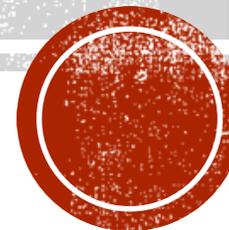


**BREATHE . . . . . IT'S  
GOING TO BE OKAY!**

New Teachers' Conference, August 29, 2018

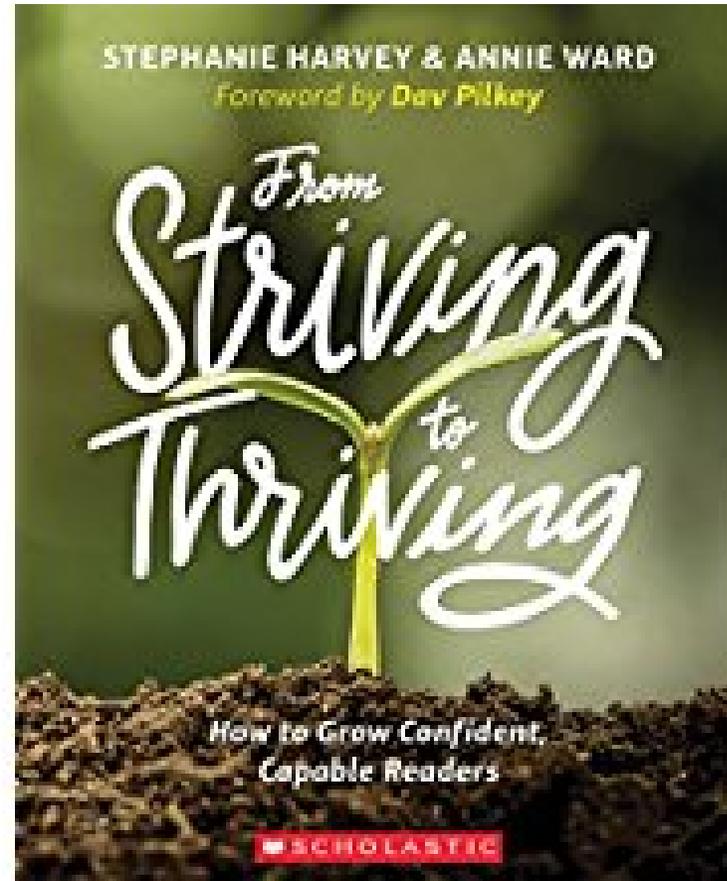
Tanis Anderson, Literacy Program Consultant, K-12

[Tanis.Anderson@burnabyschools.ca](mailto:Tanis.Anderson@burnabyschools.ca)



# FROM STRIVING TO THRIVING

*BY STEPHANIE HARVEY & ANNIE WARD*



*Available at the DLRC!*



# 5 THINGS YOU CAN DO TO GROW CONFIDENT, CAPABLE READERS AND WRITERS

## 1. Let go of labelling kids.

*We need an intervention on interventions. Let's call it Intervention Prevention. And let's not forget, the best intervention is a good book – one a child can and wants to read.*

*- Stephanie Harvey*



## 2. CHAMPION A TRUE GROWTH MINDSET.

- What did you do to become a better reader today?
  - What did you learn?
  - What new ideas do you have?
  - What do you still wonder about?
- What more do you want to learn about this?

The Power  
of Yet



# 3. ENCOURAGE EMPATHY

- Empathy reduces the negative effects of stress in children.
- Empathy has a positive social and academic impact on kids.
- When kids and teachers develop empathy, everyone wins.



*Our brains are plastic, and with practice 98% of us are capable of becoming more empathetic.*

*A growing bank of neuroscience research shows that literature is a key tool.*

*Empathy Lab's work is inspired and underpinned by the research showing that relating imaginatively to book characters builds real-life empathy skills.*



*Empathylab.uk*



# 4. GET TO KNOW YOUR KIDS ASAP.

- Too often striving readers enter our classrooms at the beginning of the year already depleted of confidence.
- Sometimes they develop strategies to ensure they remain hidden, or their behaviour causes problems, resulting in them being our “barometer” children.



# 5. CREATE CONDITIONS FOR INTERACTION AND BOUNDLESS READING.

- Does my classroom layout enable students to work frequently and fluidly in groups and in pairs?
- Are there places for kids who need quieter spaces?
- Does my classroom library have books that match the interests of all my students?
- Do I model a love of reading, and show enthusiasm when talking about books?



# STRATEGIES TO SUPPORT THESE 5 AREAS

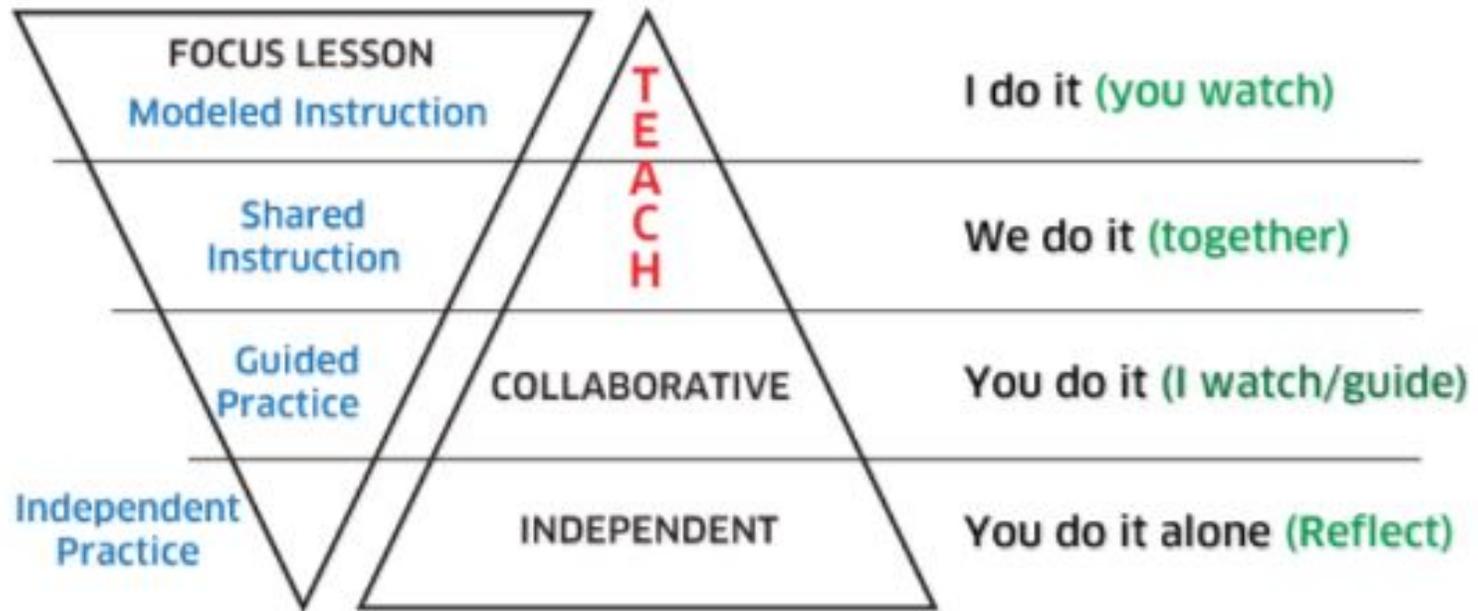


# 1. LETTING GO OF LABELS



# The Gradual Release Model

## TEACHER RESPONSIBILITY



## STUDENT RESPONSIBILITY

Figure 1: The Gradual Release Model



# WRITING LESSON

## Before:

- Provide mentor texts
- Teacher models writing
- Students talk before writing and have a plan
- Students don't leave carpet until they have a plan
- Teacher works with kids still at carpet



**During:**

Students conference with teacher during writing, set goals, revise, and edit.

**After:**

Students reflect on process, set goals for future writing, share with audience – celebrate!

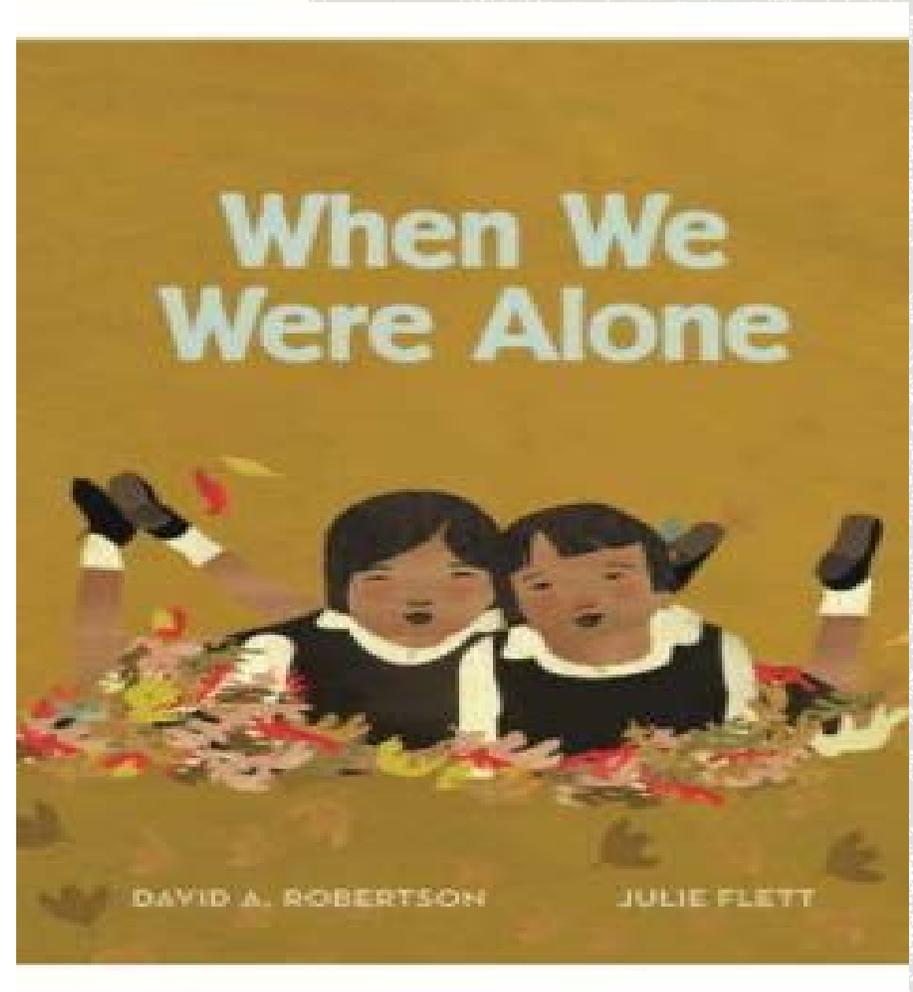


## **BEFORE READING:**

**WHAT WOULD IT BE LIKE TO GO  
TO SCHOOL FAR AWAY FROM  
HOME?**

**HOW WOULD YOU FEEL IF YOU  
HAD TO LEAVE YOUR FAMILY?**

**PARTNER TALK**



## **During Reading:**

What do we notice with the words and pictures?

What emotions are we feeling?

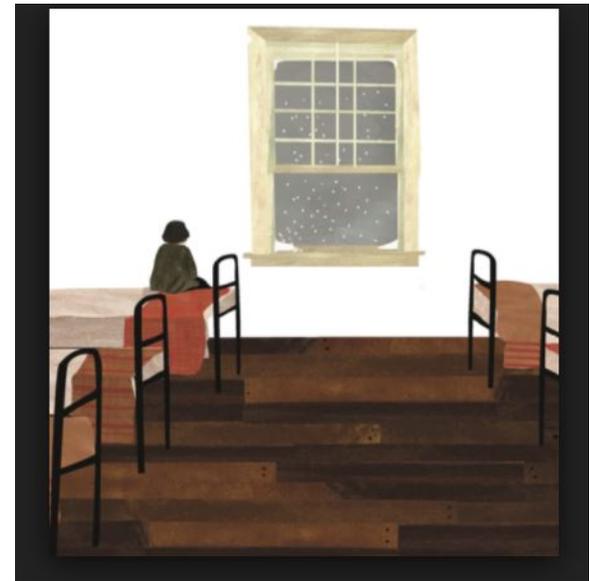


After viewing pictures, engaging in partner talk, and whole class discussion, teacher models the write. Then students will choose a picture from the book and write in character.



- Any students having difficulty getting started can choose to stay with the teacher for further scaffolding.

- The write is no longer than 15 minutes.



I was very lonely staring outside at the frigid winter snow, longing to sleep in my own bed I missed doing that. I thought about what I would be doing with my family right now. here at residential school we are never allowed to do anything with family. I kept staring at the blizzard outside. I reminded me of the winters in my tent. When we were still together. I blinked at the canvas drapings. Hanging down on my bed, shuffling around in canvas uniform.

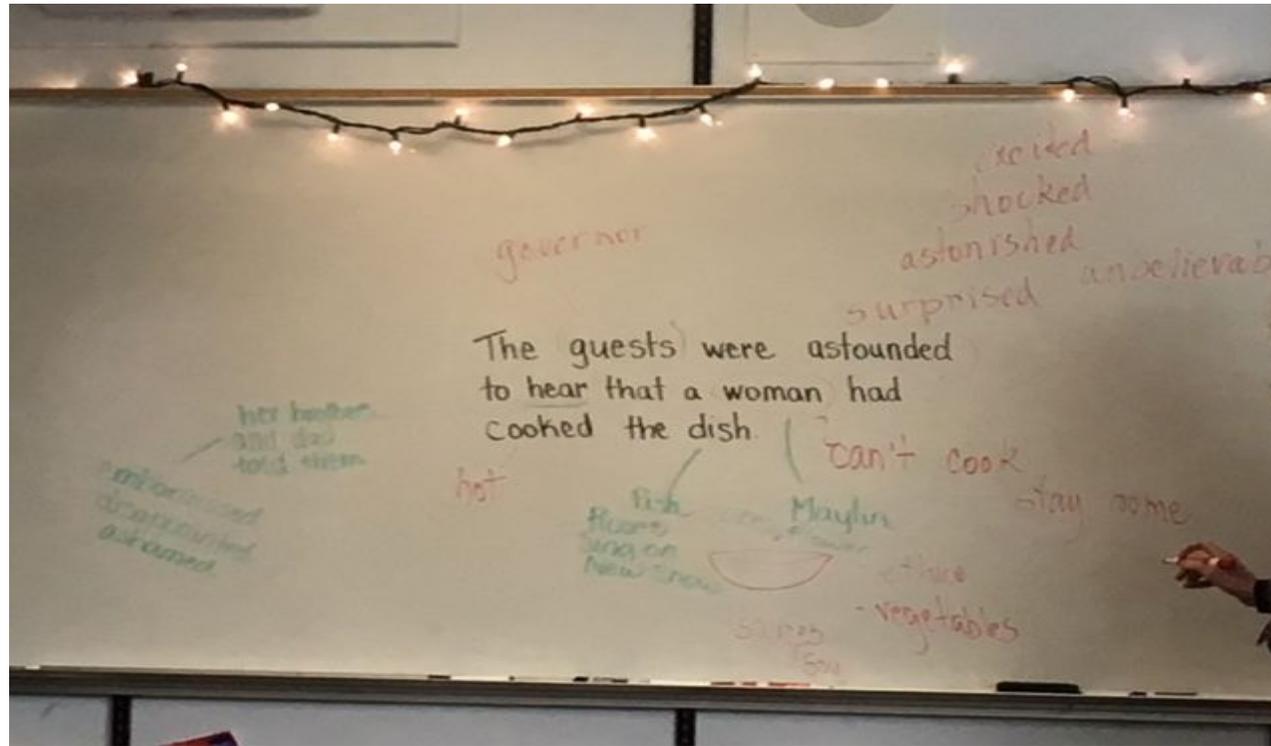


## Hope

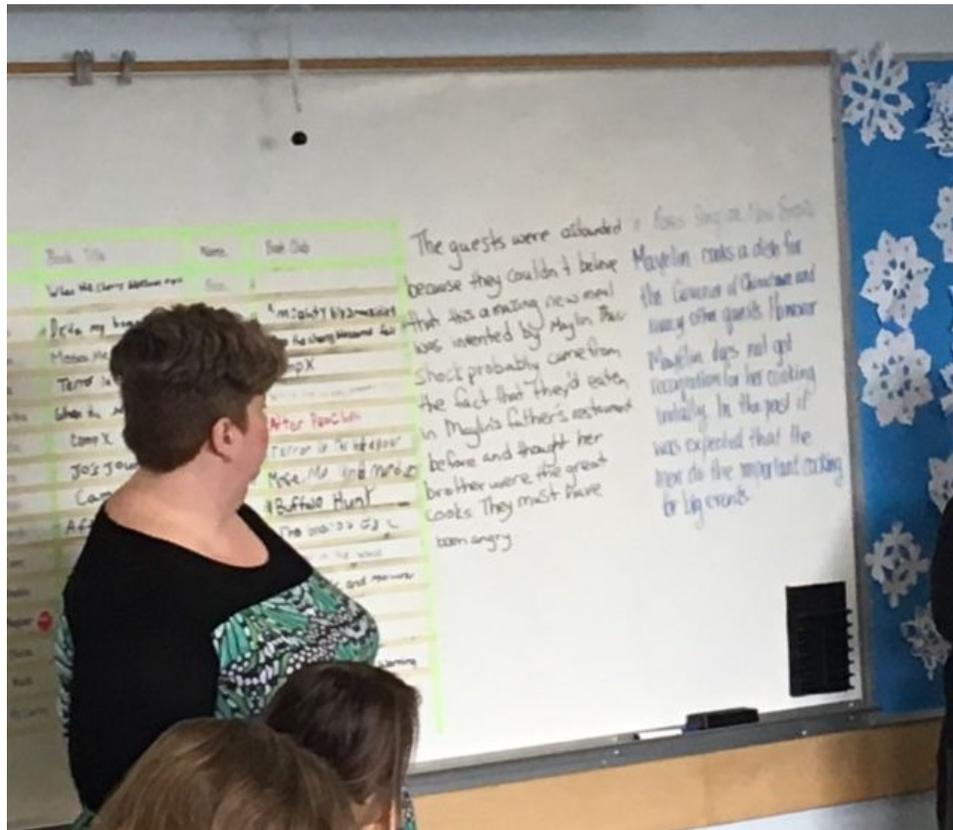
I feel hope to see my brother once again. For a long time we have been separated, but today is the day. After a long time I finally, sneakily get to meet my brother again. In the freezing weather I see a blurred shadow appear, after a while I know it is my brother trying to fight through the snow. When he is here, the first thing we do is we hold hands and we both can see the joy in each other's face. I can feel the warmth that both of us give to each other and how happy we are that we can have some time together. But after a while I feel sad once again when we have to separate. We do our mouse squeak whisper that says our last goodbyes. From that day forward I think of how gentle and how warm my brother's hands were, and I know he feels the exact same. After that, every day I am excited after evening passed because it is one step closer to when my brother and I will hold hands and go home.



# TEACHER MODELS EXPLODING A SENTENCE BASED ON SHARED READING EXPERIENCE



# TEACHER MODELS HER THINKING IN A QUICK WRITE



*“I don’t want to hear just about the story, I want to hear about why you care.”*

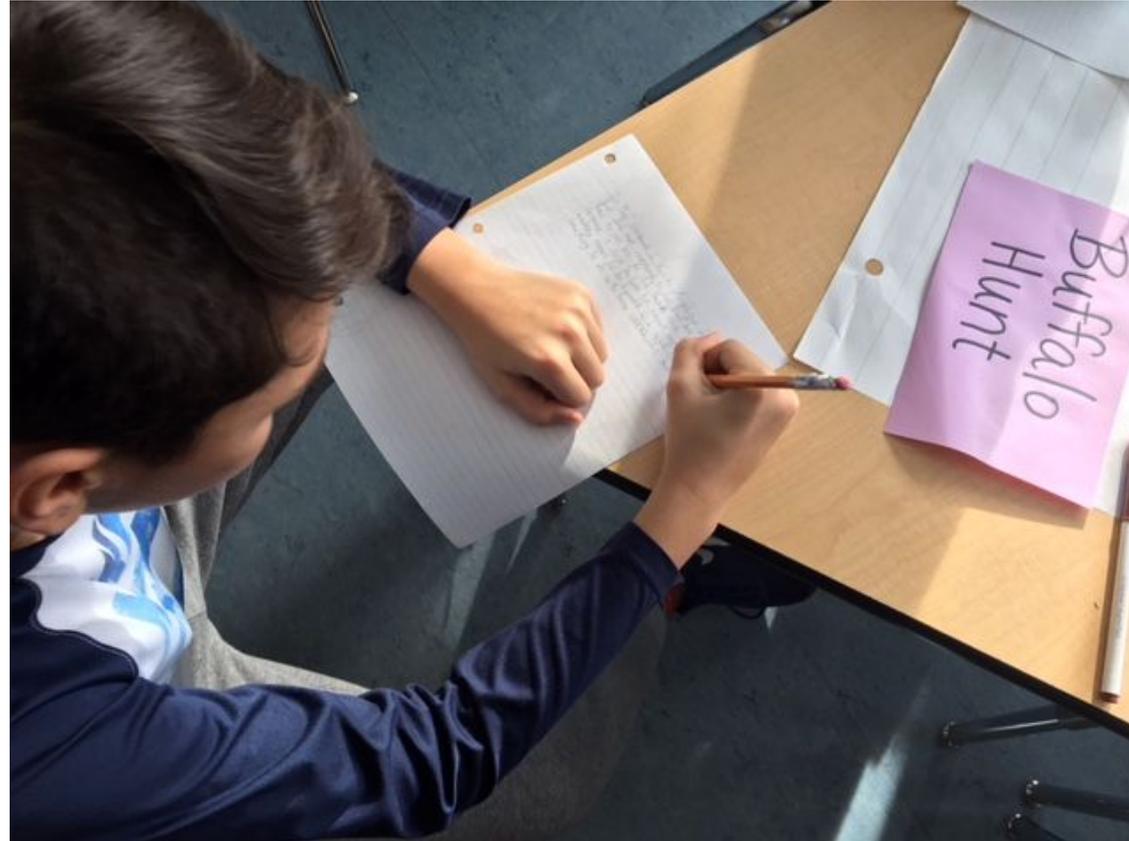
*- Faye Brownlie*



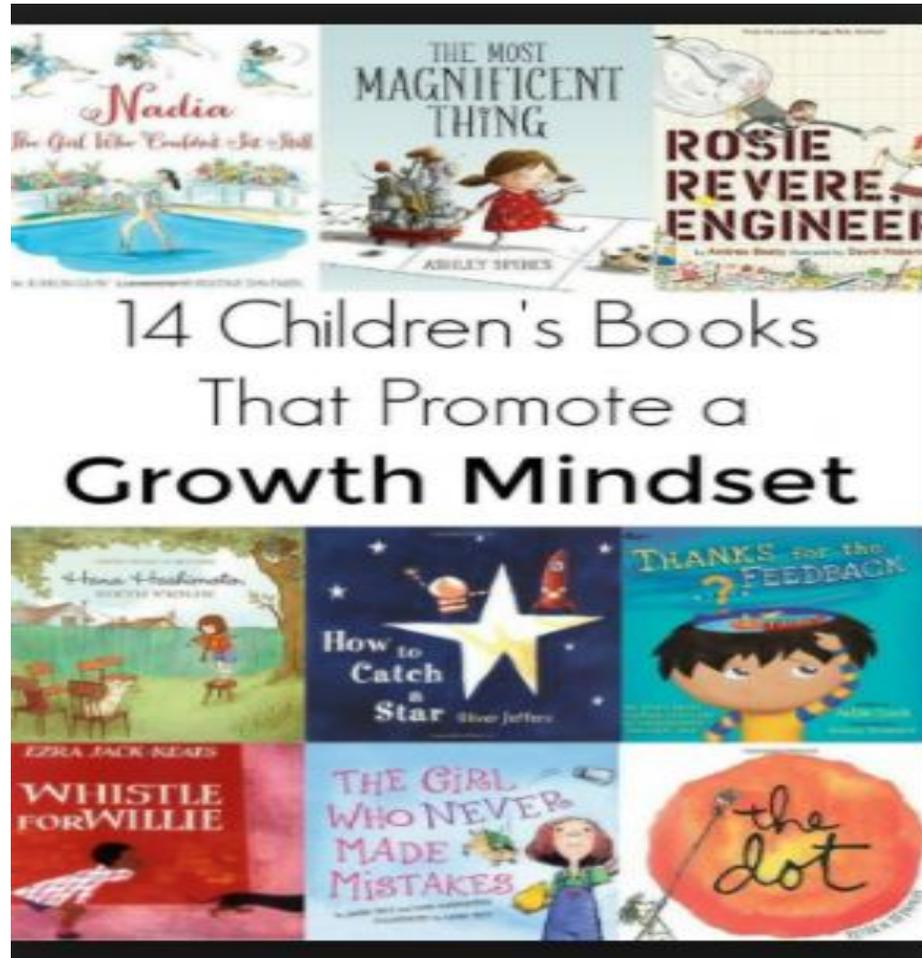
# STUDENTS PRACTICE EXPLODING A SENTENCE IN GROUPS



# STUDENTS DO AN INDEPENDENT QUICK WRITE

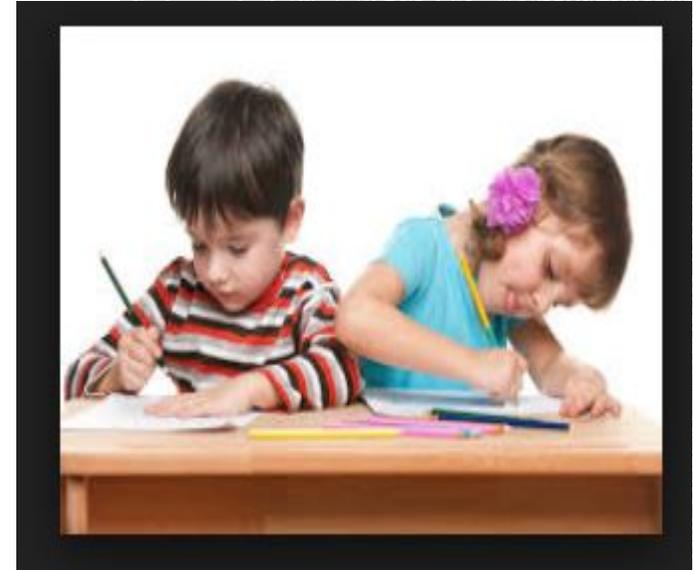


## 2. CHAMPION A TRUE GROWTH MINDSET



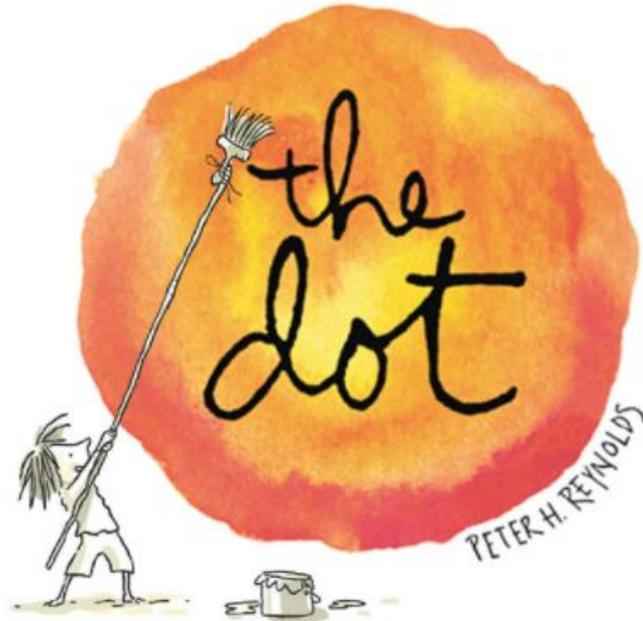
# EVERY WRITING LESSON HAS THE SAME STRUCTURE

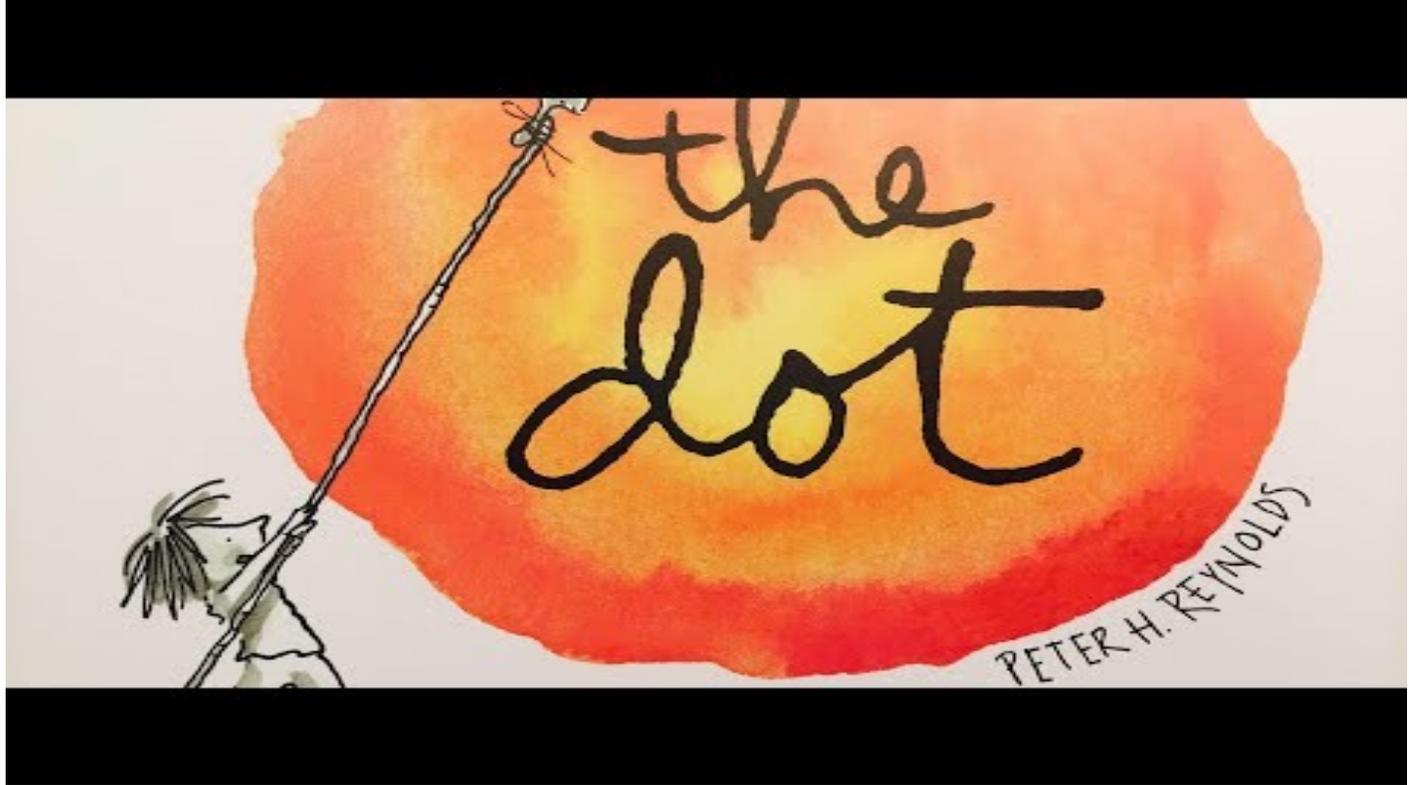
1. Set the purpose, access prior knowledge
2. Attach writing to a read aloud
3. Provide talk time
4. Teacher models writing
5. Students write, teacher conferences
6. We all reflect



# THE DOT

BY PETER REYNOLDS





Once I remember when I help my little brother math questions. He only know what is  $1+1$ . So I said "what is two plus two" and he said three but I said "no" try again. This time I show out my hand and he said "four" and I said "good job"! I felt proud because I help my little brother I gave him a sticker. He felt happy and I felt happy we moved on the next question. I said "what is



January 11, 2017

First I can't draw butterfly so I tried and tried, but I still can't draw the top and the middle. At last I tried the easier way and I did it.



Once I remember when my dad helped me learn to swim. I said I can't swim but he would never let me give up. Then I tried and tried and tried then in a few years later I could swim. Then my dad said now you can go in the deep end. I said really I get to go in the deep end and he said yes. I felt so happy then when I was just about to go in I got scared. I told my dad I did not want to go in the deep end. He said I will come with you then I felt happy again. When I went in with him it was really not that scary. It was like the same thing then I got better at it and I could do it on my own. I was great that's how I learned how to swim!



# 3. ENCOURAGE EMPATHY

## 30 books to build children's empathy



TRUDY LUDWIG



The  
**Invisible  
Boy**

illustrated by PATRICE BARTON





# Circle of Viewpoints The Invisible Boy

Christina Sauchak  
Twitter @ MsSauchak

**TRUDY LUDWIG**  
**The Invisible Boy**  
Illustrated by PATRICK BARTON

## Circle of Viewpoints

### Brian

- I feel sad because my teacher doesn't notice me.
- I feel left out. Nobody will play w/me.
- I feel invisible. • Why was everyone invited to the party except me? • Maybe the new kid will be my friend... • Should I stand up for Justin?
- Wow! Justin gave me a compliment. • I am happy because Justin and Emilio picked me! • I feel happy because my peers are including me! • I am not invisible after all!

### Justin

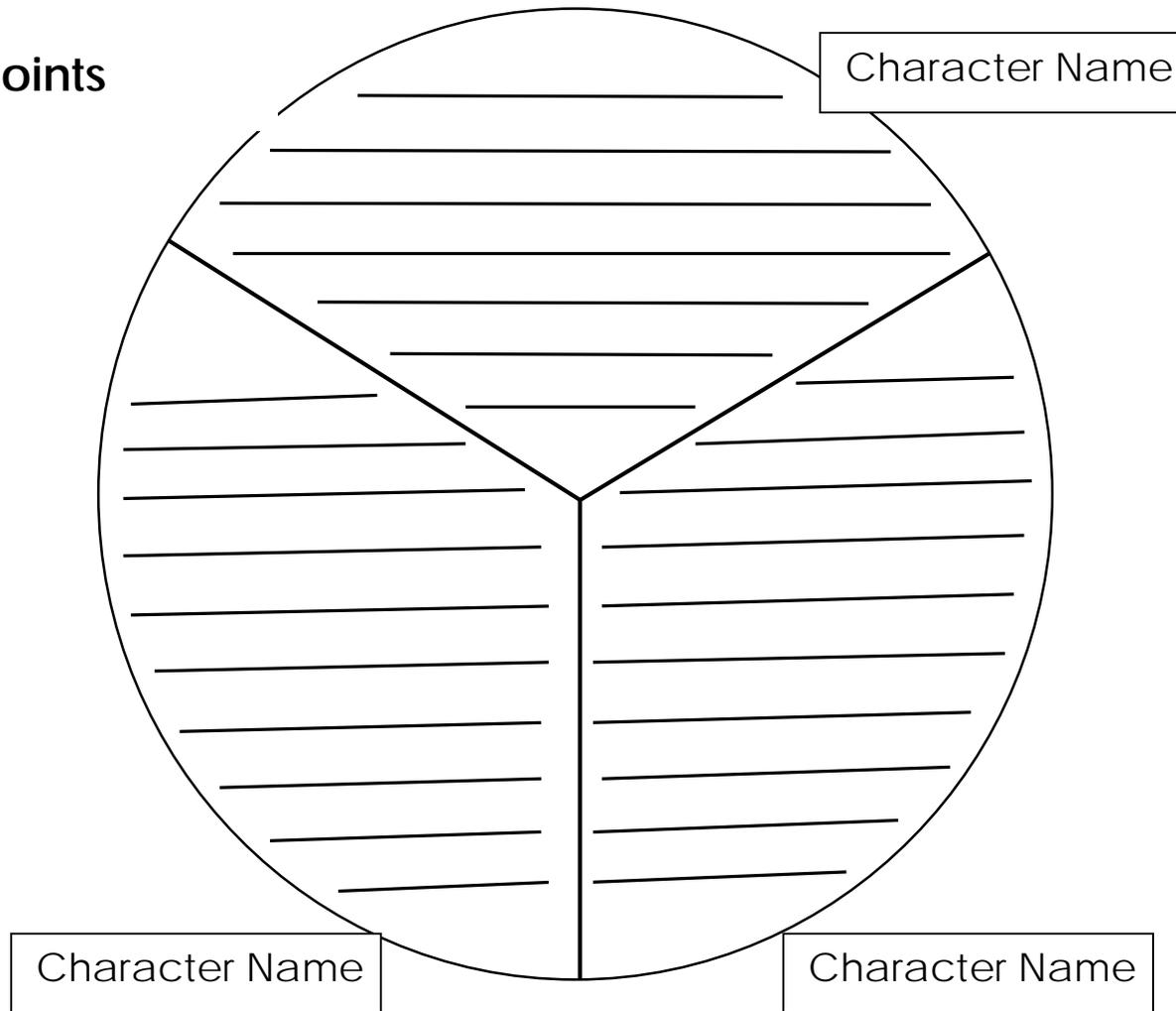
- I feel nervous about my new school.
- Why are they making fun of me? • It was nice of Brian to write me a note! • I see that Brian needs a group. • Brian is a great friend!

### Mrs. Corbett & Peers

- Some of my students are not following rules.
- We don't need new friends!
- We don't need to be inclusive.
- The new kid is weird.
- The new kid seems cool!
- Wow! Brian is talented and a good friend!



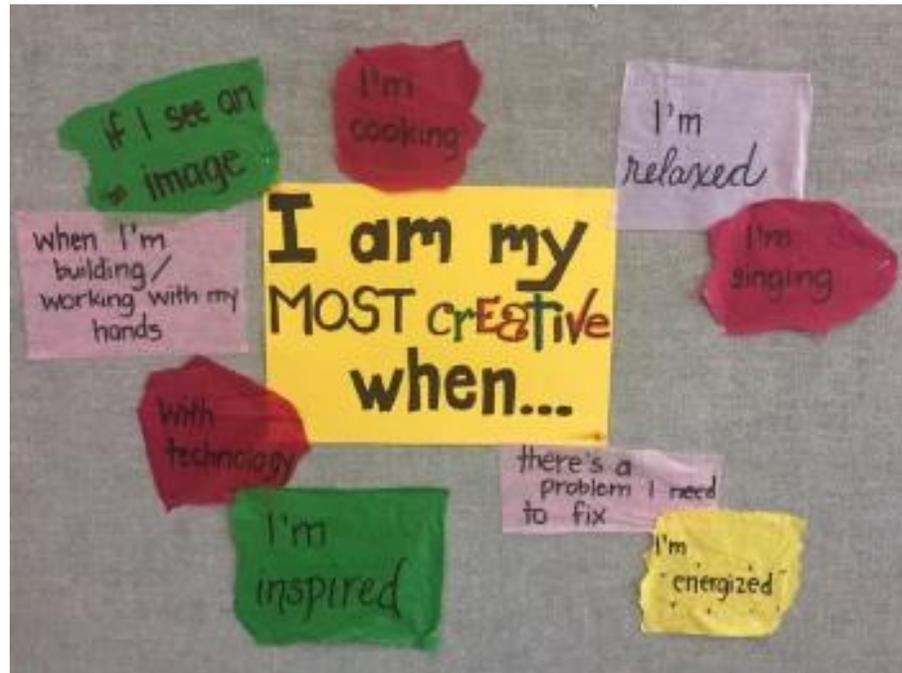
# Circle of Viewpoints



# 4. GET TO KNOW YOUR KIDS ASAP.



- Create heart maps
- Read alouds
- Interest inventories
- Spotlight important books
- Share photos
- Create identity webs



Get to Know Your Kids ASAP.

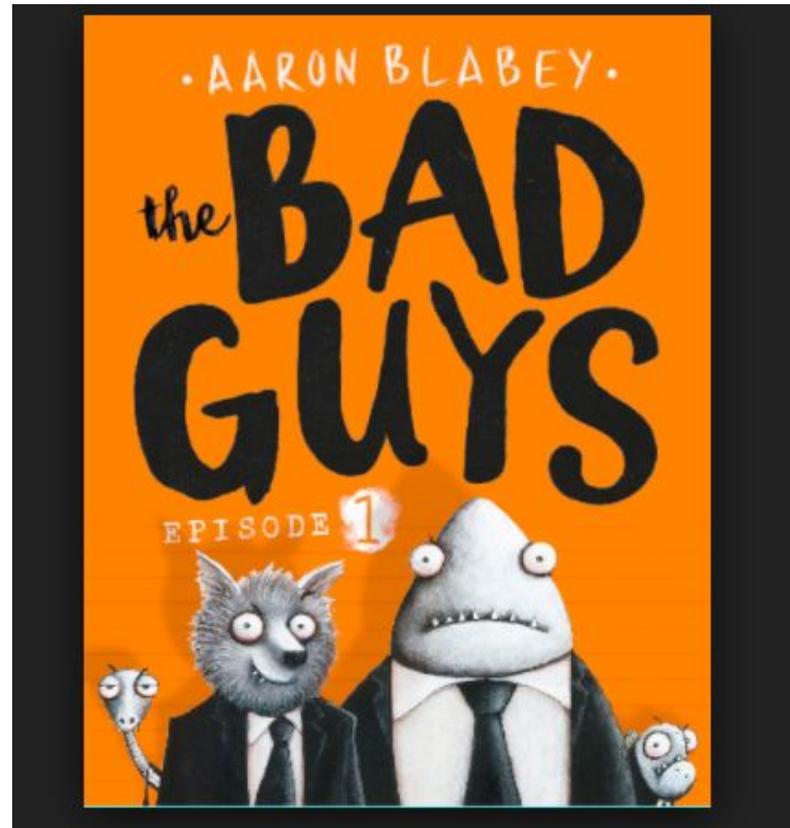




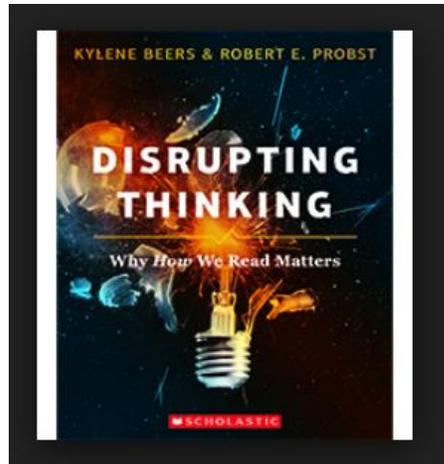


# STRIVING READERS NEED:

- To hear many read alouds
- Books they can successfully read
- Tiptoe books
- Choice over what they read
- Time to talk about their reading
- Strategies
- Increased volume



# BOOK – HEAD - HEART



Disrupting Thinking  
by Kyleene Beers and Robert E Probst

## BHH Reading

WHEN YOU READ,  
THINK ABOUT WHAT IS...

### • IN THE BOOK

- What's this about?
- Who's telling the story?
- What does the author want me to know?



### • IN YOUR HEAD

- What surprised me?
- What does the author think I already know?
- What changed, challenged or confirmed my thinking?
- What did I notice?



### • IN YOUR HEART

- What did I learn about me?
- How will this help me to be better?



# BOOK

- **Who is telling the story?**
- **What does the author want you to know?**
- **What did you notice about how the author told this story?**



# HEAD

- **What surprised you?**
- **What connections did you make?**
- **What images were most important to you?**
- **What lines created the surprise or connection?**

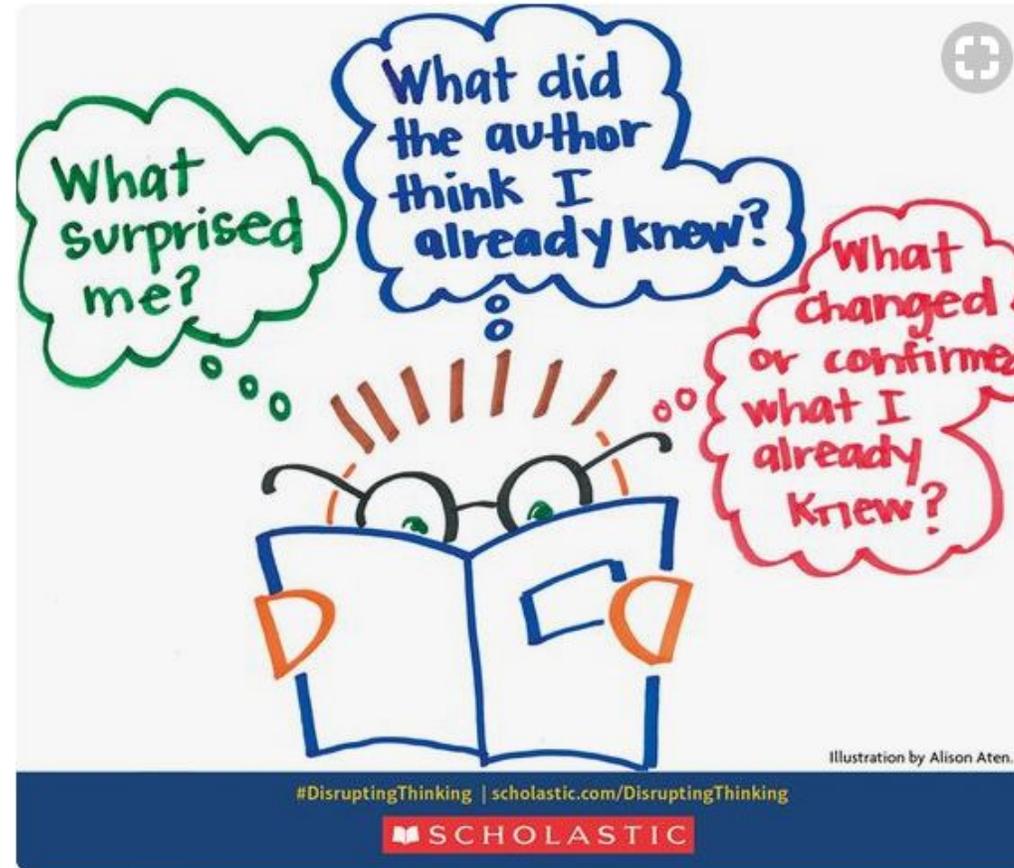


# HEART

- **What did you discover about yourself?**
- **What matters to you in this text or in your conversation?**
- **What did you take to heart?**



# HELPING THE READER REFLECT ON WHAT THEY ARE FINDING IN THE TEXT...



# READING CONFERENCES

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=06M4PR7IZDE](https://www.youtube.com/watch?v=06M4PR7IZDE)



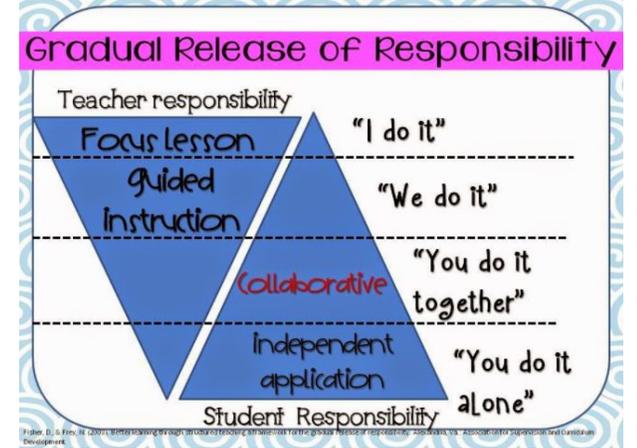
# IMPROVING STUDENT WRITING

- Provide students with encouragement and feedback on their written work.
- Have students write about the texts they read.
- Increase the amount of writing students do.
- Provide a risk free environment.
- Informal writing opportunities will build confidence.



# RESPONSES

What Happened	My Thinking



Section of Text	My Thinking/Connections

*Always modelled first with a picture book, gradual release of responsibility*



I must set goals (with the children) for their learning, provide explicit instruction on the elements of good writing, and expect them to be accountable for what they have learned. This is true whether my students are fluent writers or beginning writers just starting to put scribbles on paper. Teaching makes the difference.

*Lori Jamison Rog*



# Every Day, Every Child

## Richard Allington says . . .

### Every Day, Every Child

- Will read something they have selected.
- Will read something accurately.
- Will read something they understand.
- Will write something that is meaningful
- Will talk to peers about their reading and writing.
- Will listen to a fluent adult read aloud.



# HTTP://BLOGS.SD41.BC.CA/LITERACY

## Burnaby School District Literacy Blog

- HOME ▾
- ABOUT
- CORE COMPETENCIES ▾
- STUDENT CONTESTS ▾
- OUR FAVOURITE BOOKS ▾
- PRESENTERS' SLIDES
- READING RECOVERY
- VIDEOS WORTH WATCHING
- WRITING ▾
- PROFESSIONAL RESOURCES WE LOVE ▾



Observation Survey: Assessing Through Close Observation for Grades 1 and 2 Teachers, and Learning Support Teachers

SEARCH



# STAFF DEVELOPMENT CALENDAR



## What Matters Most for all Learners with Faye Brownlie

 Literacy  Tanis Anderson

Let's start the year off talking about meeting the needs of all our learners! This one time after school workshop will leave you feeling inspired, and ready to take on the new school year!

Questions will be answered such as:

- How can I meet the needs of all my learners?
- What does a balanced literacy approach look like?
- How can I assess my students in a timely way that will inform my instruction?

*Faye Brownlie is one of BC's most sought after literacy and learning experts. A long-time advocate of improved learning for all students in inclusive settings, she fervently believes in our collective ability to make a difference for each and every learner. Faye works with students and teachers from K-12 and especially enjoys co-planning, co-teaching, and reflecting on the lessons with teams of teachers. Together we are better!*

 Thursday, 27. September 2018 - 03:45 pm till 06:30 pm

 Burnaby Central, Conference Room

Event details

Book now

Bookings (80)

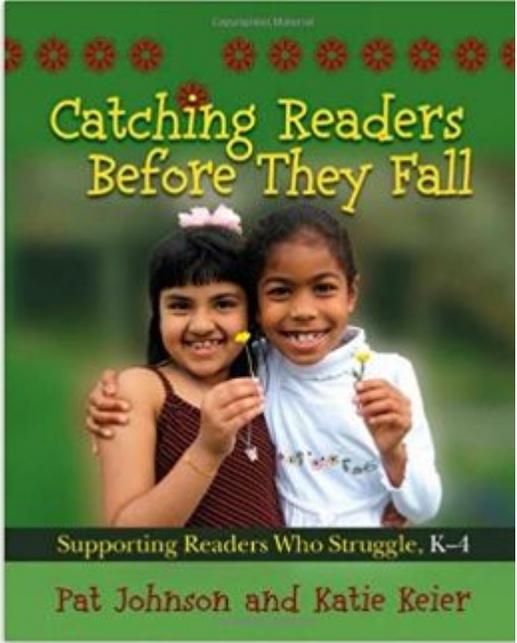
Participants (80)

Edit event



## Guided Reading and Writing with Lori Jamison Rog,





# BOOK CLUBS

