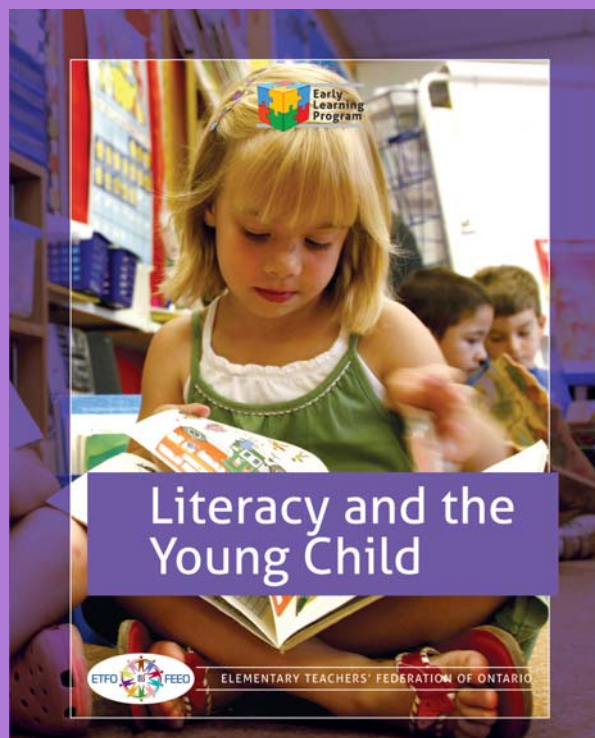


# Facilitator Guide ETFFO Book Clubs



# Thinking It Through Literacy and the Young Child

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## Introduction to ETFO Book Clubs

The Elementary Teachers' Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students.

A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.

## Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

## Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

## The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings. Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

## Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.

It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.

## Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

Powerful  
Conversations:

- Focused
- Productive
- Interactive

## Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.

Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group's work.

Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

## Knowing Your Participants

When developing a group's capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no "right" way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

"We should all try to listen with the same intensity we have when we are talking."

Richard  
Saul  
Wurman

Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.

Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to \_\_\_\_\_?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

## Further Reading

Robert Garmston. "Teacher Talk That Makes a Difference". Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. The Adaptive School: A Sourcebook for Developing Collaborative Groups, Christopher-Gordon Publishers, 1999.

Richardson, J. "Norms Put the 'Golden Rule' into Practice for Groups". Tools for Schools, NSDC, August-September 1999.

Easton, L.B. Powerful Designs for Professional Learning. NSDC, 2004.

Richard G. Weaver & John D. Farrell. Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace, McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. "Book Study Facilitator's Guide for Teaching Student-Centred Mathematics". Pearson Education, Canada, 2007.

Wisconsin Staff Development Council – [www.wi-sdc.org](http://www.wi-sdc.org).

## *Introduction to Literacy and the Young Child*

This resource ***Literacy and the Young Child*** creates a picture of what literacy 'looks like' in the kindergarten classroom today. It is based on what is known about child development and current research in the field. This resource outlines four areas of literacy: oral language, reading, writing and media literacy. In each area there is an overview with practical examples for the classroom. In oral language, reading and writing there is information about how to create an environment that supports language and literacy. Inherent then in this are underlying messages for the role of the educator.

There is an effort to describe a balanced approach to literacy learning not in the commercial sense of a program but thinking through what that entails-developing thinking skills, vocabulary, thinking about instruction for the large and small group and for the individual and thinking also about the domains of development. As learning is about making connections, the resource addresses the connections between the different areas of literacy and to other learning areas. Literacy is seen as being integrated throughout the kindergarten program not as an isolated experience. As with other resources, observation of children engaged in literacy experiences form the basis of gathering information for planning. Again as in other areas, assessment information is gathered as children are actively engaged in applying strategies and skills. During children's play at learning centres, educators will have many opportunities to see children demonstrate what they know and can do. There is a strong sense in this document that developing literacy is more than developing the mechanics but is about supporting children in becoming effective users of language-developing the skills they will need for language and for literacy. Educator's planning needs to include thinking about the 'big' picture. For example, plans include thinking about how children are developing higher level thinking skills, communication skills, independence, confidence, risk taking, perseverance. Most importantly, planning include thinking about how to create an interest in and a love of language, books and writing.

During time together in this book club using *Literacy and the Young Child*, educators will have the opportunity to meet with other practitioners to share their thinking and ideas, to read, dialogue and reflect on learning and current practice.

There are four sessions in this book club Literacy and Planning, Oral language, Reading Writing and Media Literacy.

In Session One, members on the book club will meet with an introductory activity. The focus will be thinking about a view of literacy for young children and planning keeping the big picture in mind. The chosen readings will create the context for the discussion.

Oral language is the focus of Session Two and in particular thinking about how educators support the development of oral language through their conversations with children. A number of topics related to oral language will be explored through round table discussion. The homework review will follow the discussion in Session One-planning using 'big ideas'. The homework review in Session Three will continue discussions about oral language through specific activities and questions. Reading will be the major topic for discussion with a particular focus on creating a supportive learning environment and thinking about comprehension in kindergarten.

The last session will deal with two areas: writing and media literacy. In particular participants will examine developmental writing and spelling, the connection between reading and writing and how to think about texts in particular media texts and how they might be used with kindergarten-aged children.

Throughout the sessions, there will be reflection opportunities and in the last session there will be time for developing a personal plan for beyond the book club.

# Session One: Literacy and Planning

## Readings:

***Literacy and the Young Child***, *Planning-Thinking about the Big Picture*, pages 6-10 and *Planning for Learning*, page 21

## General Overview:

In this first session, participants will have the opportunity to meet through a literacy based *Find someone who can name ...* activity to set the context for the discussion of literacy. There will be a personal self-reflection that will be used in the last session as a basis for future plans. Through reading about Planning - *Big Picture*, educators will discuss the importance of the ideas and practical examples from their own classrooms.

Many of these ideas are fundamental to learning and in particular to developing independence in learning. Participants will also read an example of planning looking at the big ideas and how this can support long range planning and is integrated into other learning areas. A reflection activity will involve members in sharing ideas in response to questions. As participants enter, have them fill out a name card and choose a place to sit at one of the group tables.

## Key Learning/Objectives:

During this session participants will:

- Meet members of the group
- Engage in self-reflection
- Read sections from the resource
- Synthesize the information from the readings
- Reflect on 'big picture' planning
- Reflect on learning for the day

## Materials:

**Literacy and the Young Child** resource (participants should bring their own copy)

Line Master 1.1, Find Someone to Name... (one copy per person)

Line Master 1.2, Self-reflection (one copy per person)

Line Master 1.3, Oral Language in My Classroom (one person for homework)

Name tags for each person

## Time: 120 minutes

## Instructional Tasks:

### **Find Someone Who Can Name... (25 minutes)**

*Background:* Using the Line Master 1.1 as a guide, participants are asked to get one signature from the group for each square. In doing so, they can engage in conversation with other group members as they name particular 'favourites'. In this case, the naming is all related to various areas of literacy. This is to begin to set the context for further discussions.

*Purpose:* To meet other members of the group and find out something about them.

### Instructions and Task

1. Give each member of the group a copy of LM 1.1. Explain that the purpose of the activity is to meet other members of the group and learn something about them. Perhaps in so doing, they will find some commonalities.
2. Instruct them to get only one signature from each person, as the goal is to meet as many people as they can. When they are finished they can take their sheet back to their table.
3. Whole Group Debrief: Facilitators may want to take examples from each of the categories. As for example: When a favourite author is mentioned perhaps ask the group if others chose the same author. Ask: *What makes a good reader? A good writer? An orator?*

### **A. Self-Reflection (10 minutes)**

*Background:* Self-reflection is an important aspect of teacher practice. In this particular case, the reflection is in relation to the classroom literacy program and will serve as a basis for making a plan in Session Four.

*Purpose:* To reflect on classroom literacy program and identify areas of strengths and areas for change.

1. Hand out Line Master 1.2 and ask participants to take a few minutes to reflect on their program. Explain that this is a personal reflection and can be used to identify strengths and needs. Explain that they will need to bring it to the last session.

## Instructional Tasks

### **A. Planning-Thinking about the 'Big Picture' (35 minutes)**

*Background:* The intent of this activity is to have participants read and reflect on what these ideas mean for long range planning. If these bigger ideas are kept at the forefront then participants may avoid some of the inappropriate practices that may occur in the day-to-day planning. These ideas take into account child development, appropriate practice and the learning skills that are important for children to develop.

The activity will be done in a jigsaw format to speed up the reading process and to give participants the opportunity to synthesize the information and listen to others. Using this format enables participants to meet and work with other members of the group.

*Purpose:* To reflect on 'big ideas' for planning.

#### Instructions and Task

*Note:* For this activity ideally there should be four in each group.

1. Explain the purpose of the activity and that it will be done in jigsaw format.
2. Have group members sequentially say the letters A, B, C, D.

3. Explain their job will be to read their assigned section with others also assigned that section and in their group:
  - Synthesize the section for other group members
  - Discuss and explain why this is important for planning
  - Identify a practical example that could also be shared
4. Assign readings as follows from ***Literacy and the Young Child*** pages 6-10:
  - A. - opportunities for children to make decisions, opportunities to think
  - B. - opportunities to demonstrate what they know, opportunities to revisit...
  - C. - opportunities to learn how to learn, opportunities to build relationships
  - D. - strategies to integrate language, embedding literacyAssign spots, for example, all the As to meet, Bs to meet and give groups a time frame.
5. Once the time is up ask groups to meet in their home groups to share. Explain that everyone should have an equal opportunity to share. Suggest that groups appoint a timekeeper for the allotted time.
6. Whole Group Debrief: Ask:
  - *Was there a particular idea that you thought was important to remember?*
  - *What impact do these ideas have on your planning, organization, and your role?*

### **B. Planning-‘Big Ideas’ (35 minutes)**

*Background:* The example that participants will read shows a plan for using the ‘big idea’ for communication and how that is embedded in the planning for centres and in other areas. The intent is to have participants think more broadly about the expectations and connect this with planning for the long term. It should be remembered that this is only an example and is not a verbatim plan for someone to adopt.

*Purpose:* To explore ‘big ideas’ and planning for the long term.

### Instructions and Task

1. Individual Work: Have participants get their **Planning For Learning** resource and turn to page 21. Explain that this is an example of a plan that looks at the 'big idea' of communication and is an educator's thinking through of the plan.
2. Ask participants to read the plan individually.
3. Small Group discussion: Facilitators may wish to choose from the following questions for small group discussion:
  - *What are the elements of the plan?*
  - *How does this type of planning compare with what you usually do?*
  - *How effective is planning in this manner?*
  - *What other 'big ideas' could be included in a plan such as this?*
  - *What is the time frame for a plan such as this?*
4. Whole Group Debrief: Facilitators may wish to hear comments for each question or ask: *Why is it important to plan with 'big ideas' in mind?*

## Reflection: 10 minutes

### Inside/Outside Circle

*Background:* This is a strategy that can be used in a variety of different ways. In this case, the group makes two circles—an inside and an outside circle. The inside circle faces the outside circle and people line up face to face as partners. Therefore, there needs to be an equal number on the inside and outside of the circle. After a brief conversation with a partner, the inside circle rotates one position to meet a new partner. Alternately, the outside could rotate. The number of times for the rotation will depend on the time and the energy level of the group.

*Purpose:* To hear a variety of opinions; to get to know the people in the group; reflect on practice by talking to a partner

### Instructions and Task

1. Designate the inside circle as A and the outside as B. Make sure that people are lined up face to face with some space in between.

2. Explain that you will make a statement and A talks to B first while B listens and then B talks while A listens. The inside circle will rotate at a given signal and people will have a new partner. *Note:* You can switch who talks first just to add variety. Each will have about 30 seconds to talk. *Note:* It is important to have a clear signal for when groups are to rotate whether that be the use of voice to say STOP, turning over the talking stick etc.
3. The following are a variety of statements that can be used for discussion purposes. *Note:* Facilitators may want to choose the statements that would be best for their group. There are more statements than might be needed and they are not in any particular order:
  - *What is an important big idea for you?*
  - *What is a strategy you use in planning?*
  - *What does literacy in kindergarten mean to you?*
  - *How do you organize the classroom for literacy?*
  - *What do you do when you read to demonstrate what a 'good' reader does?*
  - *What is the indicator for you that the learning environment is supportive for children?*

## Homework/Follow-up Task: 5 minutes

1. Read ***Literacy and the Young Child***, page 18, 19 and fill in LM 1.3 and bring to next session
2. Collect an oral language sample from a child or group of children and bring to next session.



## Session Two: Oral Language

### Readings:

***Literacy and the Young Child, Purposeful Conversations with Children, pages 20-22, 30***

### General Overview:

It has very often been said that oral language is the heart of literacy. Very often in classrooms it is overlooked because of the push for reading and writing. However, oral language is closely connected to these areas especially in the development of vocabulary. It is also connected to other learning areas as children describe, sort and classify, explain etc. Through discussions, educators will be asked to identify these connections. Through the homework, participants will share a sample of oral language and identify how children are using language in the sample. They will also share examples of where they find language use within their own classroom. This identification may also identify gaps within their programs. Educators play a critical role in supporting children's conversations so they have opportunities to use language for different purposes. Through reading, participants will learn about those various roles. The homework will ask participants to record a conversation between a child and adult to identify how the adult is supporting the child's use of language.

### Key Learnings/Objectives:

- Identify how children are using language
- Reflect on how language is used within the classroom and to share examples
- Explore ideas about language in dialogue with others
- Make connections between oral language and other language areas and learning areas
- Compare examples of adult conversations with children
- Reflect on how adults can support children's language use in the classroom
- Reflect on learnings for the day

## Materials:

***Literacy and the Young Child*** resource

Name tags

Chart paper

Markers

Tape

Time: 120 minutes

## Homework Review:

### A. Oral Language Sample (20 minutes)

*Background:* The act of collecting the oral language sample exposes participants to a method of documenting learning and collecting assessment information. It gives people practice in what to look and listen for. The sample will then be used to analyze children's language use. This is an area that many educators find difficult to do.

*Purpose:* To share and analyze language samples for language use.

### Instructions and Task

1. Partner Work: Ask participants to find a partner (someone they have not worked with before).
2. Ask participants to use their homework reading from pages 18-19 to analyze how children are using language. Remind them to set the context for collecting the sample.
3. Ask them to consider the question: *What did you learn about this particular child/children? What do they know? What are they able to do? What else do you need to know?*
4. Whole Group Debrief: Ask:
  - *What did you learn about the process of collecting the sample?*
  - *Would there be anything that you might do differently?*
  - *What did you learn about the child's uses of language?*

- *Why is it important to record samples of children’s language? (to show growth over time, as evidence of understanding and language use, to provide a clearer picture of what the child can do, to reflect on information for planning for child, group...)*

## **B. Reflection from Homework Reading (25 minutes)**

*Background:* The intent of this exercise is to have participants identify examples of use within the classroom and to assess their program to see if there are gaps. Identifying where children were using this type of language will hopefully identify learning centres and while children are at play in other words in social contexts.

*Purpose:* To share and reflect on language use in the classroom.

### Instructions and Task

1. Partner Work: Have participants find a partner that they have not worked with before.
2. Ask partners to share examples from LM 1.3
3. Ask them to consider the questions:
  - *Was there a particular area that seemed to dominate uses of language?*
  - *Was there an area that was missing from your examples?*
  - *Was there a gap in any area?*
4. Whole Group Debrief:
  - *Where there particular places where you found more types of language use?*
  - *Why might there be gaps in examples of language use?*
  - *What needs to be in place for children to use language in a variety of ways? (time to engage with others, play, learning centre use, exploration and inquiry, adult support, demonstrations of ways to use language....)*

## Instructional Tasks:

### **A. Round Table Discussions (30 minutes)**

*Background:* This is an open discussion around a topic with ample time for

participants to explore the ideas. The only requirement is sharing the essence of their conversation with the rest of the group.

*Purpose:* To explore ideas about oral language through discussion with others.

#### Instructions and Task

1. Small Group Task: Give each group a topic for discussion from the following:

- *Why do people say oral language is at the heart of literacy?*
- *How is oral language connected to reading, writing and media literacy?*
- *How is oral language connected to other learning areas?*
- *How does the organization of the classroom impact children's language use?*

Explain that their task is to discuss the question in their group and after the allotted time is up to share the essence of their conversation with the rest of the group. They should choose someone who would like to report orally. They do not need to record anything to present. *Note:* Questions can be given to more than one group.

2. Whole Group Debrief: Ask each group to report the essence of their conversation.

Ask: *Was there a connection or new idea for you?*

#### **B. Purposeful Conversations with Children (30 minutes)**

*Background:* Adults as proficient language users provide the support for children's conversations through what they say and do. The adult's role is to try and extend children's conversations so children have more opportunities to use language in a variety of ways.

*Purpose:* To read and reflect on conversations with children and the educator's role.

#### Instructions and Task:

1. Individual Task: Have individuals read *Purposeful Conversations with Children*, pages 20-22. Ask them to consider why purposeful talk is important.
2. Small Group Work: Ask groups to consider the following questions:

- *Why are purposeful conversations important?*
  - *How might the examples provided help you in thinking about your own conversations?*
  - *How will keeping these ideas in mind benefit children?*
3. Whole Group Debrief: Ask: *What was significant for you in these discussions?*

## Reflection: 10 minutes

### Individual Reflection

*Background:* This reflection activity will ask participants to use the guiding question to evaluate their program-thinking about their strengths and needs. This is an important opportunity for educators to take the time to do this.

*Purpose:* To evaluate oral language in program

1. Individual Reflection: Ask participants to turn to page 30 and use the questions under “*as educators evaluate their program they may ask*” as a guide in thinking about their program.
  - Partner Sharing: Ask participants to select an elbow partner at their table and share one example of something that they are doing that is working well/one area that they feel is lacking and how they might change it. Partners may want to add suggestions of things to try.

## Homework/Follow-up Task: 5 minutes

1. Record an adult conversation with a child. It might be that they scribe a conversation themselves or have someone else do it. They should bring the sample to the next session. The sample should have the adult’s statements/questions and the child’s /children’s responses.
2. Read *Oral Language Categories* pages 22-31.
3. Read *Reading Poetry*, page 41. Choose a poem and bring it to share.

# Session Three: Reading

## Readings:

***Literacy and the Young Child***, *Creating a Supportive Learning Environment*, pages 22-31, 41 and *Comprehension* pages 47-49

## General Overview:

The homework review will continue the exploration of oral language and how it can be supported within the classroom. Participants will analyze a sample to consider how the adult is supporting the child's language use. Participants have been asked to bring a poem. This will be examined as to what it is teaching children about language and also how it could be used in the classroom from a reading perspective.

There will be two main topics for discussion: creating an environment that supports reading and comprehension. Comprehension is important in the kindergarten program as talking about texts enables children to use higher level thinking skills. This topic has been chosen to emphasize that reading for meaning is critical.

Unfortunately, the push for test scores has created some inappropriate practices that are more focused on learning words not necessarily thinking about texts.

## Key Learning/Objectives:

During this session participants will:

- Reflect on readings
- Share a poem and how it might be used in the classroom
- Analyze a conversation between adult and child to determine supports
- Discuss creating a supportive learning environment for reading
- Synthesize the information from readings about comprehension
- Reflect on what children might be learning about reading from the adult in the room

## Materials:

***Literacy and the Young Child*** resource

Line Master 3.1, Creating an Environment that Supports Learning

Name tags

Chart paper

Markers

## Time: 50 minutes

## Homework Review:

### **A. Conversation between Adult and the Child (20 minutes)**

*Purpose:* To analyze the conversation to determine adult supports.

Instructions and Task

1. Partner Work: Have participants find a partner-someone they have not worked with before.
2. Ask them to share their sample of a conversation explaining the context and then analyzing the conversation to determine what the adult is doing to support the child's learning. Have them keep a list of what the adult does (asks for predictions, introduces new vocabulary, has child explain....). Once each has finished examine the lists and discuss the effectiveness of the adult's comments.
3. Whole Group Debrief: Ask: *What did you learn from this conversation? What is important to remember?* (The adult has the responsibility for the conversation, need to have a purpose in mind, know the child to know what child needs to learn next, use a variety of strategies...)

### **B. Oral Language Categories (15 minutes)**

*Purpose:* To review reading and reflect on what this means for planning.

### Instructions and Task

1. Small Group Discussion: Ask participants to share in relation to the following question: *What was new or interesting? What specific strategy would benefit the children in your program?*
2. Whole Group Debrief: Ask: *How do the categories help with planning?*

### C. Sharing a Poem (15 minutes)

*Purpose:* To share a poem and reflect on what the poem demonstrates about language and how it might be used.

### Instructions and Task

1. Small Group Work: Ensure there are no more than four in a group otherwise the sharing will take too long.
2. Explain that each person in the group will have an opportunity to share their poem. In sharing they should talk about:
  - *What this poem demonstrates about language use*
  - *How they would use or have used it in the classroom-the introduction, learning experiences and strategies they would use*
3. Whole Group Debrief: Ask for volunteers to share two or three of the poems and why they were chosen?

## Instructional Tasks: (55 Minutes)

### A. Creating a Supportive Environment (30 minutes)

*Background:* This section is part of the big picture for planning for reading. What the educator puts in place impacts on the children's learning. These ideas may be categorized in a variety of ways (what the educator does, resources, making connections, organizing space....)

*Purpose:* To reflect on reading and the impact for planning.

### Instructions and Task

1. Individual work: Have participants read the sections from top of page 34 to top of page 38, not including examples.
2. Whole Group Debrief: Explain that there are a number of suggestions and that these suggestions could be categorized for planning e.g., resources. Ask: *What other categories might you include? (organizing space, making connections, opportunities for children to apply strategies, what the teacher does, organization....)*  
*Are there any categories missing?*
3. Partner Work: Have participants identify an elbow partner. Ask them to consider each point from the reading and share a practical example from their own classroom.
4. Whole Group Debrief: If time, take examples from the group.

### **B. Comprehension (25 minutes)**

*Background:* Reading is about creating meaning and is closely connected to language abilities. There are a number of strategies that educator's may use to promote comprehension of a text whether that be in reading aloud, shared reading, guided or as children read individually.

*Purpose:* To read about comprehension, synthesize the information and discuss implications from planning.

### Instructions and Task

1. Whole Group discussion: *When adults talk about the texts they have read, what do they do? (talk about their favourite parts, talk about characters, make connections personally, to other texts or to life examples....)*
2. Ask: *If this is what adults do, should what happens be different for children?*
3. Ask participants to read: Comprehension section page 47 to top of 49 including the example.
4. Partner Retell: Ask participants to identify an elbow partner and designate one as

A and the other as B. Explain that they will use this strategy to summarize the ideas in the text. At a signal A will stop, B will continue on. They will do this for two turns each.

5. Small Group Work: Ask participants to consider the question: *What are the various ways that children might demonstrate their comprehension of a text?* Set the example in a context e.g., after reading the character's response, children are asked to act it out to show what the author character might be feeling.
6. Whole Group Debrief: Take examples of how children might demonstrate their learning. Ask: *What needs to be considered when planning for reading?*

## Reflection: 10 minutes

*Purpose:* To reflect personally on their role in children's learning to read.

### Instructions and Task

1. Small Group Reflection: First of all, ask participants to think about the question: *What will children learn about reading from me?*
2. Explain that each member of the group will have an opportunity to respond to the question in the small group.

## Homework/Follow up Task: 5 minutes

1. Bring an example from their classroom that is a 'real' reason to write
2. Read *Creating an Environment that Supports Writing* and respond using LM 3.1.  
Bring this to next session for discussion
3. Read *Assessment in Kindergarten*, pages 67-72
4. Bring self-reflection sheet from Session One

# Session Four: Planning

## Readings:

*Literacy and the Young Child, Assessment*, pages 67-72, *Power of Developmental Writing and Spelling*, pages 55-58, *Reading Writing Connection*, pages 58-59 and *Oral to Print*, page 52

## General Overview:

In this session, participants will have an opportunity to share an example of a real reason to write from the classroom. They will also reflect on their readings about creating a supportive environment for writing and connect this to planning.

Writing will be the focus of the first half of the session, in particular, the developmental stages. These will be examined in relation to practice - what to do and not to do. It is important for educators to see the connections between the various areas of language so that they do not become isolated 'subjects' per se. Through reading and discussion, participants will identify the connections.

Media Literacy will be the focus of the last half of the session. Using examples from the text participants will discuss the appropriateness of the examples and how media literacy might be integrated into the program. In this last session, participants will be asked to reflect on their program and make a plan that will enable them to follow through after the book club has finished.

## Key Learnings/Objectives:

In this session, participants will:

- Share writing example from classroom
- Reflect on reading and identify needs for planning
- Read about developmental spelling and writing
- Think about practices in relation to writing



- Read and discuss connections between reading, writing, oral language and print
- Read about media literacy and reflect on appropriateness of examples
- Review self-reflection from first session and make a plan
- Reflect on learning in a group

## Materials:

***Literacy and the Young Child*** resource

Line Master 4.1, Making a Plan

Chart paper

Markers

ETFO Book Club Evaluation Form

Time: 120 minutes

## Homework Review: (25 minutes)

### A. 'Real' reasons to write (10 Minutes)

*Background:* Sharing examples is an important part of learning as participants first of all select an example that reflects what is being asked and secondly see examples from other classrooms. It is hoped that they will begin to think about purposes for writing and engage children in meaningful activities because children are more likely to engage when the task is meaningful to them. In real life, people write for a variety of reasons and it is important for children to experience this at school.

*Purpose:* To share practical examples from the classroom.

### Instructions and Task

1. Small Group Sharing: Ask participants to share their examples in the small group using the following:
  - *the context for the example*

- *what this example demonstrates about children’s knowledge about writing in particular.* Remind participants to share the time equally.
2. Whole Group Debrief: Ask: *Why is it important for children to have ‘real’ reasons to write as opposed to teacher assigned tasks?* (They experience the purpose for writing, more motivation to write, they control the context and the message...)

## **B. Creating an Environment that Supports Writing (15 minutes)**

*Background:* Planning for writing includes creating the environment. The educator has a role to play and the children also have a role. The organization, resources and materials will also have an impact on writing motivation and behaviours.

*Purpose:* To review the reading and think about how this connects to planning.

Instructions and Task

1. Small Group Sharing: In small groups, invite members to take turns to share one or two points from each category on their reflection sheet. After points have been shared, ask them to share what they wrote about the most important message.
2. Whole Group Debrief: Ask: *What was one thing that you would like to remember when you are planning for writing?* Take three or four examples.

## **Instructional Tasks: 70 minutes**

### **A. Power of Developmental Writing and Spelling (25 Minutes)**

*Background:* Children apply the strategies they know as they write. Their writing reveals their stage of development-what they know about writing and what they can do. When children are asked to fill in blanks or copy texts, Educators can learn very little about what the child can do independently from observations alone. The stages of children’s writing/spelling when analyzed can reveal important information for grouping and planning for large and small groups and individual child

*Purpose:* To read and reflect on appropriate practice.

Instructions and Task:

1. Individual Task: Have participants read pages 55-58.
2. Small Group Work: Give each group a piece of chart paper and markers and ask them to prepare the following chart:

<b><i>Dos</i></b>	<b><i>Don'ts</i></b>	<b><i>Remember</i></b>

3. Explain that they are to reflect on their reading and include those things that would be appropriate practice for writing in relation to what they read, what would be some reminders to not do and important messages to remember when planning and working with children.
4. Whole Group Debrief: Ask groups to share one or two examples from each category until all have been mentioned.

**B. Making Connections (15 minutes)**

*Background:* These areas of language are not isolated but are connected. Therefore educators need to consider the connections and include them in their planning.

*Purpose:* To read and reflect on implications for planning.

Instructions and Task

1. Partner Work: Have participants find a partner (someone new).
2. Ask one partner to read *The Reading-Writing Connection*, pages 58 and 59 and the other partner to read *Oral to Print*, page 52. Explain that once they are finished reading, they are to share the important points from the section with their partner along with what they think are the implications for planning.
3. Whole Group Debrief: Take three or four examples from the group.

### C. Media Literacy (30 minutes)

*Background:* Media literacy is an area of language that may not receive much attention in kindergarten. However, since media now targets young children and because they are so exposed to media in their daily lives it is important to begin the discussions-discussions that are concrete and appropriate to their stage of development.

*Purpose:* To read and reflect of the appropriateness of the examples to kindergarten-aged children.

#### Instructions and Task

1. Whole Group Discussion: *What is the rationale for using media texts in the classroom?*
2. Small Group Discussion: *What might be some criteria for choosing texts for use?*
3. Whole Group Debrief: Take comments from groups about their criteria.
4. Small Group Task: Ask participants to turn to the examples of page 68 and 69 and discuss: *What makes these examples appropriate for use in kindergarten? What other examples could they use?*
5. Whole Group Debrief: Three of four comments from the group about the appropriateness.

### Reflection: 15 minutes

*Background:* In Session One, participants were asked to fill out a self-reflection sheet about their program. This was to be brought to the last session for review and to be used as a basis for planning. It is important for educators to make a plan that can be used after the book club. The plan will be the support for implementation.

*Purpose:* To reflect and make a plan.

### Instructions and Task:

1. Have participants review the initial self-reflection sheet to see if it still holds true.
2. Hand out Line Master 4. 1 and explain they will have time to make a plan for things that they might like to continue in their program or changes they would like to make. The plan is like a personal contract and will outline some strategies that they might try once the book club is over.
3. Partner Sharing: If time, give participants time to share their plan with an elbow partner.

## Final Reflection Circle: 10 minutes

*Background:* This closing circle is a way of ‘summing up’ the learning. As participants share they verbalize their learning and also hear what others have been thinking. Everyone has an equal opportunity in circle to have a voice and to pass if they wish including the facilitator.

Have participants form a circle with you. Introduce the circle. Example of introduction to circle: *We’ve been together for four sessions and have talked creating an environment for literacy, implications for planning and looked at each area, oral language, reading, writing and media literacy. As we think about what we have read about, talked about and experienced what is the most important learning for you about literacy and the young child?* Remind participants that everyone will get a turn to speak but they may pass if they wish. Choose someone to begin that you know will wish to speak. Once they have finished, ask them which way they would like the circle turns to go. The circle then systematically follows the direction indicated with each person speaking in turn. When finished, close the circle by thanking participants for being part of the circle today.

Have participants complete an ETFO Book Club Evaluation Form.

Support Material Section

# Session One: Literacy and Planning

Line Master 1.1

## Find Someone to Name

<b><i>A good reader they know</i></b>	<b><i>A good writer they know</i></b>	<b><i>An excellent orator</i></b>
<b><i>A favourite book</i></b>	<b><i>A favourite author</i></b>	<b><i>A favourite speech</i></b>
<b><i>A favourite advertisement (print or media)</i></b>	<b><i>A favourite movie</i></b>	<b><i>A favourite poem</i></b>

# Session One: Literacy and Planning

Line Master 1.2

## Self-Reflection

### ***My Program is:***

- Child-based       Teacher-based       Program-based       Other

### ***My Program***

- Emphasizes oral language       emphasizes reading       emphasizes writing       there is a balanced emphasis

### ***In my classroom literacy is embedded in the learning centres***

- Yes       Somewhat       No

### ***In my classroom literacy is integrated with other learning areas***

- Yes       Somewhat       No

### ***Writing in my program is mainly.***

- Children's choice       My choice       A balance       adult writing for children       children using developmental spelling

### ***Reading in my program is mainly***

- children choosing the materials they will read       adult choosing the materials for children to read       read aloud       shared reading       guided reading       independent reading



***Demonstrations of different aspects of literacy: In my classroom children receive***

Many       Some       Few

***Opportunities for applying strategies for reading: In my classroom children have***

Many       Some       Few

***Opportunities for applying strategies in writing: In my classroom children have***

Many       Some       Few

***Opportunities for using language in a variety of ways: In my classroom children have***

Many       Some       Few

***Media literacy is part of my literacy program***

Yes       Receives some attention       No

***Children in my class are interested in reading and writing experiences***

Yes       Somewhat       No

***Children enjoy literacy experience in my classroom***

Yes       Sometimes       No



## Session One: Literacy and Planning

Line Master 1.3

### Oral Language in My Classroom

<b>Language Use</b>	<b><i>Where are the opportunities for children to...</i></b>
<b>Make decisions</b>	
<b>Ask questions</b>	
<b>Explain</b>	
<b>Describe</b>	
<b>Plan</b>	
<b>Reflect on a process</b>	
<b>Engage in discourse</b>	
<b>Make comparisons</b>	
<b>Evaluate</b>	
<b>Make predictions</b>	
<b>Imagine</b>	

## Session Three: Reading

Line Master 3.1

### Creating an Environment that Supports Learning

<b><i>Educator's Role</i></b>	<b><i>Resources/Materials</i></b>	<b><i>Child's Role</i></b>
<b><i>The most important message for me...</i></b>		

# Session Four: Writing and Media Literacy

Line Master 4.1

## Making a Plan

***The Area I would like to focus on:***

- Planning
- Environment
- Oral Language
- Reading
- Writing
- Media Literacy
- Learning Experiences
- Other

<b><i>Strategies I will Use</i></b>	<b><i>Resources I will Need</i></b>	<b><i>How will I know it has been effective</i></b>



# ETFO Book Club Evaluation Form

## Thinking It Through – Literacy and the Young Child

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
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Please explain your answer:

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2. Outline the most useful feature(s) of the program and why?

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3. What three things from the ETFO Book Club had the most impact on you?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
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Please explain your answer:

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5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

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6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
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Please explain your answer:

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7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Please explain your answer:

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8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

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Overall comments:

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