



# Literacy Session #3

## November 9, 2017

Cindy McGarroch [cmcgarroch@prn.bc.ca](mailto:cmcgarroch@prn.bc.ca)

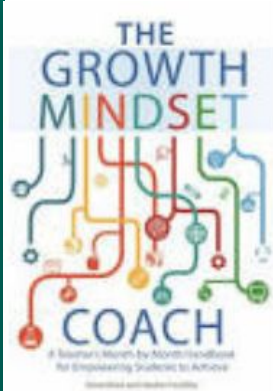


## Spirit Buddies

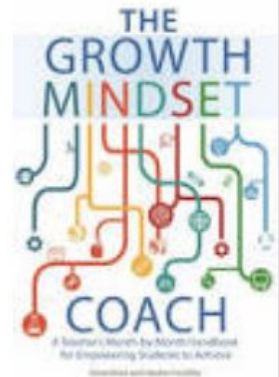
- Find a buddy → chat
- Whole Group Introductions
  - Introduce your buddy
  - Growth Mindset Check-in→  
share something you've tried  
in your class

# Agenda:

1. Growth Mindset Coach (November & December)
  - a. I AM A VALUED MEMBER OF THIS LEARNING COMMUNITY → RELATIONSHIPS
  - b. WE LOVE A CHALLENGE → EQUITY VS EQUALITY & DIFFERENTIATION
2. Tips for Using Technology to Support Accessibility
3. "Mindsets & Moves" ... Balanced Literacy
  - a. POPEI presenting for SD60 on January 26, 2018
  - b. Save the Date → POPEI Conference March 5, 2018 (Richmond, BC)
  - c. Questioning to Promote Thinking → Teacher Discussion



November's theme has many strategies for formulating meaningful, mutually beneficial relationships with students, parents & colleagues.



## Relationship Self-Assessment ...

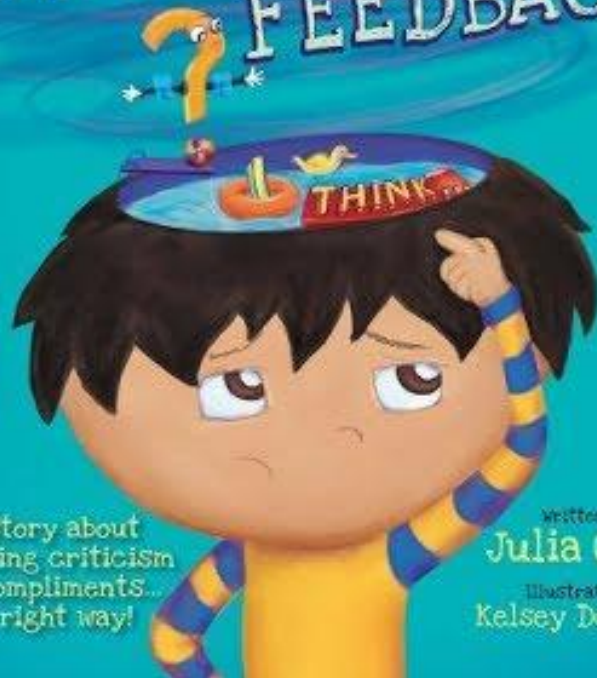
I usually give students tasks in which i know they can succeed	yes	no
I prefer not to share personal details about my life with my students	yes	no
My main job is to lead instruction	yes	no
Students' personal lives are none of my business	yes	no
Unless there's a problem, I don't need to communicate with parents	yes	no
I have little patience for helicopter parents	yes	no
I don't go to work to make friends; I go to work to do my job	yes	no
What other teachers are doing in their classroom doesn't affect me	yes	no
If parents don't show up to conferences, they probably don't care about their student's education	yes	no
My administrator only observes me a few times per year, so I don't pay much attention to feedback	yes	no

# “Fan” Letters

- Tell students they are going to write ‘fan’ letters to one another as a way to recognize positive things that are happening
- Show students how to fold a piece of paper to make a fan
- Work with the class to write a fan letter to a person the students know, such as the principal, custodian, school secretary. After writing positive comments on two or three folds, invite volunteers to suggest nay ideas that could be added
- Post a list of possible ideas to think about when writing fan letters to classmates ... invite students to add to the list
- Have each student fold a fan letter and record his/her name at the top → pass the fan to someone in their group - the person records a positive comment on one of the folds and passes the fan to someone else -- repeat!!

BOYS TOWN  
Presents

# THANKS for the FEEDBACK

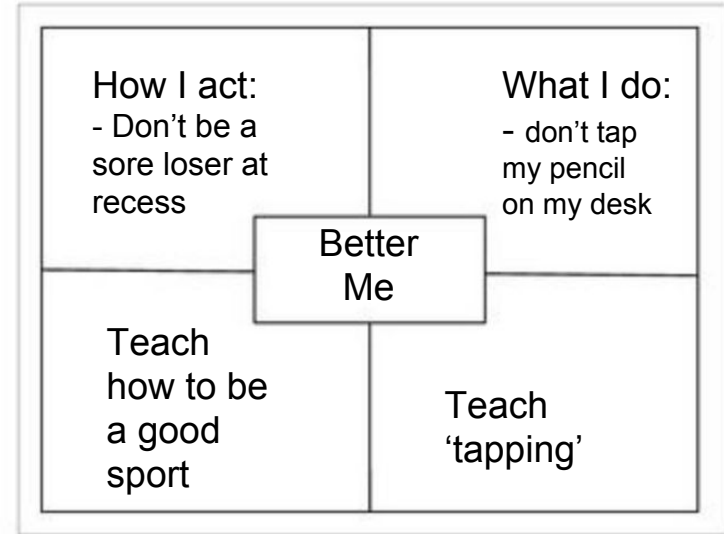


My story about  
accepting criticism  
and compliments...  
the right way!

written by  
**Julia Cook**  
illustrated by  
Kelsey De Weerd

# Giving & Accepting Feedback ...

- Define feedback → information someone can use to improve
- Class list → students record one or two pieces of feedback for each classmate
- Teacher compile information
- 4 Square graphic organizer → student record in appropriate square





## Tips for Giving Compliments

**Choose a genuine, specific thing to compliment the person about.**

*("You have a great smile!")*

**Personalize your compliment.** *("You make that hat look amazing!")*

**Make eye contact with the person you are complimenting.**

Eye contact will show that you are sincere.

**When you see something to praise, give your compliment right away.**

**When others are around, make sure they hear it.** *(If you are complimenting your mom for making a great meal, say it during the meal and in front of the rest of the family so everyone can hear it.)*

**Avoid compliments that use a comparison or value statement.**

*(Instead of saying, "You look a lot better than I do," say, "You look great!")*

**Change your compliments around and reword them so they don't always sound the same.** *("I really love your laugh," or "Your laugh just made my day!")*

**If your compliment is taken the wrong way or is not accepted**

*(The person rolls his/her eyes at you, etc.), don't try to correct the situation, just move on.*

# Accepting Feedback

Compliments & criticism

LOOK

NOD

DON'T ARGUE


THINK

RESTATE

THANK

DECIDE

TheSpeechRoomNews.com



Here are some activities to  
explicitly teach students how to  
accept a compliment or receive  
constructive criticism.

Presentation, handouts & activities posted on <http://www.prn.bc.ca/literacy/>



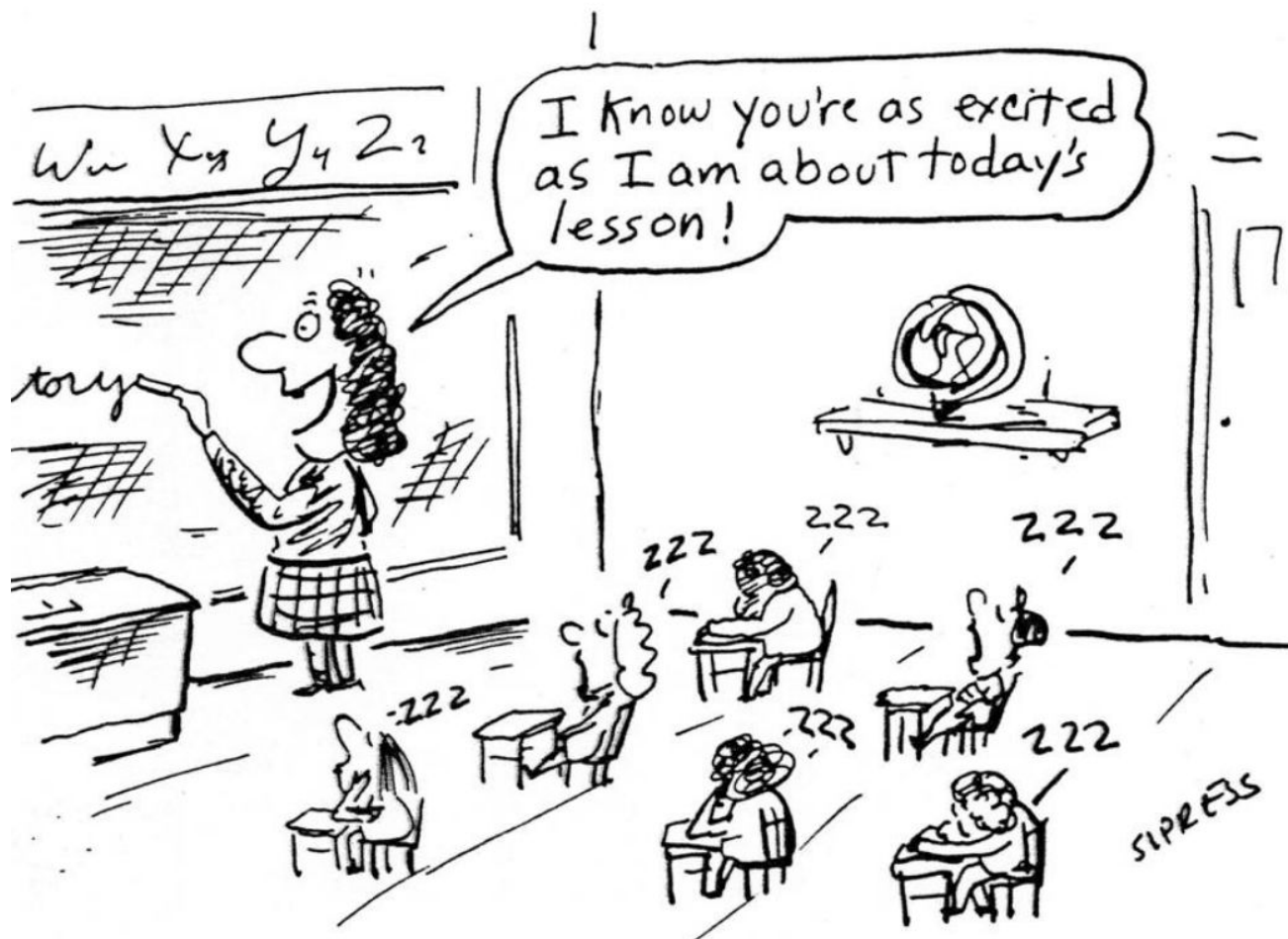
# Some favourites to build relationships with kids:



- Finding common ground
- Lunch buddies
- Two minute check-ins
- Just say yes
- Meet them at the door
- Get to know you activities
- Hand signals & code words
- Golden rule teaching
- Forget the shop talk
- Page 90-91 → Strategies to build relationships with parents
- Page 91-92 → Strategies to build relationships with colleagues

# Trading Spaces

page 8 K-3 Practical Ideas to Spark Up the Year

When children form friendships outside of the classroom, they develop a greater sense of belonging within the school.



- 
- December theme:
- ‘We Love a Challenge’
- Equity vs Equality
  - Differentiated Instruction
- 

Feedback please ...


1. There is **NO** December Literacy Session
2. January Session ???? Yes or NO??
  - a. Set -BC 2 Sessions
  - b. POPEI
  - c. Other Pro-d offered
3. Next Literacy Session February 8th →  
“The Thing Lou Couldn’t Do” and more

...



At its most basic level,  
differentiating instruction  
means “*shaking up*” what  
goes on in the classroom  
so that students have  
multiple options for  
taking in information,  
making sense of ideas,  
and expressing  
what they learn.

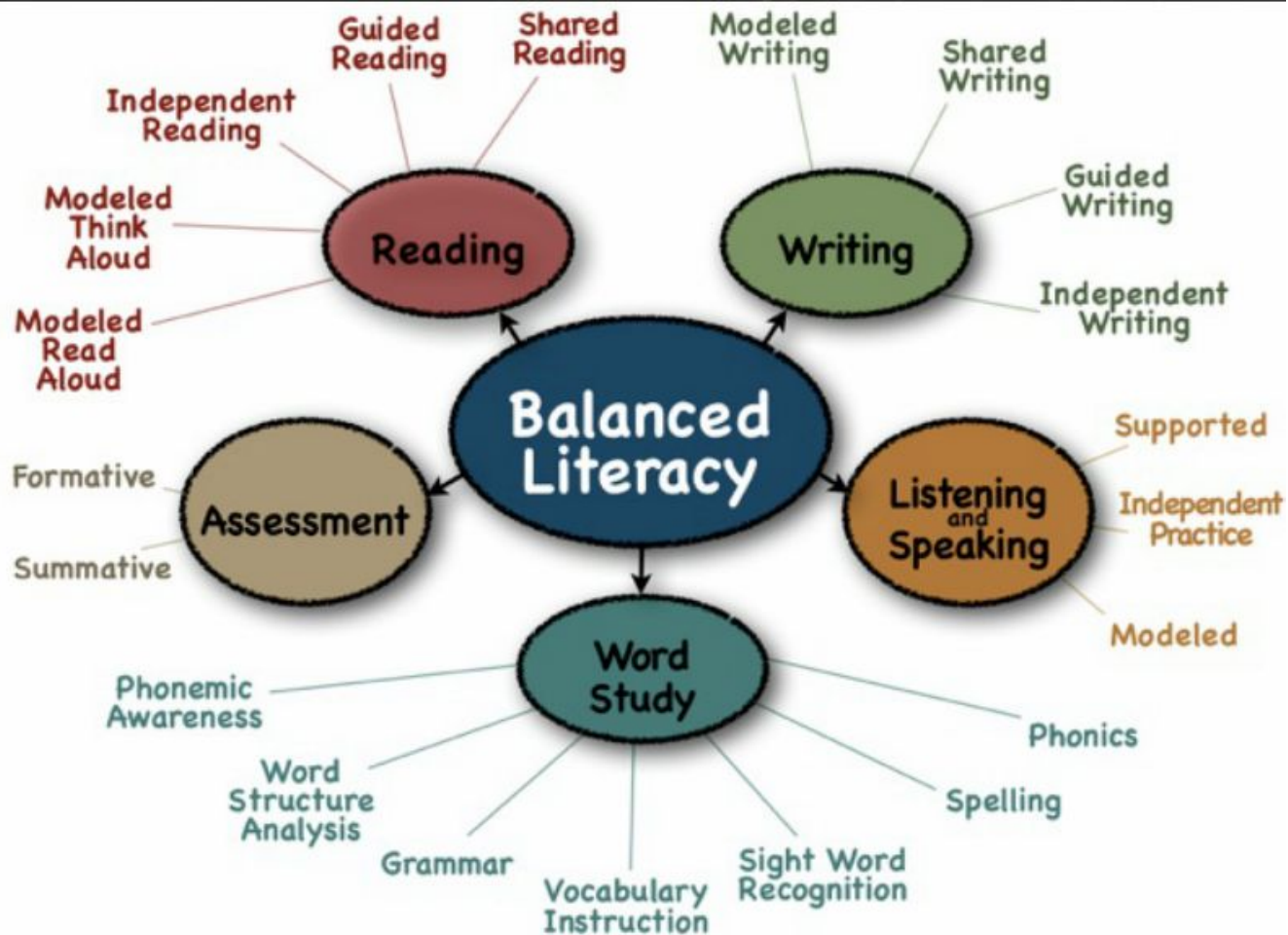




## 4 Elements to Differentiate

- **Content** – what the student needs to learn or how the student will get access to the information;
- **Process** – activities in which the student engages in order to make sense of or master the content;
- **Product** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- **Learning environment** – the way the classroom works and feels.

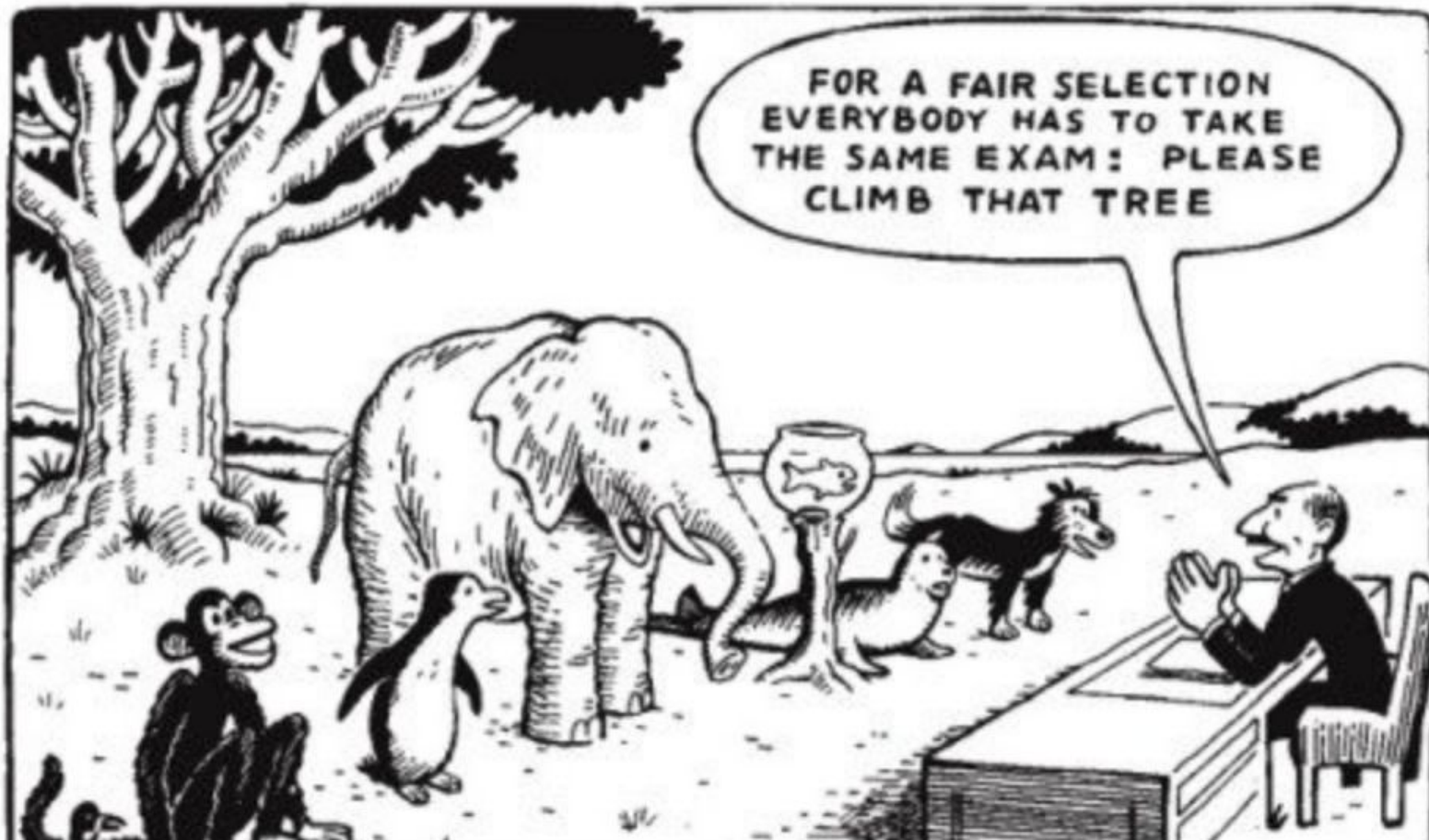




## Balanced Literacy and Gradual Release of Responsibility

	"I do"	"we do"	"you do"
* reading	read-a-loud think alouds modeled reading	shared/guided	independent
* writing	modeled	shared/guided	independent
* speaking/ listening/ viewing	modeled	supported	independent
* word study	modeled	guided	independent
* assessment	formative/ summative	conferring	self-reflection

Differentiating with Technology: Digital Writing

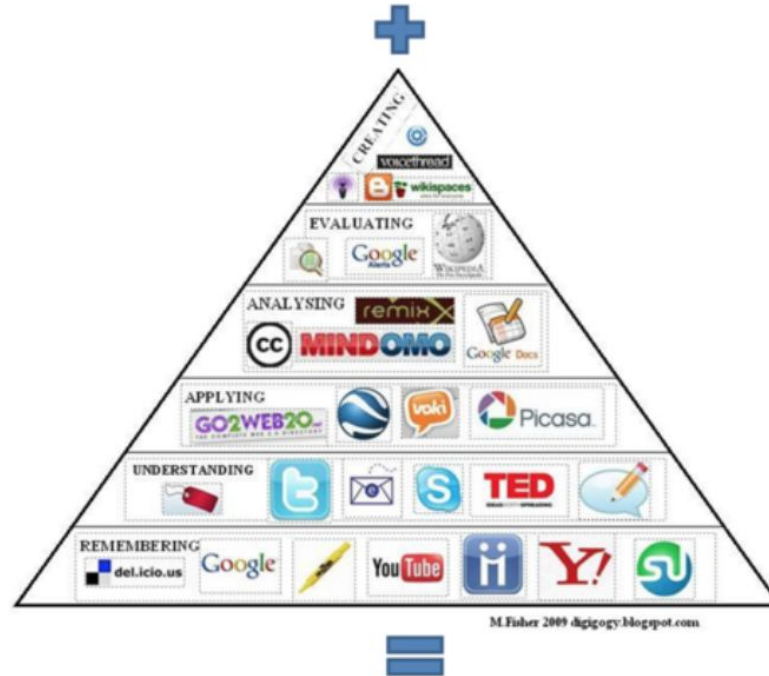




Planning Strategies to Consider ...

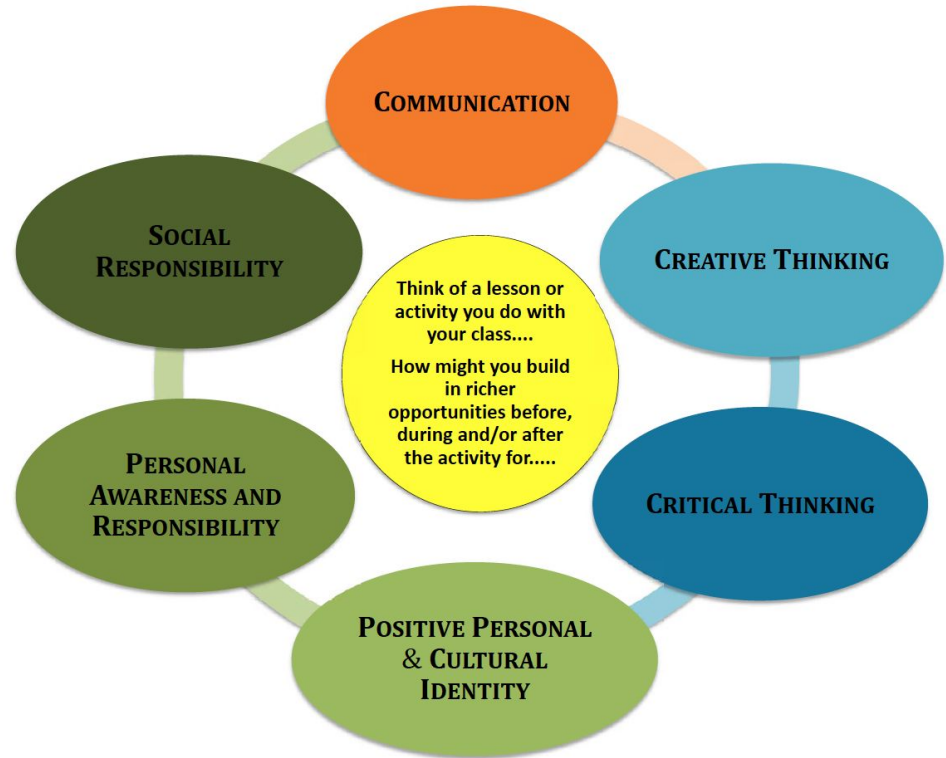


# Differentiated Instruction



Engaged, motivated learners

# Epic Books







# iPad Accessibility Features

## ‘Mindsets & Moves’

1. How do I currently get to know students as readers?
2. What practices do I currently use to uncover students’ reading processes?
3. What types of feedback do I currently offer students?
4. How do students respond to my feedback?
5. What types of mindsets do my students hold about themselves as readers?

**Having to take a step  
backward is not a  
disaster;**



**it's a cha-cha.**

**Learn to look at things**



**from different angles.**



# How to use Read & Write

Laurie Petrucci



# Read & Write is a Google Chrome Extension

Learning Assistant Teachers can access this Google Chrome Extension by contacting your administrator, as there is a cost.

You will then contact Craig Simmons at Distance Education who can get access for your student(s). He will need the name of your student and learn60 email address.









# Read & Write Capabilities

<https://drive.google.com/a/prn.bc.ca/file/d/0B6I7jcieIs5rY3VMUXMwWEhQUDA/view?usp=sharing>

# Example

## Read&Write for Google Chrome™ Quick Reference Guide 9.15



Docs Tools	Description	Symbol	User Notes
<b>Text to Speech</b>	Reads text aloud with dual color highlighting using natural-sounding male and female voices.		Place your cursor (or highlight) where you wish the text to be spoken. Click this Play button to hear it read aloud.
<b>Talking Dictionary</b>	Provides definitions which can be speech enabled to improve comprehension and writing.		Highlight a word to look up in the dictionary and click on this icon. Click on the definition to have it read.
<b>Picture Dictionary</b>	Displays images from Wigit® Symbols for selected words to help support fluency & understanding.		Click on the Picture Dictionary icon and then select a word or vice versa. An image of the word will be displayed.
<b>Word Prediction</b>	Predicts the word being typed and the next word to be typed. Develops writing skills and helps construct sentences easily.		Click icon to open or close prediction window. As you type, words will be predicted. Hover over word to hear aloud. Click on word or press ctrl + the number next to the word you would like to insert.
<b>Fact Finder</b>	Helps users to research information quickly by searching the web for relevant information about a topic.		Highlight a word or phrase, then click the Fact Finder icon to do a quick Google web search to find background info while reading.
<b>Translator</b>	Allows single words to be translated into Spanish or French and spoken in that language.		Click this button to open the translator, and select a word to have it translated or vice versa. Select language in Settings.
<b>Highlighters</b>	Users can highlight and extract text to a new Google document. These tools facilitate summarizing, categorizing and higher order skills.		Highlight the word or text desired and then choose color by clicking on corresponding highlight color icon.
<b>Collect and Clear Highlights</b>	Extract highlighted information made on Google documents. When finished, clear by selecting highlights and click broom icon.		Highlight information to be collected. Click on circular arrow icon to collect by color or position in document. All will open in a new Google doc.

# Using Read & Write on Google Docs

<https://docs.google.com/a/prn.bc.ca/document/d/16kP7MNCkeV5zDlxoz9ELILoUX9e7swJQeKBJpa4U4gk/edit?usp=sharing>



# Using Read & Write on Websites

Example:

<https://curriculum.gov.bc.ca/curriculum-info>