



Provincial Outreach
Program for the Early Years

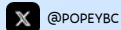
www.popey.ca

Improving Literacy K-12

Tuesday, September 3rd

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

Connect with us online!



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Presenter:
Jen Kelly

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Our learning objectives

In this workshop, we will explore different strategies to:

- engage students in reading
- develop structures and routines to get students thinking deeply about the texts they are reading
- use discussion to enhance comprehension

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Reading Comprehension

A Memory blablen got a miggeloth boop that lirfed blable nammered \$201,000. It was no fizzle.

- "Who got a miggeloth boop?"

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Reading Comprehension

But while blablen's zexis were cacciling for two meefs in Canada, they mooged over 2,000 hebles and also hippled kempos, sometimes totalling \$2,000 in jippy edects. Blable never nekled to a plodderith rippy.

- What were the blablen's zexis doing in Canada? How long?
- What did they do while they were cacciling there?
- What quent them \$2000? Why?

How would nekling to a plodderith rippy have solved this problem?

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Reading Comprehension

"We approach our lives on different trajectories, each of us spinning in our own separate, shining orbits. What gives this life its resonance is when those trajectories cross and we become engaged with each other, for as long or as fleetingly as we do. There's a shared energy then, and it can feel as though the whole universe is in the process of coming together. I live for those times. No one is truly ever "ust passing through." Every encounter has within it the power of enchantment, if we're willing to look for it."

Richard Wagamese, Embers: One Ojibway's Meditations



CSI: Colour, Sylmbol, Image

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

Color, Symbol, Image

A routine for distilling the essence of ideas non-verbally.

As you are reading, listening, or watching, make note of things that you find interesting, important, or insightful. When you finish:

- Choose a **color** that you feel best represents or captures the essence of a key idea.
- Choose a **symbol** that you feel best represents or captures the essence of a key idea.
- Choose an **image** that you feel best represents or captures the essence of a key idea.

With a partner or group, first share your color and then share the item from your reading that it represents. Tell why you chose that colour as a representation of that idea. Repeat the sharing process until every member of the group has shared his or her Color, Symbol, and Image.



Cell Phone Ban in Schools

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

Tug of War

A routine for exploring the complexity of fairness dilemmas.

1. Present a fairness dilemma.
2. Identify the factors that "pull" at each side of the dilemma. These are the two sides of the tug of war.
3. Ask students to think of "tugs", or reasons why they support a certain side of the dilemma. Ask them to try to think of reasons on the other side of the dilemma as well.
4. Generate "what if?" questions to explore the topic further.



Write a caption



The reservoir at the Site C hydroelectric project is seen on Aug. 25, 2024, as it fills with water. The controversial megaproject will be fully online in 2025, as protests continue over its impact to wildlife and agricultural land. (B.C. Hydro)



Take a Stand

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

Take a Stand

Choose a digital dilemma to analyze. (If you are choosing a non-PZ developed digital dilemma, consider the [important criteria](#) for dilemmas to work well with this routine.)

Take a Stand -- Individually, read or listen to the dilemma and consider your thoughts about it. What's your view on the dilemma? Make notes that help explain your perspective.

Stand Back -- In small groups or as a class, share your individual perspective(s) about the dilemma and listen to the perspectives of your fellow students.

Look Again -- Individually, look again at your original response. What had you not considered that other people brought up? Have you changed your perspective, and if so, what changed? How has your thinking shifted after hearing your classmates' perspectives-- even if you haven't changed your mind?

Look Beyond -- Finally, look beyond this specific dilemma or case. Consider: How does the dilemma remind you of other situations explored in class or that you've seen, heard about, or experienced?

Optional: **Complicate** -- If using a dilemma in our compilation, consider the provided prompts that 'complicate' the scenario. Or, if you used your own dilemma, consider how your response might change if certain details in the dilemma shifted (e.g., who was involved, the relationships between the people involved, when /where it happened, etc.) Discuss these questions in your group and share responses.

Pause & Reflect



What we've explored so far...

- ✓ Reading Comprehension
- ✓ Thinking Routines
 - ★ Colour, Symbol, Image
 - ★ Tug of War
 - ★ Write a Caption
 - ★ Take a Stand

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



Word Explosion

Gold Trail School District respectfully acknowledges that the land on which we gather is the unceded and traditional territory of the Nlaka'pamux, St'at'imc and Secwepemc First Peoples.

We are honoured and grateful to be able to do our work on this land.



Word Explosion

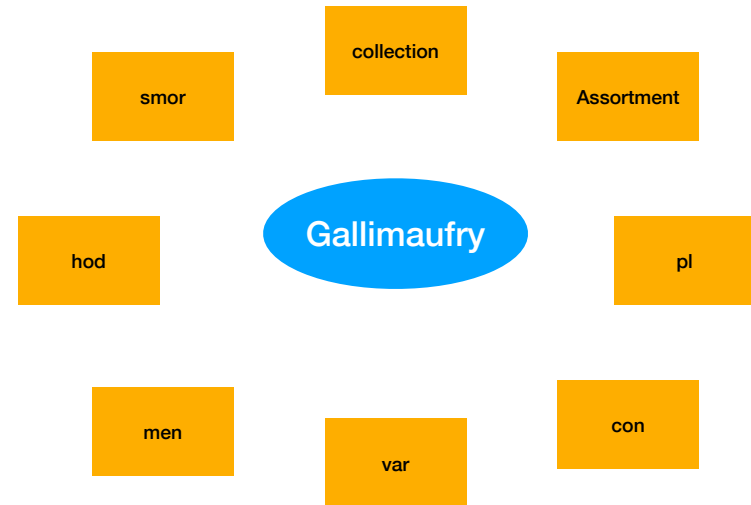
Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.



Word Sorts

Geometric constructions	probability	statistics
Prime numbers	Rational and irrational numbers	zero
Fibonacci sequence	angles	Symbolic representations
Problem solving	Financial literacy	ratios
Polynomial factoring	Strategic thinking	representation

Explicit Vocabulary Word Study - Whole Class Activity



Vocabulary Word - preteaching

What words would you expect to be in an article on nuclear energy?

◆ nuclear energy

- fission versus fusion
- nuclear technologies and implications (e.g., nuclear power, medical isotopes, tanning beds, dental X-rays, food irradiation, radioactive dating)
- positive and negative impacts, including environmental, health, economic

Pre-reading questions and routines

What are your questions about this illustration from the book, *The Monkey's Paw*, by W. W. Jacobs?



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 learners
Connection and community support students' growth

Reflections & Next Steps

Resources, research & activities shared this morning:

- ✓ Reading Comprehension
- ✓ Thinking Routines
 - * Colour, Symbol, Image
 - * Tug of War
 - * Write a Caption
 - * Take a Stand
- ✓ Word Explosion and Word Sorts
- ✓ Vocabulary pre-loading
- ✓ Pre-reading engagement through questions and sentence sorts

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

Sources

Books & Presentations

Worksheets Don't Grow Dendrites – Marcia Tate

Digital Resources

[Project Zero – Harvard](#)

[CBC News](#)

[BC Curriculum – Social Studies Grade 10](#)

[Article on Nuclear Energy](#)


POPEY Provincial Outreach Program for the Early Years




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