



POPEY

Provincial Outreach Program
for the Early Years

www.popey.ca

Setting Up a Literacy-Rich Environment in Your Kindergarten/Grade 1 Classroom

September 1, 2022

9:00–11:00am

Presenters

Lisa Thomas & Jen Kelly

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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.



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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...

Adapted from – The First Six Weeks of School – Denton & Kriete & Purposeful Play – Mraz, Porcelli & Tyler

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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



Adapted from – The First Six Weeks of School – Denton & Kriete & Purposeful Play – Mraz, Porcelli & Tyler

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Designing Learning Spaces



Importance of setting up your classroom
with your students' needs in mind.

What will set them up for success?



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

What is your favourite area of your classroom and WHY?

To: Everyone ▾
|Type message here...|

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

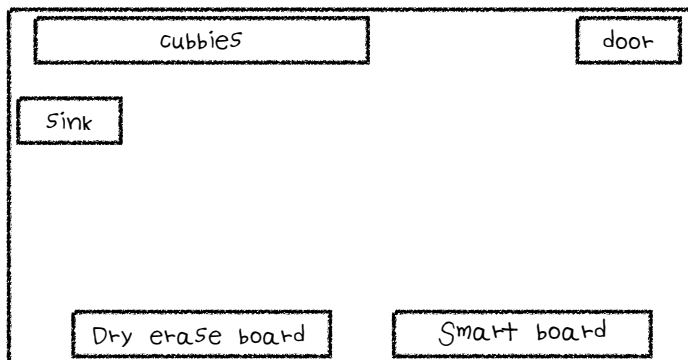
Classroom Libraries

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

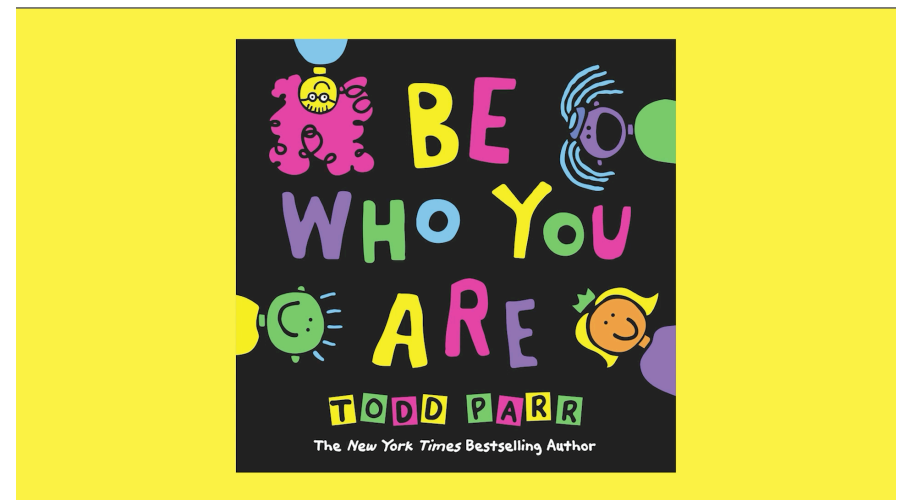
Your Classroom Plan



- * 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?



Read Aloud - Be Who You Are



Writing By Children: Using Mentor Texts

You can use reading to teach writing...

- ★ students **read texts** like writers
- ★ students realize there is no **ONE** way to write
- ★ **books** can be co-teachers in your classroom
- ★ **notice details** of the written language



The Writing Thief – Culham

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Read Aloud - Ten Beautiful Things



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Search and Record

To: Everyone
Type message here...

Consider how the author Kenard Pak describes how late summer is turning into autumn...

- * Go on a walk around your environment and write down some areas/things that you notice changing from summer to autumn
- * Record them on a notepad in pictures or in words (or you can take photos)
- * When you return to your computer after 7 minutes, choose one of your 'noticing's' you can describe in the chat box



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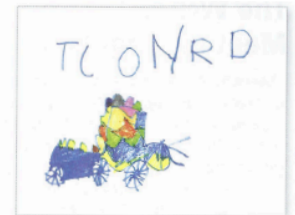
A typical range of writing (word-making) development



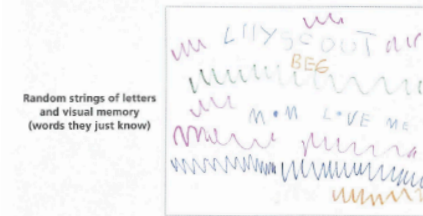
Linear marks that sort of look like letters (mock letters)



Mock letters and random (actual) letters combined



Random strings of (actual) letters



Random strings of letters and visual memory (words they just know)



Invented phonetic spellings ("rainbow cat")

A Teacher's Guide to Getting Started with Beginning Writers – Wood Ray & Cleveland

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Using familiar books and unfamiliar books

Benefits of *familiar* books:

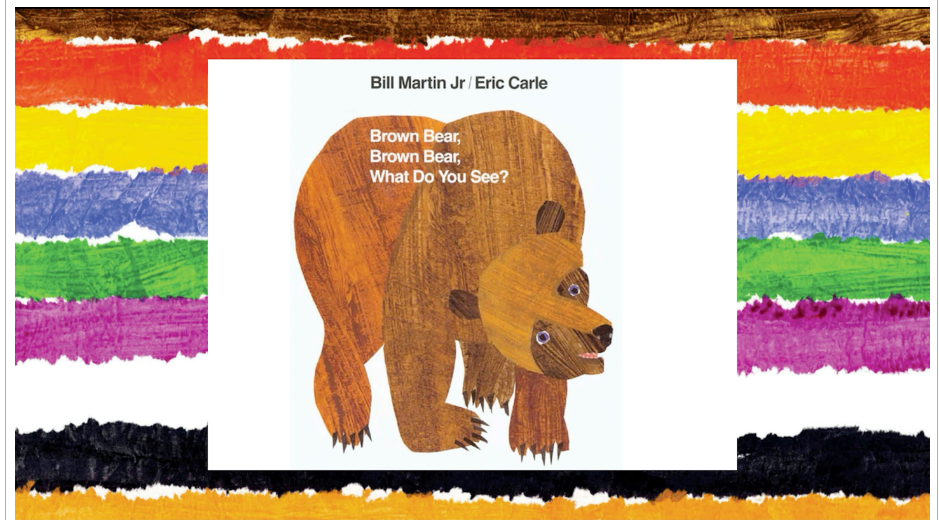
- * focus on meaning-making strategies
- * oral language development to retrieve words and phrases
- * use of picture clues to support comprehension
- * practice how to navigate a book (concepts of print)

Benefits of *unfamiliar* books:

- * students can make predictions
- * sense of empowerment as a reader
- * deeper level of attention to illustrations and details within and across pages



Read Aloud: Using a familiar book



How can you use this book to explicitly teach pre-reading skills?
Share your ideas in the ChatBox...

Other pre-reading activities

Concepts of Print (how the student navigates a book)

Can the student **locate**:

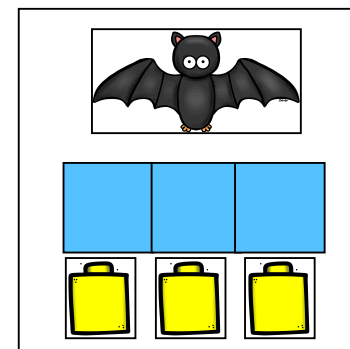
- * the front of the book
- * the title of the book
- * where to begin reading
- * a letter
- * a word
- * the first word of a sentence
- * the last word of a sentence
- * the first and last word on a page
- * punctuation marks
- * a capital letter
- * a lowercase letter



Other pre-reading activities

Elkonin Boxes (sound boxes)

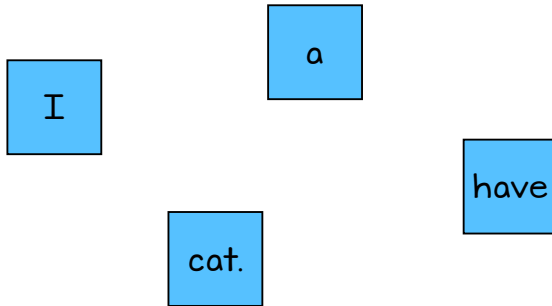
Can the student **isolate sounds** in simple words:



Other pre-reading activities

Cut Up Sentences

Can the student put simple sentences back together:



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



Books

Who's Doing the Work? – Burkins & Yaris
Literacy Lessons Designed for Individuals – Clay
I Am Reading – Collins & Glover
The Writing Thief – Culham
The First Six Weeks of School – Denton & Kriete
Growing Independent Learners – Diller
The Walking Curriculum – Judson
The Big Book of Nature Activities: A Year–Round Guide to Outdoor Learning – Monkman & Rodenburg
Purposeful Play – Mraz, Porcelli & Tyler
Tools for a Successful School Year – Silver, Perini & Boutz
The First Days of School – Wong & Wong
A Teacher's Guide to Getting Started with Beginning Writers – Wood Ray & Cleaveland



Info Links

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

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

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

[Welcoming Schools – Be Who You Are](#)



Videos

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

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



Contact Us!



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