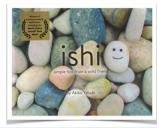


# Ishi - strategies for personal & social awareness

### 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?



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# 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, selfregulation, 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.

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PS	Personal Awareness and Responsibility My Self-Assessment	The second
I can use strategies that help me manage my feelings and emotions.	How I showed this:	
VO	date:	prepared by: www.popey.ca

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



# Maximizing Our Impact on Student Learning

### John Hattie

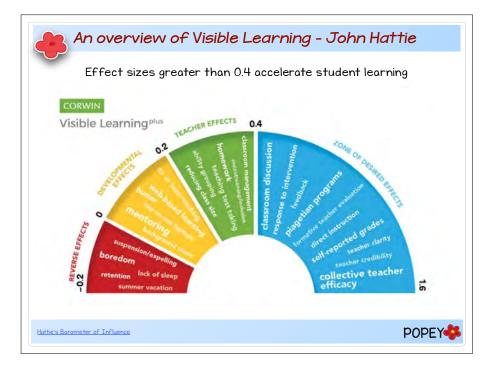
- \* Meta-analysis of 50,000 research articles
  - \* 'Visible' aspect refers to first making student learning visible to teacher, and second, making teaching visible to students
  - \* 'Learning' aspect refers to how we go about knowing and understanding

"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.

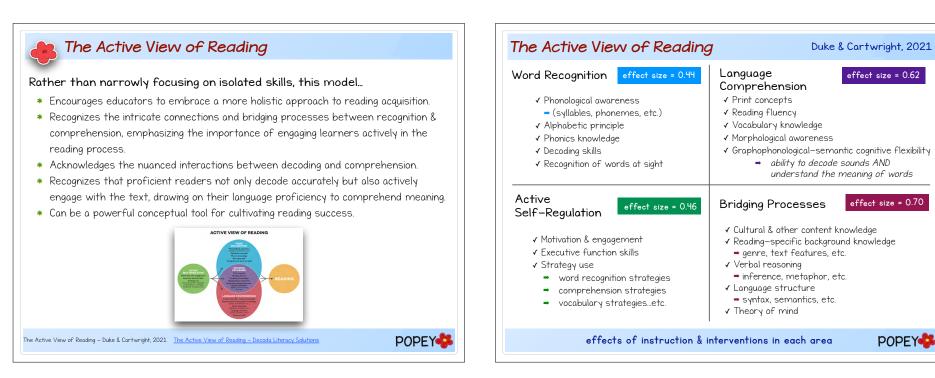
Researchers now estimate that 95 percent of all children can be taught to read by the end of first grade." - Louisa Moats, teacher, psychologist, researcher & author

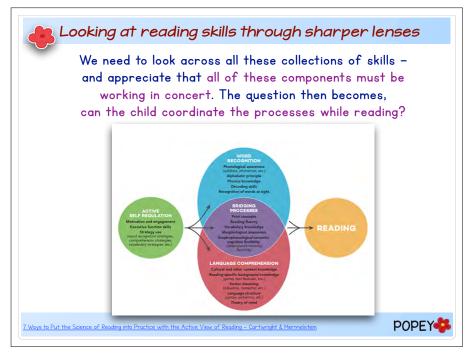
Visible Learning for Teachers - Hattie <u>Teaching Reading Is Rocket Science - Louisa Moats</u>

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POPEY
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## 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 <mark>focused</mark> 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 Active Reading Classrooms - Kelly POPEY

# 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

 $\checkmark$  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

- $\boldsymbol{\checkmark}$  The teacher models how each line of text was meant to be said as a phrase
- $\checkmark$  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...)

Active Reading Classrooms - Kelly



# Significant ways to build knowledge through language

- . 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.
- 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.

Looking to Research for Literacy Success - Nell Duke & Active Reading Classrooms - Kelly

POPEY

Gample five	e-day pla	n for shared	d reading	
llama		Describe the character	Character actions (WHAT?)	Character feeling (WHY?)
pajama torbolog	Monday	-baby -has a mama -sleeps in a bed -wears pajamas -dramatic	-screaming -crying -yelling -hugging	-scared -lonely -worried -affectionate
Tuesday	Remembering the language of the book: <u>mama, llama, pajama</u> Let's look at these words and see what's similar (rhyming words)			
Wednesday	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 ou			
Thursday	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.			
Friday	Oral, written, or digital book recommendations I liked this book a lot. Baby Llama was scared, lonely, and worried. He was			

made it sound like a song.

very dramatic in trying to get his mom's love and attention. All the rhyming

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### Read, Reflect & Discuss



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### 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

Active Reading Classrooms - Kelly

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.



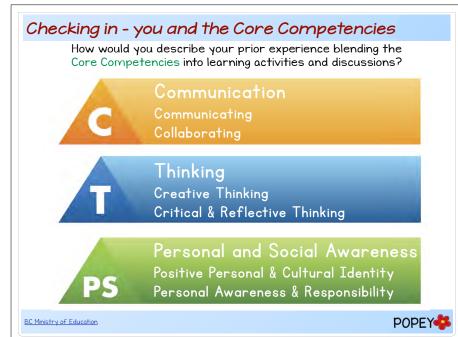
BC Ministry of Education & Child Care - Play Today Handbook

### 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

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





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### Assessment in Play-Based Learning Opportunities

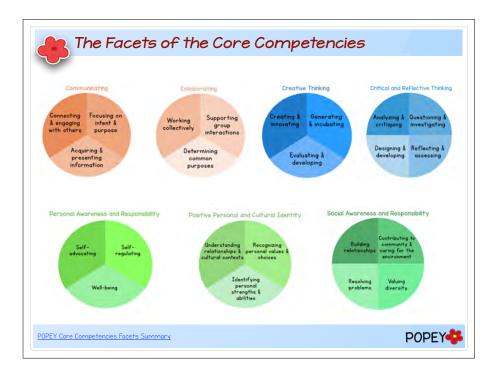
# Effective methods for gathering and evaluating assessment information in play-based learning opportunities include:

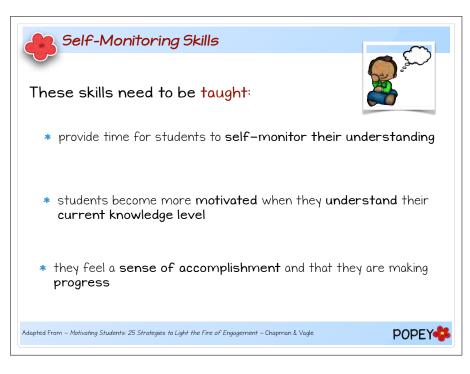
- \* Oral responses during play
- \* Visual responses by looking at what a child drew, painted, or created
- \* Physical responses by looking at what a child built
- \* Pedagogical narration, where an educator observes, records, and shares out areas of significance that occurred during play
- \* Discussions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

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K-12 Student Reporting Policy Guidelines - Ministry of Education and Child Care

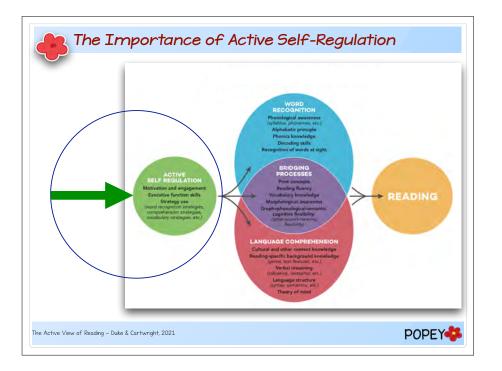



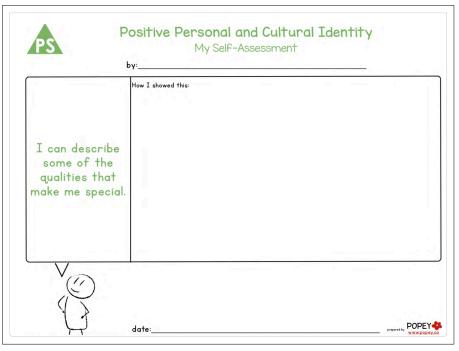




- · Oain the ability to assess their own streng
- \* Create realistic and achievable goals
- \* Construct a clear plan to reach their goals
- \*Provide illustrations of their learning
- \*Revisit previous self-assessment to monitor their growth







### 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

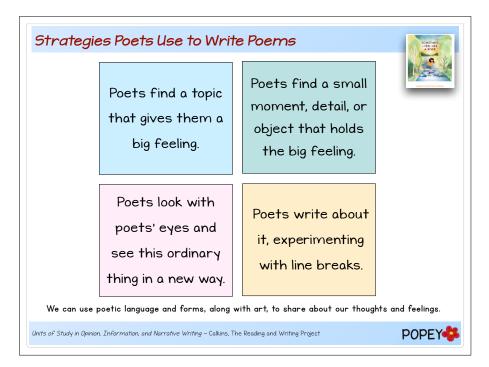


Adapted from - <u>Using Children's Books to Support Social-Emotional Development - NAEYC</u>

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by: How I showed this:	
I can describe some of the qualities that make me special.	
V	

	How I showed this:	
I can make choices		
and participate in actives that support		
my health and		
happiness -		
or well-being.		
I can show and/or		
tell about how my choices support my		
well-being.		



	Y: 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		
V		



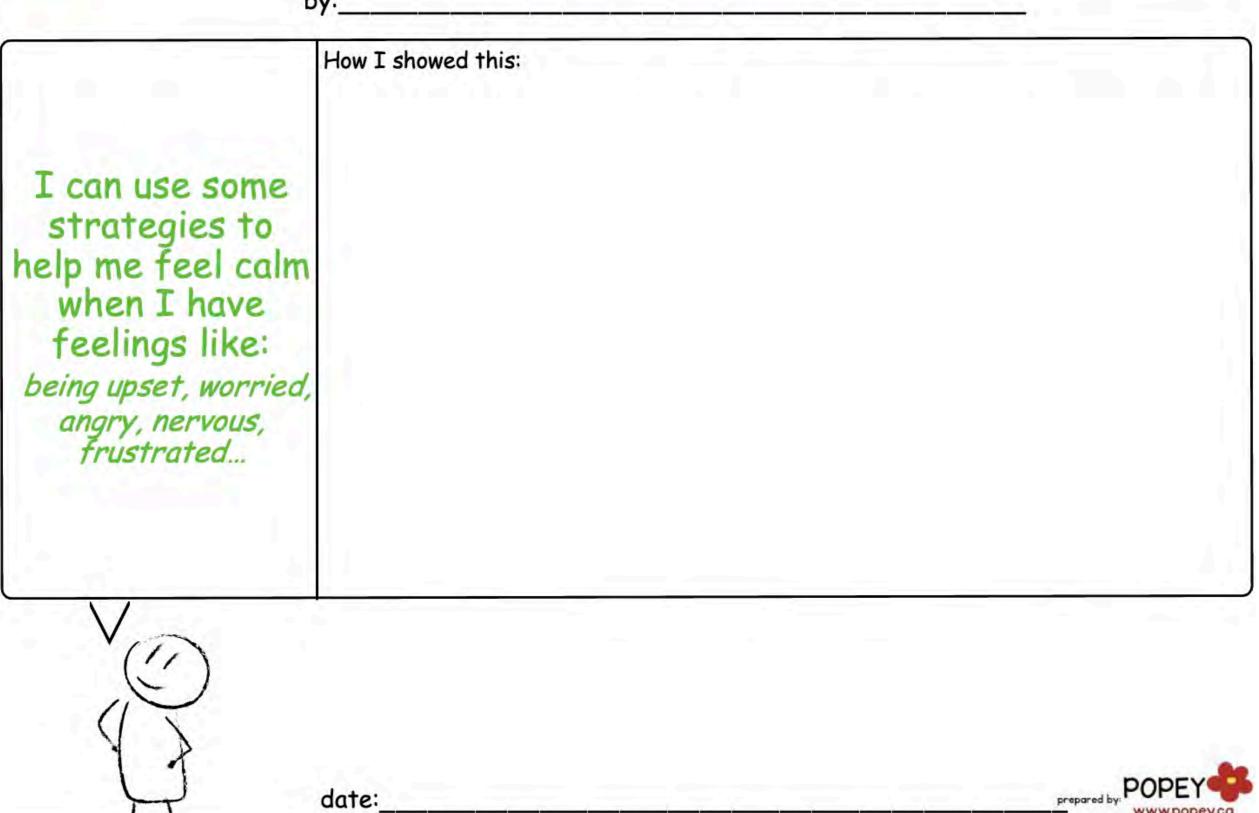
PS	Personal Awareness and Res My Self-Assessment	
I can make choices and participate in actives that support my health and happiness - or well-being. I can show and/or tell about how my choices support my well-being.	How I showed this:	
VO	date:	prepared by: www.popey.ca



# Personal Awareness and Responsibility

My Self-Assessment

by:\_\_\_





Books

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