✓ explore strategies and routines to support students' social-emotional development and the Core Competencies in relation to literacy learning, including mentor texts paired with reflective reading and writing activities and supported by intentional conversations about communication, problem solving, self-regulation, critical and creative thinking, etc.

The afternoon will also include time to celebrate and share your key takeaways from our learning series, and grade group conversations and planning for September.



Shape of the Day

- 9:00–10:15am
 - ✓ Inclusive strategies to support all primary students, including those who may be struggling with literacy success – *explicit and systematic evidence-based instructional routines to support successful literacy development across the primary grades*
 - ✓ Connect & reflect on the research as it relates to your literacy routines and your students
 - ✓ Intro to play-based and outdoor learning
- 10:30–12:00pm
 - ✓ Outdoor literacy learning experiences, including a story walk, sit spots, sketching and drawing, purposeful play, cross-curricular connections, and the art of careful observation and noticing
- 12:30–2:00pm
 - ✓ Social-emotional development and the Core Competencies in relation to literacy learning
 - ✓ Mentor texts and intentional conversations about communication, problem solving, self-regulation, critical and creative thinking
 - ✓ Reflect, discuss, share, celebrate and plan – looking back and looking ahead



Mood Metre – How are you feeling?

frustrated nervous

angry

worried surprised

annoyed

cheerful excited

happy

proud playful

low enjoyment

high enjoyment

high energy

low energy

bored hopeless

hurt

lonely sad

miserable

chill peaceful

content

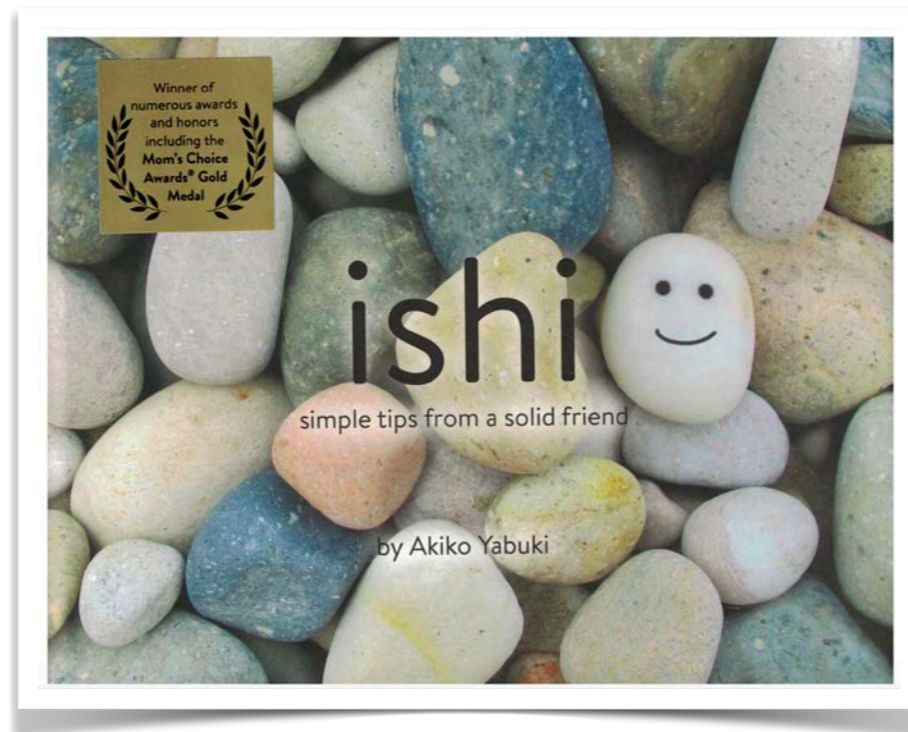
calm tranquil



Ishi - strategies for personal & social awareness

Reflect & Share

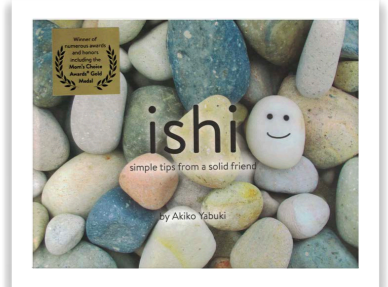
- * At your table groups, share some things that make you happy.
 - ★ activities, people, places...
- * What are some ways you are kind to others?
- * What strategies do you use when you aren't feeling great?





Personal Awareness and Responsibility

My Self-Assessment



by: _____

<p>I can use strategies that help me manage my feelings and emotions.</p>	<p>How I showed this:</p>
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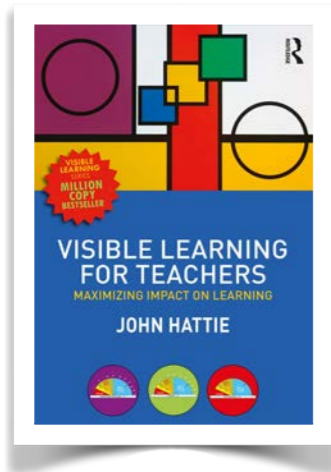


date: _____



Maximizing Our Impact on Student Learning

John Hattie



- * Meta-analysis of 50,000 research articles
- * 'Visible' aspect refers to first making student learning visible to teacher, and second, making teaching visible to students
- * 'Learning' aspect refers to how we go about knowing and understanding

“Informed classroom instruction that targets specific language, cognitive, and reading skills beginning in kindergarten enhances success for all but a very small percentage of students with learning disabilities or severe dyslexia.

*Researchers now estimate that **95 percent** of all children can be taught to read by the end of first grade.”*

– Louisa Moats, teacher, psychologist, researcher & author

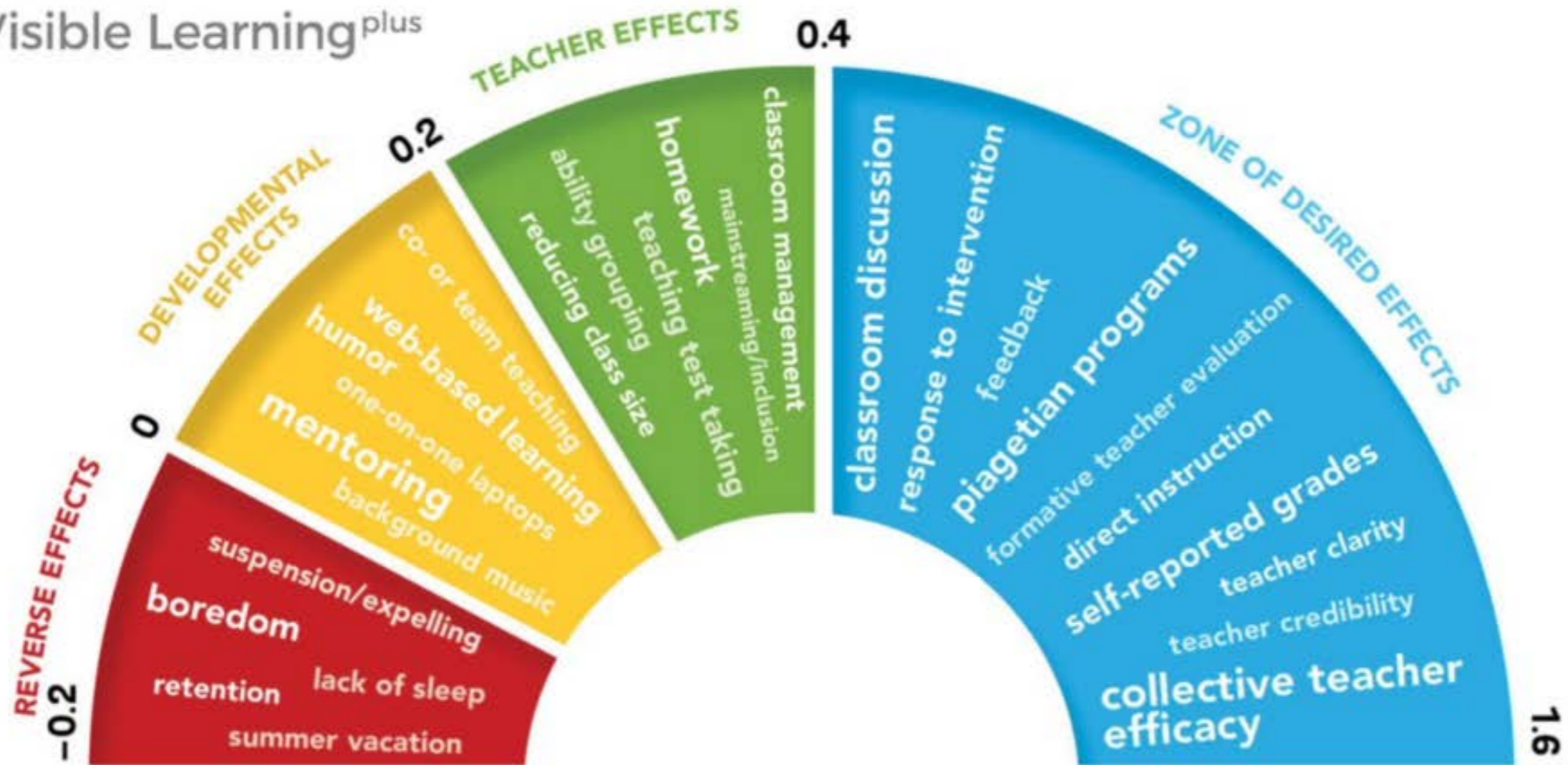


An overview of Visible Learning - John Hattie

Effect sizes greater than 0.4 accelerate student learning

CORWIN

Visible Learning^{plus}

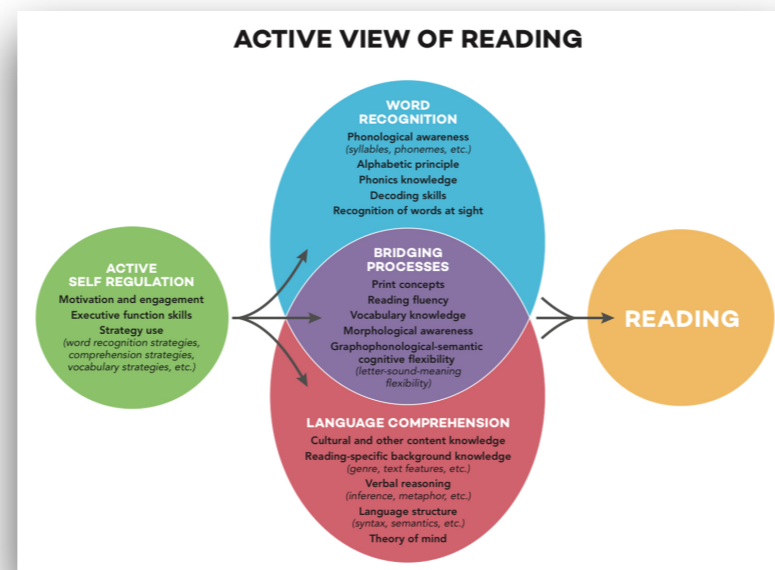




The Active View of Reading

Rather than narrowly focusing on isolated skills, this model...

- * Encourages educators to embrace a more holistic approach to reading acquisition.
- * Recognizes the intricate connections and bridging processes between recognition & comprehension, emphasizing the importance of engaging learners actively in the reading process.
- * Acknowledges the nuanced interactions between decoding and comprehension.
- * Recognizes that proficient readers not only decode accurately but also actively engage with the text, drawing on their language proficiency to comprehend meaning.
- * Can be a powerful conceptual tool for cultivating reading success.



Word Recognition

effect size = 0.44

- ✓ Phonological awareness
 - (syllables, phonemes, etc.)
- ✓ Alphabetic principle
- ✓ Phonics knowledge
- ✓ Decoding skills
- ✓ Recognition of words at sight

Language Comprehension

effect size = 0.62

- ✓ Print concepts
- ✓ Reading fluency
- ✓ Vocabulary knowledge
- ✓ Morphological awareness
- ✓ Graphophonological–semantic cognitive flexibility
 - *ability to decode sounds AND understand the meaning of words*

Active Self-Regulation

effect size = 0.46

- ✓ Motivation & engagement
- ✓ Executive function skills
- ✓ Strategy use
 - word recognition strategies
 - comprehension strategies
 - vocabulary strategies...etc.

Bridging Processes

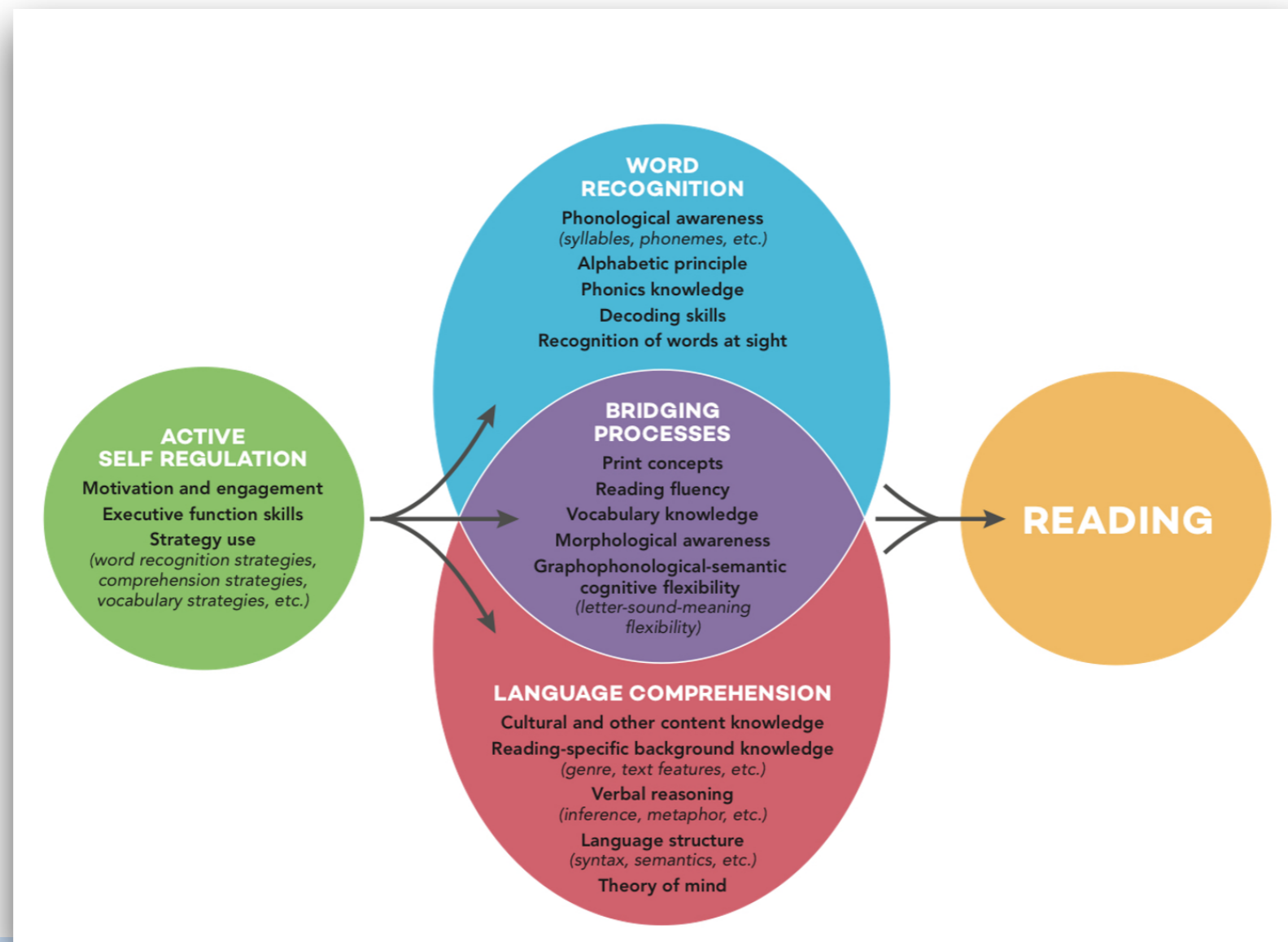
effect size = 0.70

- ✓ Cultural & other content knowledge
- ✓ Reading-specific background knowledge
 - genre, text features, etc.
- ✓ Verbal reasoning
 - inference, metaphor, etc.
- ✓ Language structure
 - syntax, semantics, etc.
- ✓ Theory of mind



Looking at reading skills through sharper lenses

We need to look across all these collections of skills – and appreciate that all of these components must be working in concert. The question then becomes, can the child coordinate the processes while reading?



Strengthening Decoding Skills

A quick lesson format

Decoding is applying knowledge built through phonics lessons to use letter-sound relationships to pronounce words when reading. When students are decoding, they are using all their foundational skills to recognize new words, generally by blending sounds.

1. Remind students what **phonics concept** you are **focusing on** in this lesson.
2. Introduce a **decodable text** that is connected to the phonics focus.
3. **Practice** the first page **together** through an 'echo' read.
4. Allow students to continue reading the rest of the book in a **whisper** or **silently**
5. **Conference** with students to **ensure** they are **applying phonics knowledge when word-solving**.
6. Offer **praise points** at the end of the lesson by saying something like
"I noticed Jake stopped for a moment and thought about what we learned today."
7. Continue with **individual reading time** by inviting **students** to **choose** what **skill** and **book** they would like to **focus on**.

This lesson format is **quick and focused** and allows students to have plenty of time practicing reading, rather than having a lot of random phonics activities that may be confusing or disjointed.



Significant ways to build knowledge through language

1. Build in opportunities for children to **develop oral language** from birth by creating **language-rich environments**.
2. **Grow vocabulary** through exposure to **informational read-alouds**.
3. Have **discussions** that promote **intentional student dialogue**.
4. **Read aloud** books that have **more complex ideas and vocabulary** than students can read on their own.
5. **Teach word reading and spelling** so students can **build content knowledge through reading**.
6. **Apply strategies** for making sense of text that **increase cognitive engagement**.
7. **Build on students' interests and curiosity** to maximize cognitive engagement.
8. Plan teaching content from the curriculum, as it is already **coherently sequenced**.
9. Introduce students to a **variety of genres** to widen their knowledge of places, times, and topics.
10. Use **Science and Social Studies** instruction to help build literacy skills.



Building and developing an active view of reading

To develop active, purposeful, thinking readers we can set our students up for a successful reading experience that brings many strategies, concepts, and skills together through a five-day plan for shared reading:

Monday – shared reading mini-lesson about the main character

- ✓ Anchor chart – Describe the character / Character actions (what?) / Character feelings (why?)

Tuesday – shared reading with a focus on phonemic awareness and phonics

- ✓ Recalling the language used in the book from Monday and look closely at key words

Wednesday – vocabulary shared reading

- ✓ Together with students, be word detectives to find all the interesting words in the story.
- ✓ Make a list of the words together; afterwards lead them to study, notice, sort, discuss...

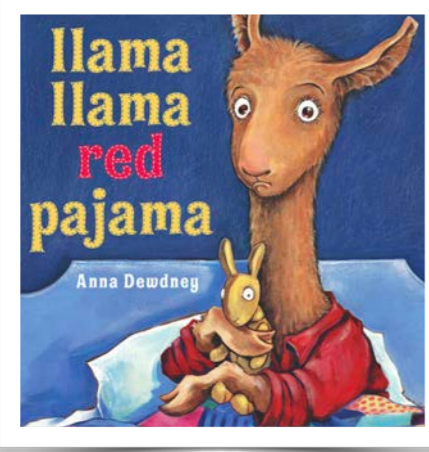
Thursday – fluency

- ✓ The teacher models how each line of text was meant to be said as a phrase
- ✓ Practice echo reading each page as a whole group, then students practice reading one page from the book in pairs

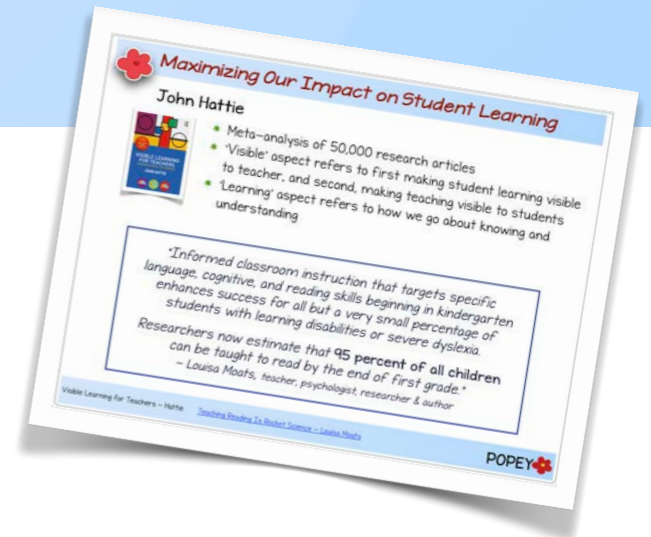
Friday – oral or written response

- ✓ Students can make a book recommendation in the mode of their choice (video, writing, iPad...)

Sample five-day plan for shared reading

	<p>Monday</p>	<p>Describe the character</p>	<p>Character actions (WHAT?)</p>	<p>Character feelings (WHY?)</p>
<ul style="list-style-type: none"> -baby -has a mama -sleeps in a bed -wears pajamas -dramatic 		<ul style="list-style-type: none"> -screaming -crying -yelling -hugging 	<ul style="list-style-type: none"> -scared -lonely -worried -affectionate 	
<p>Tuesday</p>	<p>Remembering the language of the book: mama, llama, pajama Let's look at these words and see what's similar (rhyming words)</p>			
<p>Wednesday</p>	<p>Word Detectives – let's find all the interesting words: fret, hums, tune, whimpers, moan, pouts, weeping, wailing, tizzy, drama Noticing many are action words, some have suffixes / sort them, act them out</p>			
<p>Thursday</p>	<p>Pointing out how all the rhyming makes the book almost musical Model echo reading, do as a whole class, continued practice in pairs: Mama says she'll be up soon. Baby Llama hums a tune.</p>			
<p>Friday</p>	<p>Oral, written, or digital book recommendations I liked this book a lot. Baby Llama was scared, lonely, and worried. He was very dramatic in trying to get his mom's love and attention. All the rhyming made it sound like a song.</p>			

Read, Reflect & Discuss



5 - 7 Minutes

- ★ Read through the supplemental handout on your own and jot down 3 – 5 things you'd like to chat with your table group about.

15 - 20 Minutes

- ★ Appoint someone to be a **note-taker** and someone else to be a **reporter** and share your key conversation points with the larger group at the end.
- ★ Table discussion/round robin – take turns sharing your 3–5 things – and discuss the implications, considerations, wonderings, possibilities for your classroom, grade, students – for this year and next.

10 Minutes

- ★ Whole group share-out – key points, connections, ponderings, take-aways

The Benefits of Play

Play-based learning opportunities in primary grades challenge children and contribute to strong communication, critical thinking, ability to make friends, take responsibility, collaborate, persist, investigate, solve problems, innovate, acquire reading, writing, numeracy and digital literacy skills, and cross-cultural understanding.

- ★ Play is linked to cognitive and social problem-solving skills as well as to emerging literacy, especially with regard to the idea of “story” or sense of narrative.
- ★ Play offers opportunities for extended conversations that can be used to intentionally introduce complex vocabulary and ideas. Children in preschool and primary school settings have higher comprehension levels when their educators use complex language.
- ★ Language and play are intricately entwined. Children with language delays demonstrate increased communication when educators use language interventions within free play activities.





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
- * **look for evidence** of **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



Assessment in Play-Based Learning Opportunities

Effective methods for gathering and evaluating assessment information in play-based learning opportunities include:

- * Oral responses during play
- * Visual responses by looking at what a child drew, painted, or created
- * Physical responses by looking at what a child built
- * Pedagogical narration, where an educator observes, records, and shares out areas of significance that occurred during play
- * Discussions and two-way communication
- * Self-assessment using pictures and co-constructed criteria



Checking in - you and the Core Competencies

How would you describe your prior experience blending the **Core Competencies** into learning activities and discussions?

C

Communication

Communicating

Collaborating

T

Thinking

Creative Thinking

Critical & Reflective Thinking

PS

Personal and Social Awareness

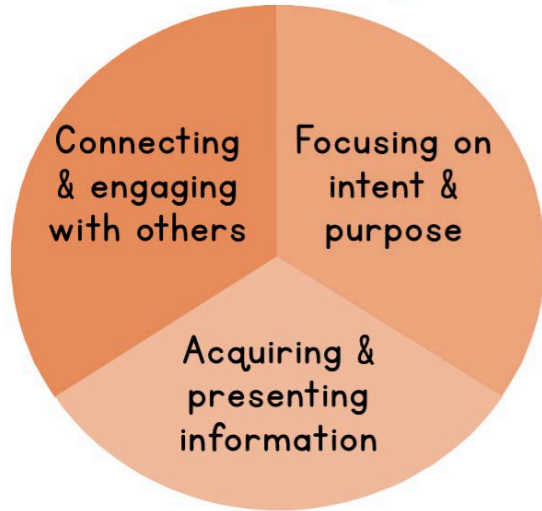
Positive Personal & Cultural Identity

Personal Awareness & Responsibility

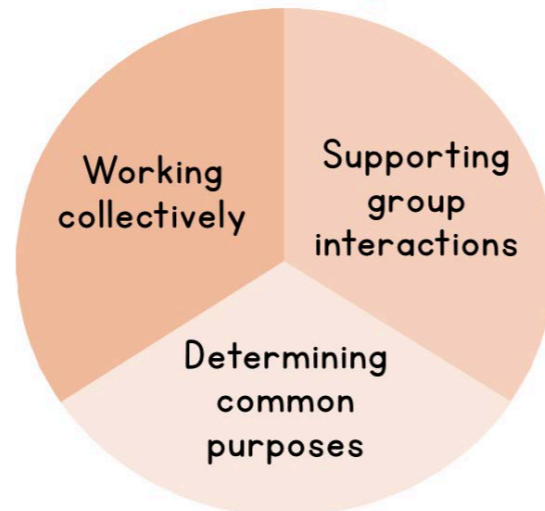


The Facets of the Core Competencies

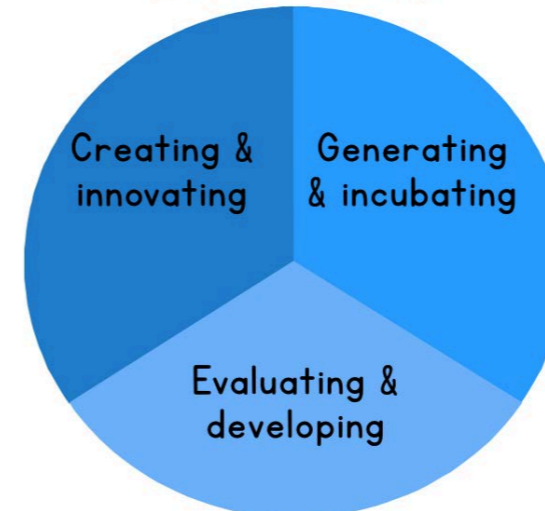
Communicating



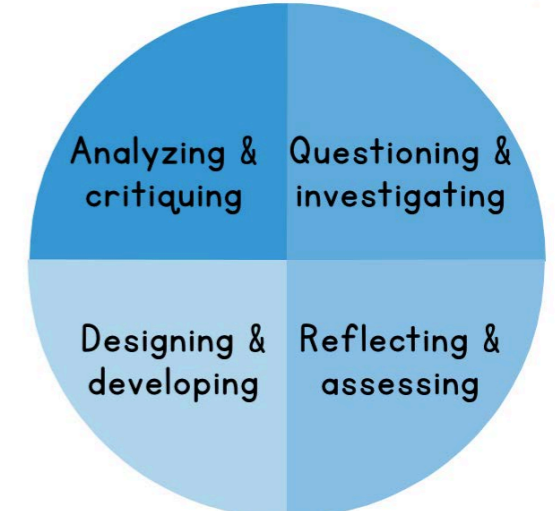
Collaborating



Creative Thinking



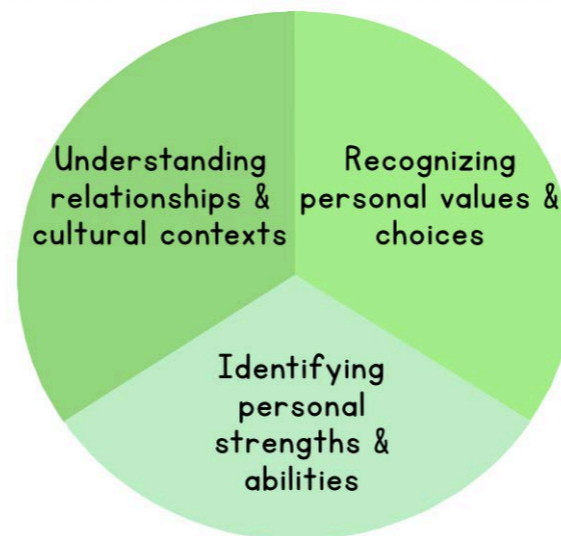
Critical and Reflective Thinking



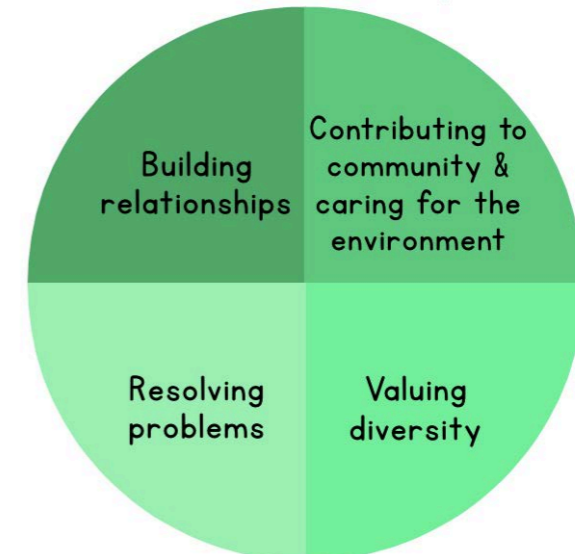
Personal Awareness and Responsibility



Positive Personal and Cultural Identity



Social Awareness and Responsibility





Self-Monitoring Skills



These skills need to be **taught**:

- * provide time for students to **self-monitor** their understanding
- * students become more **motivated** when they **understand** their **current knowledge level**
- * they feel a **sense of accomplishment** and that they are making **progress**



Reflection and Self-Assessment

Self-assessment encourages students to think about their thinking

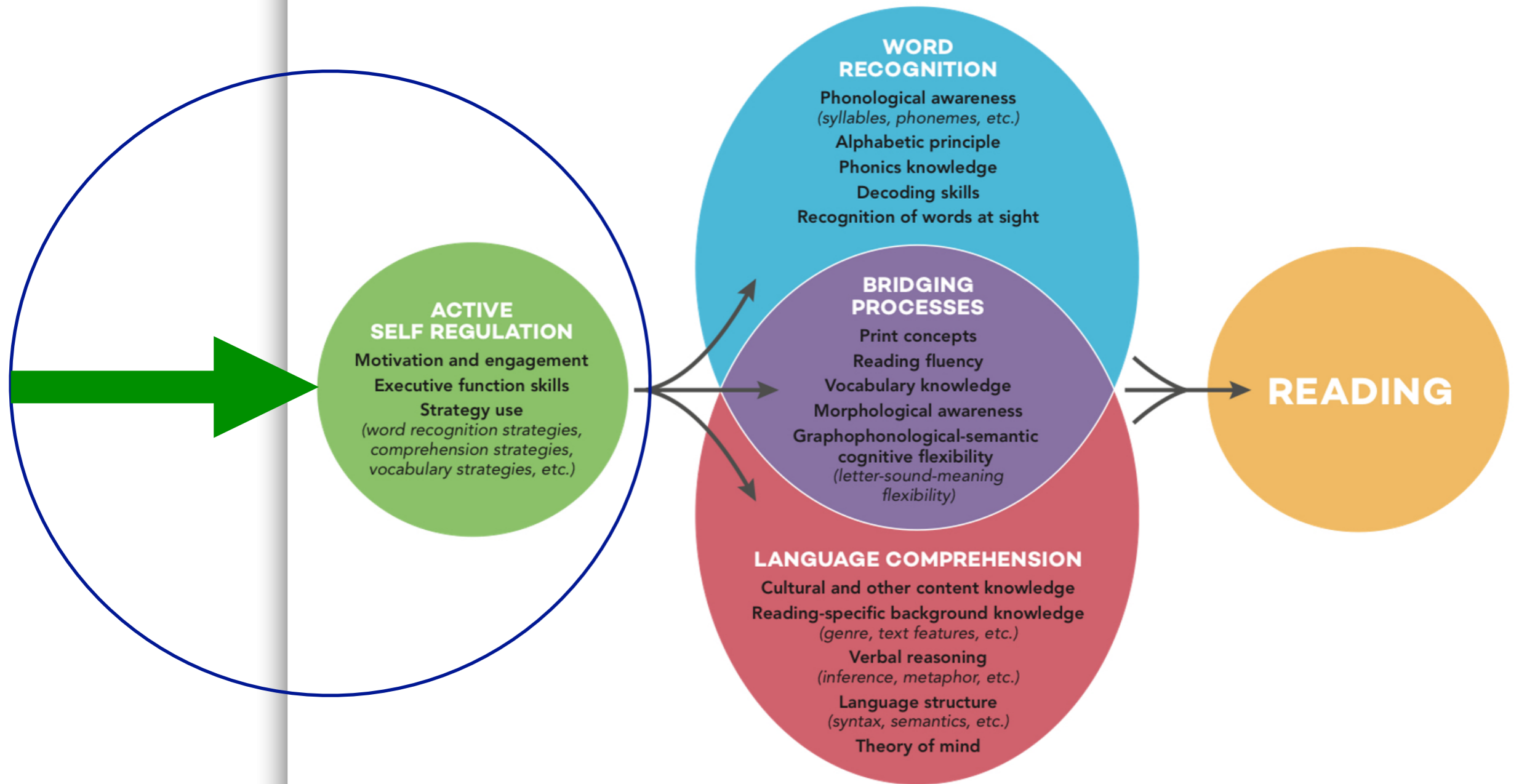
Over time, students:

- * Gain the ability to **assess** their own **strengths**
- * **Create** realistic and achievable **goals**
- * **Construct** a **clear plan** to reach their goals
- * Provide **illustrations** of their **learning**
- * **Revisit** previous self-assessment to **monitor** their **growth**





The Importance of Active Self-Regulation





Positive Personal and Cultural Identity

My Self-Assessment

by: _____

I can describe
some of the
qualities that
make me special.

How I showed this:



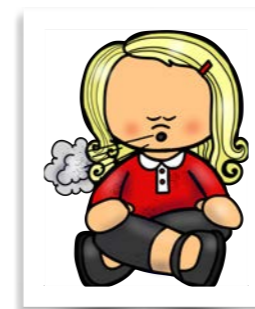
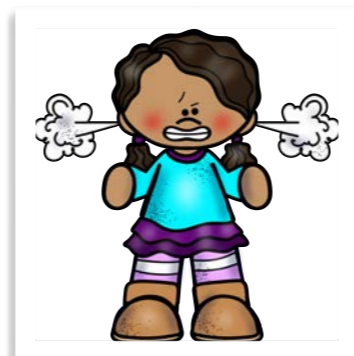
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Mentor Texts as Bridges to the Core Competencies



- * easy & fun way to be more intentional about supporting, talking, and thinking about 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





Personal Awareness and Responsibility

My Self-Assessment

by: _____

<p>I can make choices and participate in activities that support my health and happiness - or well-being.</p> <p>I can show and/or tell about how my choices support my well-being.</p>	<p>How I showed this:</p>
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date: _____

Strategies Poets Use to Write Poems



Poets find a topic that gives them a big feeling.

Poets find a small moment, detail, or object that holds the big feeling.

Poets look with poets' eyes and see this ordinary thing in a new way.

Poets write about it, experimenting with line breaks.

We can use poetic language and forms, along with art, to share about our thoughts and feelings.



Personal Awareness and Responsibility

My Self-Assessment



by: _____

How I showed this:

I can use some strategies to help me feel calm when I have feelings like:
being upset, worried, angry, nervous, frustrated...

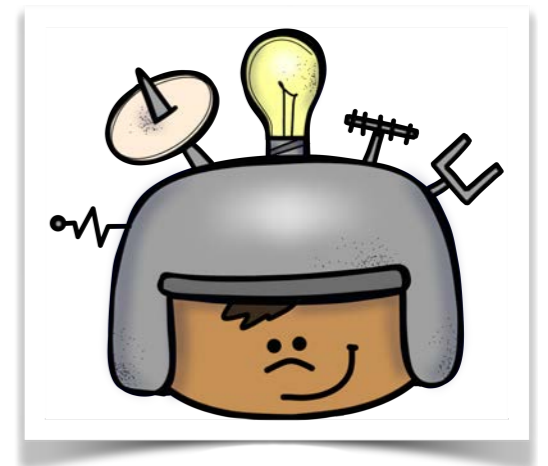


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Ongoing Assessment of the Core Competencies

- ★ encourage students to **talk about** and **document** their **strengths** in relation to the Core Competencies and in different areas of learning
- ★ ask **open-ended questions** to **prompt** student **self-reflection** and increase **metacognition**
- ★ use **think-alouds** to **model what reflection looks like** during learning and goal setting
- ★ promote student **ownership** by providing multiple **opportunities** for students to **document** and access their **reflections** throughout the year





ABC

Info Links

[Updated Curriculum Overview](#)

[Hattie's Barometer of Influence](#)

[The Active View of Reading – Decoda Literacy Solutions](#)

[BC Curriculum – Core Competencies](#)

[Teaching Reading Is Rocket Science – Louisa Moats](#)

[BC Ministry of Education & Child Care – Play Today Handbook](#)

[Facilitator's Guide: Assessment Literacy in BC – Ministry of Education and Child Care](#)

[Classroom Assessment Resources Package K-3 ELA – Ministry of Education and Child Care](#)

[K-12 Student Reporting Policy Guidelines – Ministry of Education and Child Care](#)

[Developing & Supporting K-12 Student Reflection & Self-Assessment of Core Competencies](#)

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

[POPEY Core Competencies Self-Assessment Support Documents](#)

[Yale Center for Emotional Intelligence – Mood Meter tool](#)

Books

Motivating Students: 25 Strategies to Light the Fire of Engagement – Chapman & Vagle

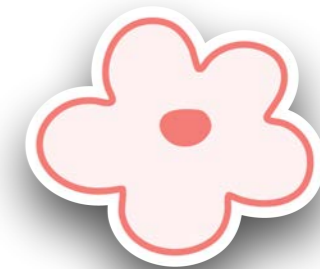
Visible Learning for Teachers – Hattie

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

Units of Study in Opinion, Information, and Narrative Writing – Calkins, The Reading and Writing Project



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