



POPEY 

Provincial Outreach Program

for the Early Years

www.popey.ca

Setting Up a Literacy-Rich Environment in Your Grade 2/3 Classroom

September 1, 2022

12:30 – 2:30pm

Presenters

Lisa Thomas & Jen Kelly

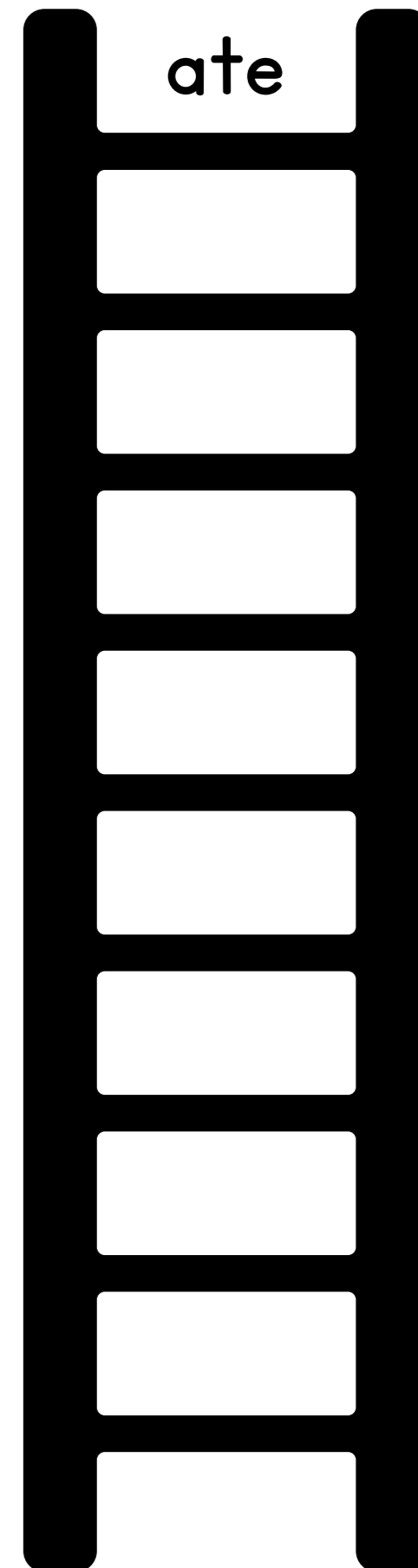
Today we are exploring how we can...

- * Create a responsive and caring classroom by intentionally planning routines and structures that give multiple opportunities for students to engage in literacy activities throughout the day.

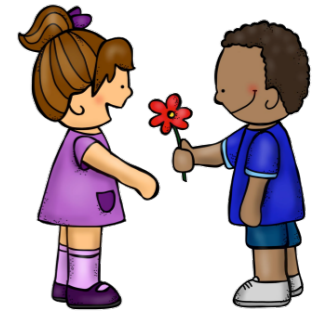


Word Ladders

- * I eat today, but yesterday I ____.
- * An outdoor doorway. Add 1 letter.
- * Opposite of early. Change 1 letter.
- * Another word for partner. Change 1 letter.
- * A type of carpet used for wiping shoes. Take away 1 letter.
- * Short form for the names Patrick or Patricia. Change 1 letter.
- * A domesticated animal that lives with people, such as a dog or cat.
Change 1 letter.
- * Un tanned hide of an animal. Also, to throw objects at someone
or something Add 1 letter.
- * Ice will ____ when the temperature is above 0 degrees.
Change 1 letter.
- * A large fruit of any of the various plants of the gourd family.
Replace the last letter with 2 new letters.



Creating a Responsive & Caring Classroom



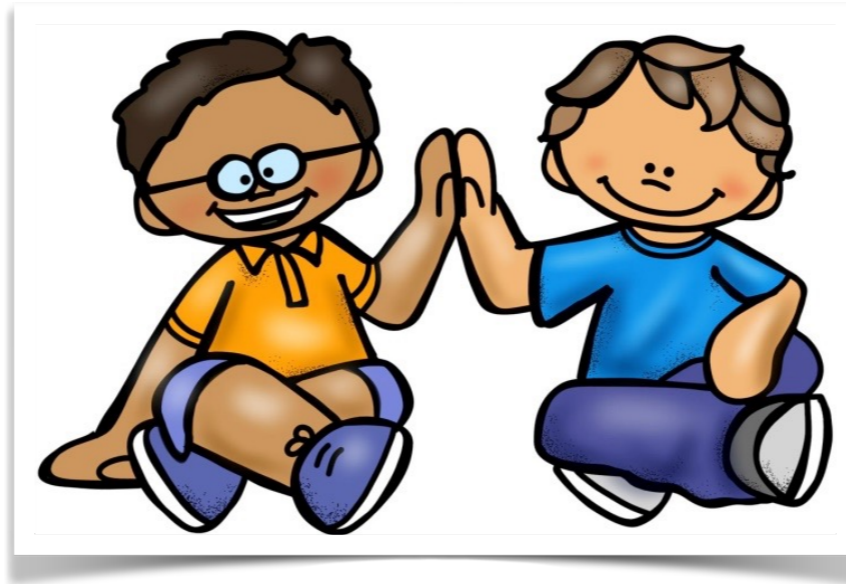
- * The social curriculum (*i.e. Core Competencies*) are important skills & traits that children need in order to be successful academically and socially
- * How children learn is as important as what children learn, which should include opportunities for play and choice
- * Cognitive growth occurs through social interaction, including opportunities to solve differences of opinion &/or conflict a balance of partner talk, small group talk, whole class talk
- * Provide a strong infrastructure of routines and guidelines

Continued...

Creating a Responsive & Caring Classroom

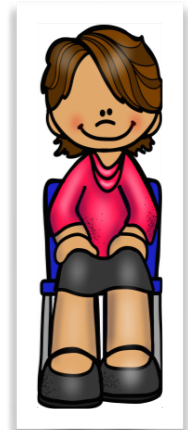
Continued...

- * Knowing the children we teach is as important as knowing the content we teach – which can be done through play.
- * Class meetings can be a forum for community building, sharing, reflection and modelling problem solving strategies
- * Teach with independence in mind through reading/writing workshop & literacy centres



The Morning Meeting

- * a 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



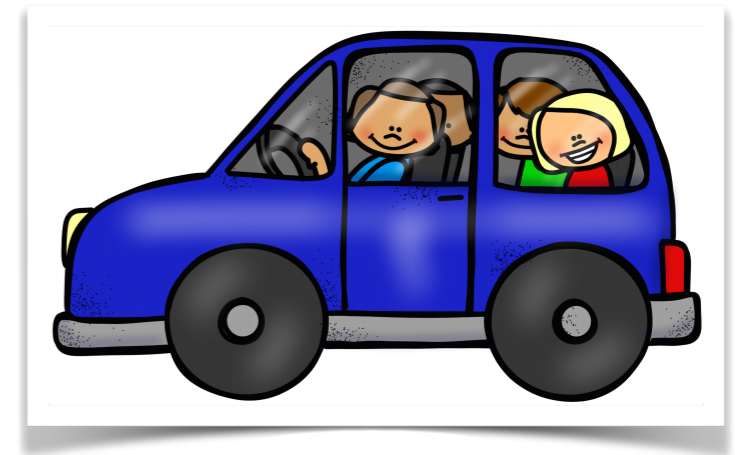
The Morning Meeting Format

- * **Greeting** - children greet each other (handshakes, clapping, singing, etc.)
- * **Sharing** - students share some news of interest and respond to each other (e.g. Summer Sharing)
- * **Group Activity** - whole class does a short activity together, building class cohesion through active participation (Name Game, Word Sort, I Spy...)
- * **News & Announcements** - students develop language skills and learn about the events in the day ahead by reading/discussing a daily message posted by their teacher (doubles as reading/writing instruction)



The Morning Meeting in Action!

1. Greeting
2. Sharing
3. Group Activity
4. News & Announcements



1. Greeting – we did this earlier (who/where/what you teach)
2. Sharing – favourite memory (or souvenir) from your summer break

To: **Everyone** ▼

Road trip with my friends

3. Group Activity – questions & comments on others' sharing
4. News & Announcements – what we'll be doing together in this workshop

Designing Learning Spaces

Importance of setting up your classroom *with your students*

- * mini-lesson area
- * easily-accessible areas for diverse abilities
- * quiet area
- * areas for centres/stations
- * classroom library



How could you involve your students in setting up the classroom environment?



To:

Designing Learning Spaces

Environmental Print

- * Children and teachers explore print and its many functions using materials that are readily available in the immediate environment.
- * Children should be encouraged to add to classroom displays of environmental print.
- * These displays should change and expand to include materials related to specific inquiries, children's interests and experiences, and community events.

Anchor Charts

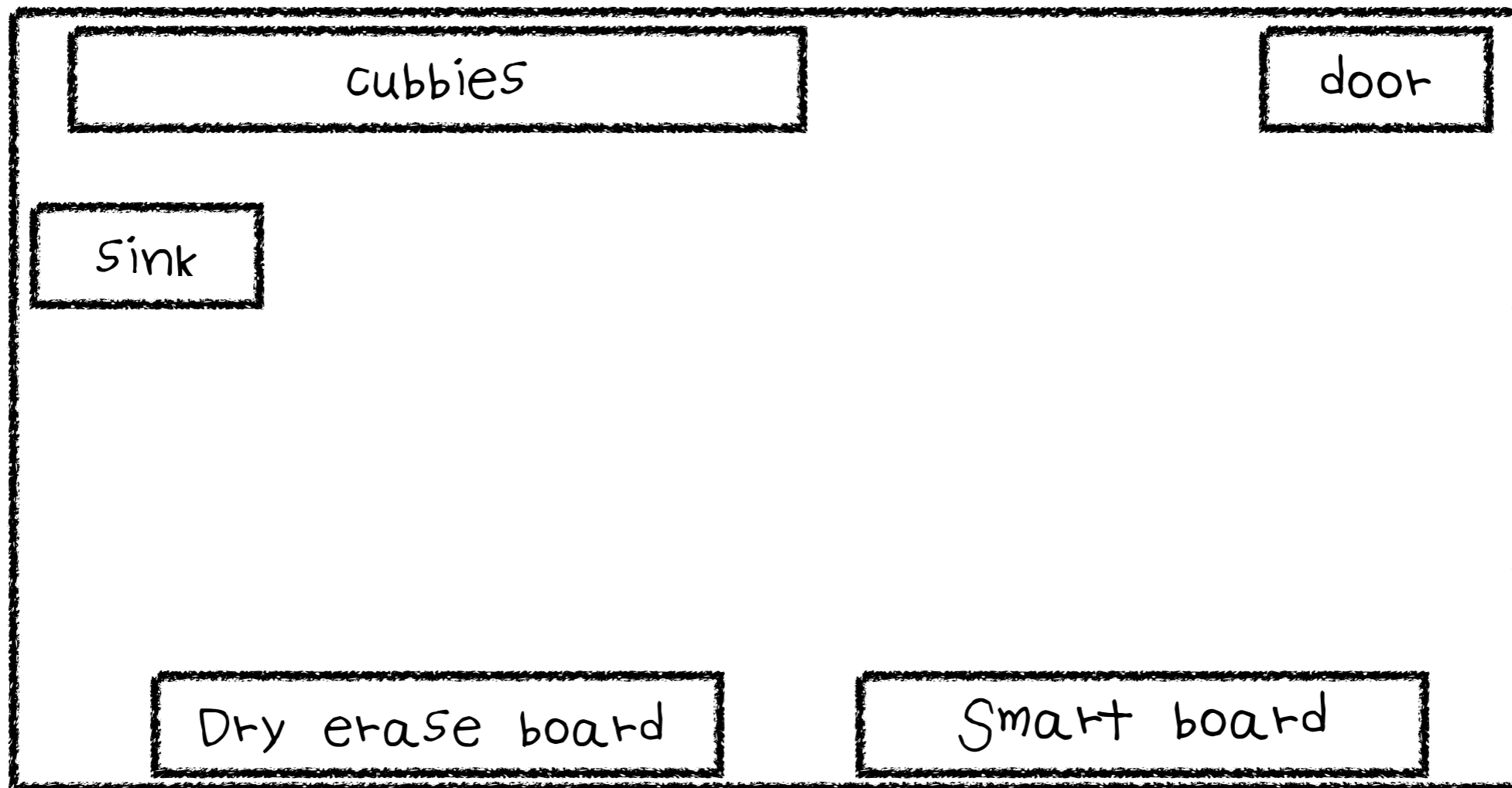
- * Colourful, meaningful charts made **with** students: *easy to understand and reference*
- * Make thinking permanent and visible
- * Build on earlier learning

Classroom Libraries

- * Bins or organization made **with** students: *create interest in a variety of books*
- * Revolving collections

Your Classroom Plan

- * Draw a quick **map** of your classroom
(start with just the 'built-in' features)
- * Now it's time to get creative – **what could you change** to make you LOVE your classroom even more?



Hopes and Dreams Planning Sheet

Name: _____

Date: _____

List what you really enjoyed doing in school last year:

List some challenges you worked on last year:

What are some goals you have for this year?
(List at least 3)

Which goal would you especially like to work on this year?

Connecting Learning Goals to a Classroom Contract

Let's look at all our hopes and dreams for this school year...

- * What are some rules that could help us work together so we can reach our goals?

This will help students see that rules as positive guidelines are in place so we can meet our goals

- * After brainstorming rules and revisiting them over the next few weeks, create a Classroom Contract and have each student sign it

By signing their names, students understand that they were part of co-creating and agreeing to the Classroom Rules



Using Teacher Language to Create a Positive Tone

Situation

as students arrive →

during math →

before a transition →

Positive Teacher Language

- ✓ Robert, I saw you help Maggie out with her backpack. That was kind.
- ✓ Manuel, you look ready for our math activity. Your eyes are on me and your hands are still.
- ✓ Class, we're about to transition from the circle area to table groups. What were some of our ideas for how we can move safely?

Supporting a Classroom of Talkers AND Listeners

Our students need...

- * a sense of safety, joy and belonging in the classroom
- * a classroom culture of appreciation and respect
- * time to talk (built into their daily schedule)
- * a balance of partner talk, small group talk, whole class talk
- * demonstrations of and practice with:
 - ♦ compliments – what they're noticing others do
 - ♦ asking questions and listening to answers
 - ♦ sharing their opinions, with reasons/evidence
 - ♦ oral rehearsal for what they're writing

QUESTION: *Am I structuring and leading intentional conversations?*

Supporting Intentional Conversations

To: Everyone ▾

|Type message here...

Engage students by having them respond to an **interesting statement**, instead of a yes/no question.

Choose one question/statement and respond with your opinion and reason why, or an agree/disagree and reason why...

▶ Would you rather have a beach or mountain holiday? Why?

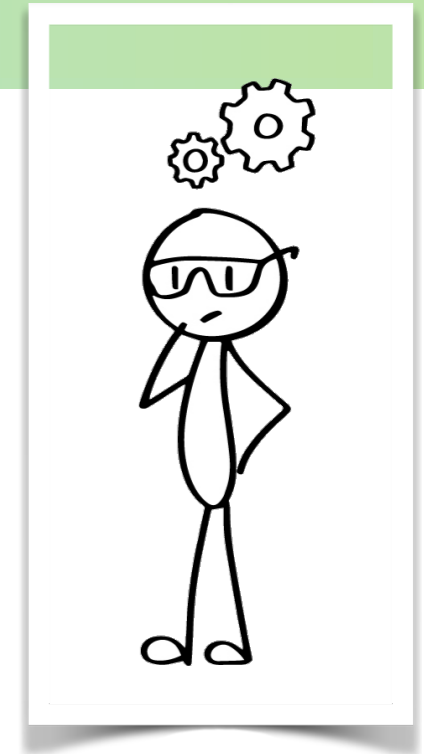
▶ Non-fiction books are better than fiction books.

▶ Would you rather have a party or go on a trip? Why?

▶ Dogs make better pets than cats.

▶ Would you rather play a sport or a board game? Why?

Hands Down Conversations



- * A short history of hand raising (IRE):
 - ♦ Initiate (Teacher)
 - ♦ Respond (Student)
 - ♦ Evaluate (Teacher) right or wrong

*Socioeconomic level & achievement level
are predictive of participation
in classroom conversation.*

QUESTION: *How can we ensure students feel free to join conversations?*


Hands Down Conversations




* What is it?

1. No hand raising.
Listen for a place to slide your voice into the conversation.
2. One voice at a time (more or less)
3. Listen closely to the person speaking

Snakes are dangerous



Disagree Neutral Agree



*Video games are
bad for kids*

Kristy

Sean

Maddie

*Video games are
good for kids*

Lynn

Bren

Hands Down Conversation

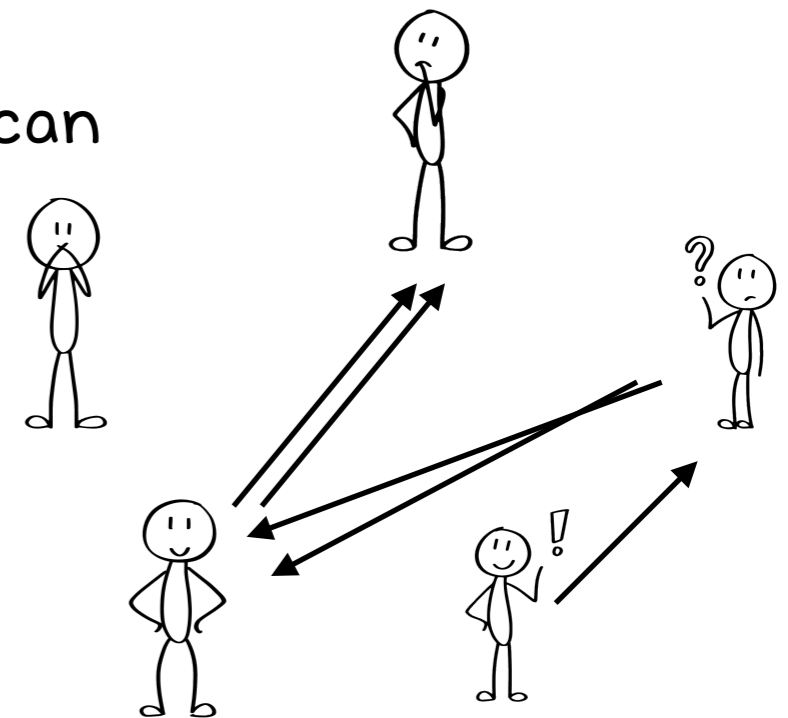
Teacher takes the position to the side of the students or as part of the circle (not leading, but sometimes guiding)

- * Make space for social conversation

Sadie is trying to get her voice in. Someone can invite her in by asking her what she thinks.

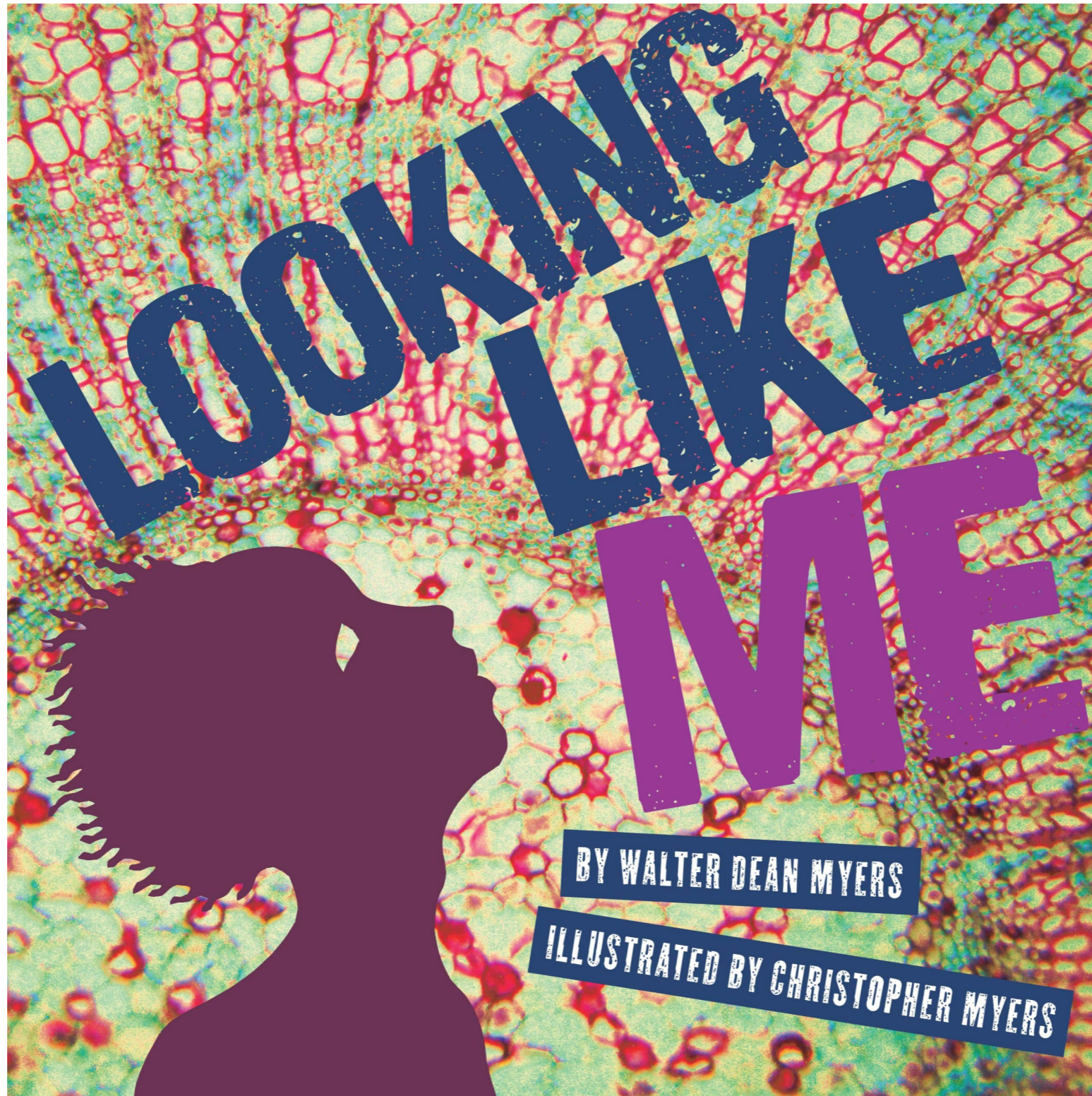
- * Listen with intention and curiosity

Conversation mapping



QUESTION: *How can we create opportunities for authentic conversations?*

Read Aloud: Looking Like Me



Looking Like Me!



Answer these questions about yourself -
writing &/or drawing on the hand

How do
other people
describe you?

What is something
interesting you learned -
but **not** at **school**?

What is something
you're **really good at**?

What is a **dream**
of yours?

What do you do for **fun**
in your **free time**?

Make yourself an
"I am" jam!

"I am" jam!

Consider the book we just read together, Looking Like Me.

- * Write a short poem modelled after the ideas in this book

My Mom calls me ...

You are an ... said my grandma

Miss Kay put out her fist ... I gave it a BAM!

- * This is a great activity to help educators and students get to know each other better



Leading a Nature or Forest Walk

Students can engage with the natural world by...

Means of Engagement

Noticing
Identifying
Sketching
Labelling

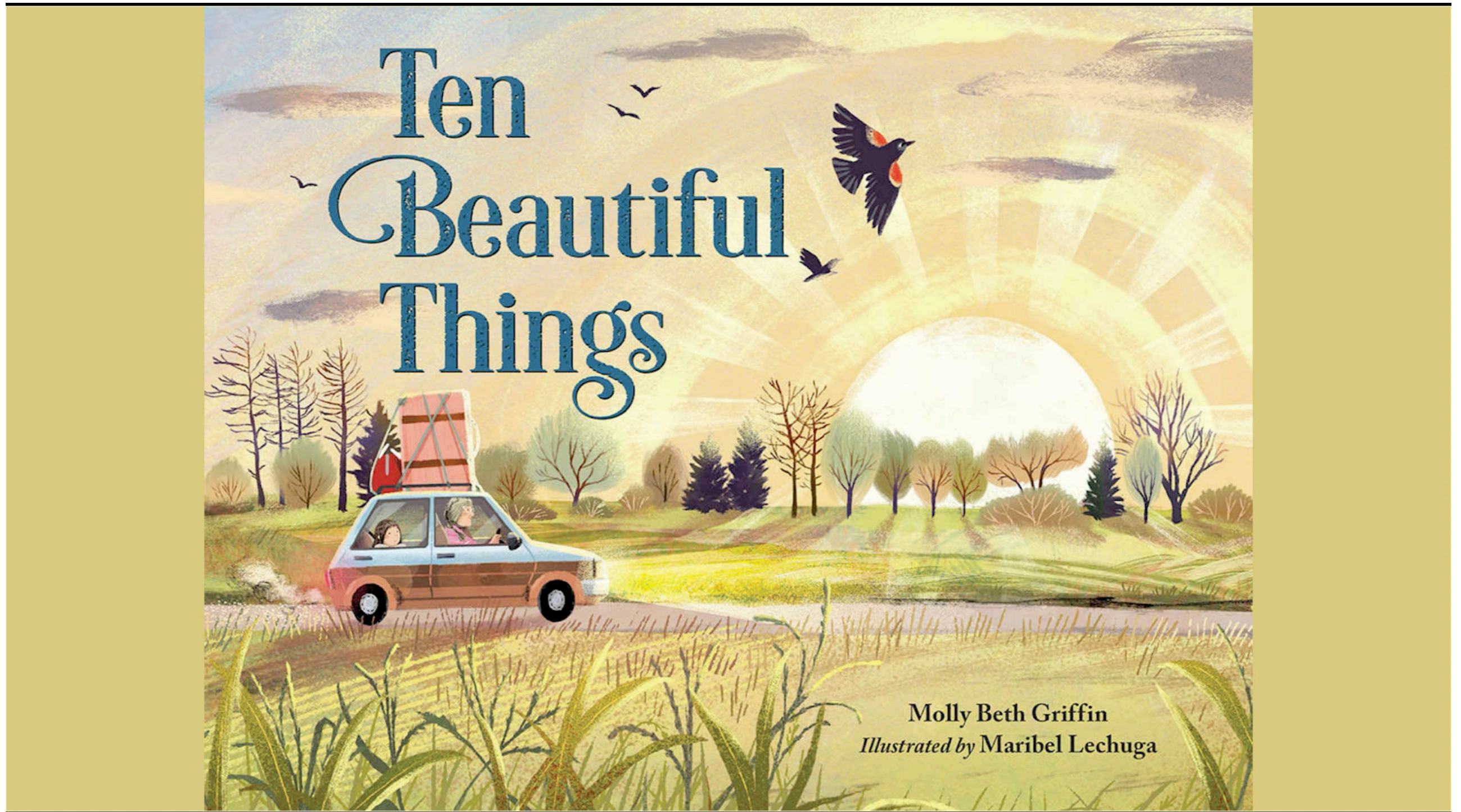
Living Things to Notice, Identify & Describe

Birds
Mammals
Amphibians
Invertebrates
Fish
Trees & Shrubs
Wildflowers

Descriptive Language & Communication

Qualities
Attributes
Describing Words
Questions

Read Aloud - Ten Beautiful Things



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

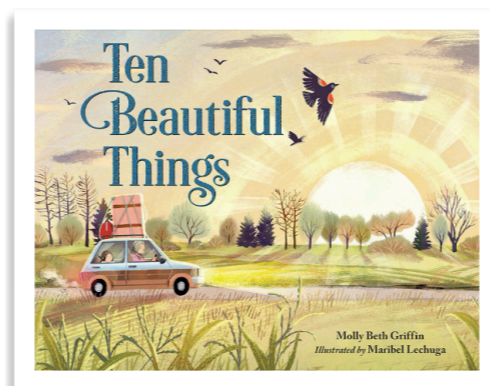
Search and Record

To: Everyone ▾

|Type message here...

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

- * 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)
- * When you return to your computer after 7 minutes, choose one of your beautiful things you can describe in the chat box



Independent Reading Redefined

Impactful independent reading is based on four principles:

Time, Choice, Talk, and Teacher Support

Time

- * Long periods of time are needed for students to transfer previously taught skills and strategies into independence.

Choice

- * Students have the space to explore, construct, and expand their reader identities.

Talk

- * Talking aids the development of social comprehension as students learn to listen and express opinions with classmates.

Teacher Support

- * Simply giving students time to read is NOT the same as independent reading. It needs to be a conscious collaboration between teachers and students.

Principles of Independent Reading

Principle	Why?	How?
Time	Volume of reading is key in growth	<ul style="list-style-type: none">– prioritize independent reading by putting it into your plans first– celebrate where students already are in their stamina
Choice	Students are more motivated to read when they get to choose what they read	<ul style="list-style-type: none">– conduct class discussions about considerations when choosing books– advertise books and have students advertise books
Talk	Talk leads to improved comprehension and builds community	<ul style="list-style-type: none">– include partner time in independent reading– conduct inquiries into purposeful talk
Teacher Support	Feedback is one of the most impactful tools we have for raising student achievement	<ul style="list-style-type: none">– design a schedule that includes conferring and small group work– take notes and be prepared to teach

Five Minute Fillers - FMF

To: Everyone ▾

|Type message here...

Meaningful five-minute activities to squeeze in literacy instruction...

- * Interactive writing – Who has something to add to our chart on ‘teeth facts’?
- * I Spy with my little eye, something that rhymes with ...
- * Lets retell the story we just read together. What happened first? Next? etc...
- * Word Wall I Spy – I’m thinking of a word that has two syllables...
- * Who can think of a more interesting word than ‘interesting’?

*What is **ONE** FMF that you use in your classroom or role. Share it in the ChatBox...*

Sources

Info Links

more info links are available on our [website](#)

[Something To Talk About, Stenhouse podcast](#)

[Discussion-based Approaches to Developing Understanding](#)

[Tim Rasinski's Word Ladders](#)

[Saskatchewan Online Curriculum – Reading Environmental Print](#)

[I am Me Poems](#)

[Have a Few Extra Minutes? – Bates](#)

[Oracy in the Classroom: Strategies for Effective Talk – Edutopia](#)

Books

Hands Down, Speak Up – Wedekind & Thompson

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

The Walking Curriculum – Judson

Trusting Readers – Scoggin & Schneewind

Videos

more videos are available on our [website](#)

[Dialogue Micro-lesson](#)

[The Dumpster Fire & the Garden – Brad Montague](#)

[Liv Bits](#)

[I Am Me](#)



Contact Us!



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