

## 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...

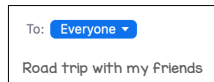


## The Morning Meeting in Action!

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



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

## Designing Learning Spaces

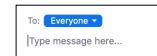


### Importance of setting up your classroom with your students

- \* 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?



## 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

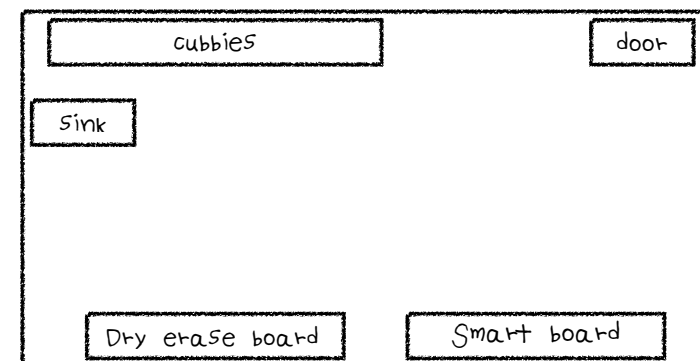
### Classroom Libraries

- \* 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?





## 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.**

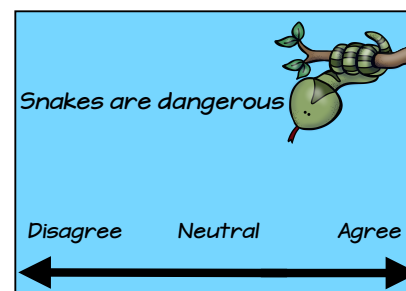
QUESTION: *How can we ensure students feel free to join conversations?*

## 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



|                                     |                                      |
|-------------------------------------|--------------------------------------|
| Video games are <u>bad</u> for kids | Video games are <u>good</u> for kids |
| Kristy                              | Lynn                                 |
| Sean                                | Bren                                 |
| Maddie                              |                                      |

## Hands Down Conversation

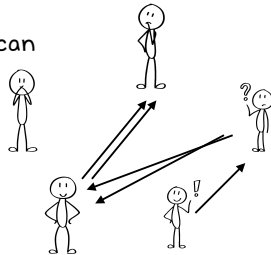
Teacher takes the position to the side of the students or as part of the circle (*not leading, but sometimes guiding*)

- \* Make space for social conversation

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

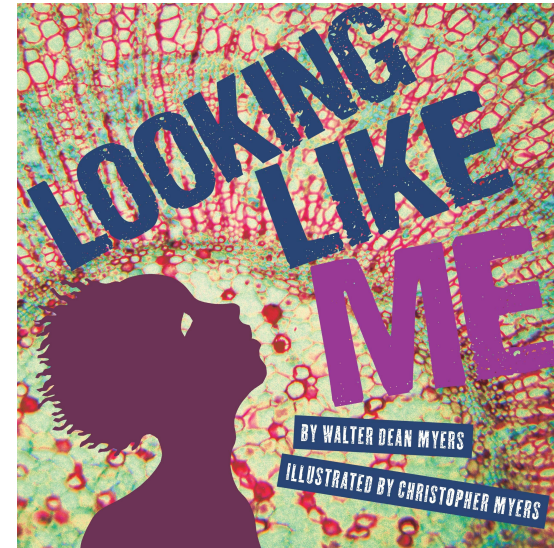
- \* Listen with intention and curiosity

Conversation mapping



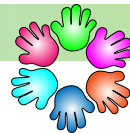
QUESTION: *How can we create opportunities for authentic conversations?*

## Read Aloud: Looking Like Me



## Looking Like Me!

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



A large, simple outline of a hand is centered on the page. Five red arrows point from various questions to different parts of the hand: the thumb, index finger, middle finger, ring finger, and pinky. The questions are: 'How do other people describe you?' (thumb), 'What is something interesting you learned - but not at school?' (index finger), 'What is something you're really good at?' (middle finger), 'What do you do for fun in your free time?' (ring finger), and 'What is a dream of yours?' (pinky). The text 'Make yourself an "I am" jam!' is written inside the palm of the hand.

## "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





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

## 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](#)

[Balanced Literacy Diet – Co-Creating Classroom Community & Expectations](#)

[Dialogue Micro-lesson](#)

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

[Liv Bits](#)

[I Am Me](#)