Designing a Comprehensive K-3 Literacy Block
Today’s Objectives

Strategies and resources for:

- using the principles of **Universal Design for Learning** to help design literacy experiences that engage and support all students, including:
  - a scaffolded framework for reading and writing instruction

- exploring literacy activities, stories & texts that intentionally **connect** students to the **Core Competencies** and opportunities for social-emotional learning
How to Spend More Time in the Learning Zone

Creating a spiral to ever-increasing capabilities:

✓ we must believe that we CAN improve
    › growth mindset

✓ we must WANT to improve at that particular skill
    › purpose

✓ we must have an idea of HOW & WHAT we can do to improve
    › deliberate practice

✓ we must be in a low-stakes situation where mistakes are to be EXPECTED
    › welcome and examine mistakes as opportunities for practice, revision and learning

TEDTalk: How To Get Better at the Things You Care About
Learning is about ensuring kids are healthy, safe, engaged, supported and challenged.
Creating a Responsive & Caring Classroom

The social curriculum (i.e. Core Competencies, SEL) 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.

Provide a strong infrastructure of routines and guidelines.

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

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
Universal Design for Learning (UDL)

image from: Universal Design 4 Learning wiki
What Is Universal Design for Learning?

Universal Design for Learning (or UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

Through UDL, we can plan for two universal truths -

✓ every student does not learn the same way
✓ every student does not develop at the same speed

From - www.cast.org & - It’s About Time: Planning Interventions and Extensions in Elementary School - Mattos & Buffum
Universal Design for Learning

- roots are in architecture
- structures & designs that can be used equally well by everyone
UDL Guidelines

• to provide guidance and scaffolding
• to consider the systemic and predictable variability of students
• to consider the options for designing instruction that is flexible, effective, and differentiated

UDL emphasizes the importance of planning in advance – of designing curriculum that, from the outset, assumes and plans for the natural variability of diverse learners.

⭐ Who does UDL help? ⭐
Everyone.
UDL Framework

multiple means of representation

multiple means of action & expression

multiple means of engagement

★ the “what” of learning
recognition networks

★ the “how” of learning
strategic networks

★ the “why” of learning
affective networks

• how we gather facts
• how we categorize what we see, hear and read
• identifying letters, words or an author’s style are recognition tasks

• planning & performing tasks
• how we organize & express our ideas
• writing an essay or solving math problems are strategic tasks

• how learners get engaged & stay motivated
• how learners are challenged, excited or interested
• these are affective dimensions

Adapted from - cast.org-UDL Guidelines
POPEY
Key Questions for Planning with UDL

Representation
How can I present information, ideas & instructions in different ways to support understanding for ALL?

Action & Expression
What options can I offer to support planning, independent & cooperative learning & the sharing of ideas?

Engagement
What options can I offer to increase interest, motivation & resilience?

Adapted from - Using the 3 UDL Principles to Inform Planning
These questions address the learner variability that exists in every classroom in every school.

If we can predict it, we can plan for it.
Think of how Global Positioning Systems (GPS) have transformed navigation.

GPS devices offer:

• just-in-time, individualized support
• continuous progress monitoring, feedback, and course corrections
• a wide variety of choices for how to enter information and receive feedback
• suggest multiple routes to take
• respond to changes in traffic patterns and suggest alternative routes
• accuracy; leading to the desired outcome for almost every user, on almost every trip

This is what our students need.
Begin With the End In Mind

Think about the teaching you want to do
Plan your space to match the way you want to teach

• What do I want to be sure to include every day in my teaching?

• What spaces will I need to have in my classroom to make this happen?

• Where will my varied approaches to instruction take place?

• What materials will we need?

• How can I organize materials so we can work efficiently, effectively and promote student independence?

Adapted from - Spaces and Places - Diller
- Use captions for text
- Provide voice recognition/speech-to-text software/apps
- Provide visual supports - diagrams, charts, pictures...
- Provide auditory supports - music, sounds, alerts...
- Provide written transcripts of videos or audio excerpts
- Provide options for how information is displayed - text size, varied fonts, colors, images, graphs, diagrams...
- Visual representations for depicting music
- Visual or tactile supports for sound effects - images, vibrations...
- Use color or typographical options (bold, italic...) for emphasizing important points
- Vary the rate and volume of speech, sounds, videos...
- Use of sign language
- Use of various images for emphasis - symbols, pictures, emotions...

**Multiple Means of Action/Expression - The "How" of Learning**

Considerations for supports to provide as necessary/as appropriate are:

- Provide options for how, when & where learners interact with materials, manipulatives &/or technology
- Provide options for how learners indicate responses or selections - pencil/paper, touch devices, stylus, mouse, keyboard...
- Provide options for how learners interact with materials - hands, voice, switch, stylus, joystick, keyboard or adapted versions of these tools
- Provide various forms of Assistive Technologies & keyboard commands (in place of mouse action), switch &/or scanning options, alternative keyboards, screen overlays, modified touch screens &/or keyboards - accompanied with specialized software to accommodate the Assistive Technology (as necessary)

**Multiple Means of Engagement - The "Why" of Learning**

Considerations for supports to provide as necessary/as appropriate are:

- Provide learners with choice & autonomy whenever possible through:
  - Level of challenge of a task
  - Type of tools used
  - Choice of colors, designs, graphics...
  - Sequence or timing of tasks
  - Involve learners in the design of classroom activities & tasks
  - Involve learners in personal goal-setting activities - academic & behavioral
  - Provide a variety of activities & sources of information to be personalized & relevant to learners & their lives
  - Culturally relevant & appropriate
  - Socially relevant & appropriate
  - Age/developmentally appropriate
  - Design activities with learners with learning outcomes that are:
    - Authentic
    - For a real audience
    - Purposeful
  - Communicate learning outcomes clearly to learners
  - Plan & provide tasks that allow for active participation, exploration & hands-on experimentation
  - Provide opportunities for learners to reflect, evaluate & self-assess in regards to content & activities
- Provide activities that engage students in creative & critical thinking & use of imagination to solve problems or make sense of complex ideas
- Create & sustain an accepting & supportive classroom environment
- Provide tools to increase predictability for learners:
  - Charts, calendars, digital calendars, visual timers, consistent notes
  - Visuals, modeling & reinforcement of class routines
  - Help learners anticipate & prepare for changes in activities:
    - Schedules & routines - by providing alerts, countdowns, visual prompts...
    - Provide changes to the standard routines - to help learners adapt/adjust to changes
    - Provide variety in sensory stimuli:
      - Vary the amount & volume of background noise
      - Vary the amount & visual presentational
      - Provide noise buffers
      - Vary the number of visual & aural stimuli
      - Vary the pace & length of work sessions
      - Vary the number of movement breaks or quiet breaks
      - Vary the timing or sequence of activities
      - Vary the expectations for public displays or performances to demonstrate learning
    - Involve all learners in whole class discussions

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Effective Classroom Practice
www.popey.ca
Reflect & Next Steps

Examine the Universal Design for Learning Supports document

☑️ What supports do you already use?

☑️ Which supports would you like to try?

☑️ Highlight, underline or record the supports on the chart:

<table>
<thead>
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Universal Design for Learning Supports

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- how we gather facts
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- identifying letters, words or an author’s style are recognition tasks

multiple means of action & expression
- planning & performing tasks
- how we organize & express our ideas
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multiple means of engagement
- how learners get engaged & stay motivated
- how learners are challenged, excited or interested
- these are affective dimensions

the “what” of learning
recognition networks

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Adapted from - cast.org - UDL Guidelines

prepared by POPEY www.popey.ca
Multiple Means of Representation - The “What” of Learning

Considerations for supports to provide as necessary/as appropriate are:

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Adapted from - cast.org - UDL Guidelines
### Supports for Processing Language & Symbols

- Pre-teach vocabulary by making connections to prior knowledge & experience
- Relate complex terms &/or expressions to simplified words &/or symbols
- Support text decoding through various instructional strategies
- Present important information in various ways - text, illustrations, movement, diagrams, models, videos, comics, pictures, manipulatives, virtual/electronic experiences,…
- Provide text-to-speech software/apps
- Provide audio versions to accompany print or digital text
- Provide materials in English as well as learners’ first languages
- Provide electronic translation tools/apps

Adapted from cast.org - UDL Guidelines
Multiple Means of Representation - The “What” of Learning

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<th>Supports for Understanding</th>
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<td>• activate prior knowledge in various ways - visuals, imagery, concept maps, graphic organizers, models, manipulatives,…</td>
</tr>
<tr>
<td>• use analogies &amp;/or metaphors</td>
</tr>
<tr>
<td>• emphasize patterns, common features, big ideas, potential connections/relationships,…</td>
</tr>
<tr>
<td>• use explicit cues &amp; prompts during sequencing activities</td>
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<td>• use explicit cues &amp; prompts to highlight key or critical elements/information</td>
</tr>
<tr>
<td>• chunk/segment information into small pieces</td>
</tr>
<tr>
<td>• model use of &amp; provide checklists, various organizers, sticky notes, electronic reminders, organizational tools, mnemonic devices, visual imagery, paraphrasing,…</td>
</tr>
<tr>
<td>• space out review &amp; explicitly planned practice</td>
</tr>
<tr>
<td>• use reading/writing strategies in other curricular areas</td>
</tr>
<tr>
<td>• provide opportunities to revisit key ideas &amp; link to new ideas/learning</td>
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Adapted from - cast.org - UDL Guidelines
Multiple Means of Action/Expression - The “How” of Learning

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Adapted from - cast.org - UDL Guidelines
Considerations for supports to provide as necessary/as appropriate are:

**Supports for Communication & Expression of Knowledge & Ideas**

- provide creation options through technology - text, speech, drawing/illustrating, comics/storyboards, video, music,…
- provide creation options through other media - visual art, drawing, sculpture, dance/movement,…
- provide physical manipulatives, blocks, models, alphabet letters,…
- provide technology to assist in the writing process - spell check, grammar check, word prediction software/apps, speech-to-text software/apps, dictation, voice recording,…

Adapted from [cast.org - UDL Guidelines](https://www.cast.org/udl-guidelines)
Multiple Means of Action/Expression - The “How” of Learning

Considerations for supports to provide as necessary/as appropriate are:

### Supports for Planning, Organizing & Completing Tasks

- use prompts
- scaffold for varying levels of effort & difficulty
- model processes, examples & products
- model & scaffold goal-setting
- provide guides, templates & checklists for goal-setting
- display visual goals, objectives & schedules
- model & prompt for “stop & think” techniques
- model think-alouds for various processes
- prompt for thinking aloud & reflection on work/self-reflection
- model & prompt for breaking long-term goals into short-term chunks/objectives
- provide checklists, guides & templates for note-taking, self-reflection, self-assessment,…
- provide options for self-assessment strategies - role-playing, videos, peer assessment,…
- ask questions to prompt/assist/guide self-reflection/self-monitoring/self-assessment
- provide evidence of progress over time - photos, graphs, videos, charts, portfolios,…
- provide visual timers when completing tasks - increase time in 1 minute increments to increase stamina

Adapted from - cast.org - UDL Guidelines
Multiple Means of Engagement - The “Why” of Learning

Considerations for supports to provide as necessary/as appropriate are:

### Supports for Gaining Interest & Attention

- **provide learners with choice & autonomy whenever possible through:**
  - level of challenge of a task
  - type of tools used
  - choice of colours, designs, graphics,…
  - sequence or timing of tasks
- involve learners in the design of classroom activities & tasks
- involve learners in personal goal-setting activities – academic & behavioural
- provide a variety of activities & sources of information to be:
  - personalized & relevant to learners & their lives
  - culturally relevant & appropriate
  - socially relevant & appropriate
  - age/developmentally appropriate
- design activities with learners with learning outcomes that are:
  - authentic
  - for a real audience
  - purposeful
- communicate learning outcomes clearly to learners
- plan & provide tasks that allow for active participation, exploration & hands-on experimentation
- provide opportunities for learners to reflect, evaluate & self-assess in regards to content & activities
- provide activities that engage students in creative & critical thinking & use of imagination to solve problems or make sense of complex ideas
- create & sustain an accepting & supportive classroom environment
- provide tools to increase predictability for learners:
  - charts, calendars, visible schedules, visual timers, consistent cues,…
  - creation, modelling & reinforcement of class routines
  - help learners anticipate & prepare for changes in activities, schedules & routines – by providing alerts, countdowns, visual prompts,…
- provide changes to the standard routines – to help learners adapt/adjust to changes
- provide variety in sensory stimuli:
  - vary the amount & volume of background noise
  - vary the amount of visual provocations
  - provide noise buffers
  - vary the number of visual items presented at a time
  - vary the pace & length of work sessions
  - vary the number of movement &/or quiet breaks
  - vary the timing or sequence of activities
- vary the expectations for public displays or performances to demonstrate learning
- involve all learners in whole class discussions

Adapted from - cast.org - UDL Guidelines

Multiple Means of Engagement - The “Why” of Learning

Considerations for supports to provide as necessary/as appropriate are:

### Supports for Encouraging & Maintaining Effort & Persistence

<table>
<thead>
<tr>
<th>Involve learners in creating goals</th>
<th>Create &amp; use cooperative learning groups - based on common interests &amp;/or activities</th>
</tr>
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<tbody>
<tr>
<td>Prompt learners to re-state goals</td>
<td>Co-create expectations for group work - rubrics, norms, checklists, &amp; reinforce expectations during group activities</td>
</tr>
<tr>
<td>Display goals in a variety of different ways</td>
<td>Provide feedback that focuses on:</td>
</tr>
<tr>
<td>Model &amp; prompt for breaking down long-term goals into short-term manageable chunks/objectives</td>
<td>‣ Level of perseverance</td>
</tr>
<tr>
<td><em>Model &amp; use digital scheduling &amp; reminder tools</em></td>
<td>‣ Effort</td>
</tr>
<tr>
<td>Use prompts, images, graphics...to aid in visualizing reaching desired goals/outcomes</td>
<td>‣ Development of efficacy</td>
</tr>
<tr>
<td>Involve learners in assessment criteria creation</td>
<td>‣ Development of self-awareness</td>
</tr>
<tr>
<td>Differentiate the difficulty/complexity of activities</td>
<td>‣ Use of supports &amp;/or strategies used when encountering challenges</td>
</tr>
<tr>
<td>Provide &amp; prompt for use of varying tools to assist in completing activities</td>
<td>‣ Improvement &amp; working towards/achieving a standard</td>
</tr>
<tr>
<td>Vary the performance criteria based on what all, most &amp; some can do</td>
<td>Provide feedback that is:</td>
</tr>
<tr>
<td>Emphasize the process, effort &amp; improvement while learners complete tasks</td>
<td>‣ Frequent</td>
</tr>
<tr>
<td>Create &amp; use cooperative learning groups - where learners have clear goals, roles &amp; responsibilities</td>
<td>‣ Timely</td>
</tr>
<tr>
<td>Model &amp; prompt learners on when &amp; how to seek peer &amp;/or educator support</td>
<td>‣ Specific</td>
</tr>
<tr>
<td>Model how to incorporate feedback into future learning</td>
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Multiple Means of Engagement - The “Why” of Learning

Considerations for supports to provide as necessary/as appropriate are:

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<tr>
<td>• provide prompts, reminders, guides, rubrics, checklists, ... that focus on:</td>
<td>• provide options for learners to collect/chart their own behaviour:</td>
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<tr>
<td>‣ self-regulatory goals</td>
<td>‣ recording devices</td>
</tr>
<tr>
<td>‣ increasing on-task focus/behaviour</td>
<td>‣ various software/apps</td>
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<td>‣ increasing stamina</td>
<td>‣ charts</td>
</tr>
<tr>
<td>‣ increasing the amount of self-reflection &amp; self-reinforcement</td>
<td>‣ templates</td>
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<tr>
<td>• provide coaches &amp;/or mentors to model setting appropriate goals &amp; strategies to reach goals - taking into account learners' strengths and areas for growth</td>
<td>• plan activities that include receiving timely feedback by multiple means:</td>
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<tr>
<td></td>
<td>‣ charts</td>
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<tr>
<td>• provide &amp; support activities for self-reflection, self-assessment &amp; personal goal setting</td>
<td>‣ templates</td>
</tr>
<tr>
<td>• provide &amp; model use of supports for:</td>
<td>‣ feedback displays</td>
</tr>
<tr>
<td>‣ managing frustration</td>
<td>to support learners in understanding their progress</td>
</tr>
<tr>
<td>‣ seeking external emotional support</td>
<td>• model, practice and prompt for mindfulness and calming activities including:</td>
</tr>
<tr>
<td>‣ developing internal controls &amp; coping skills</td>
<td>‣ meditation</td>
</tr>
<tr>
<td>‣ developing a growth mindset</td>
<td>‣ yoga</td>
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<td>‣ use of coping skills in real-life situations</td>
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Engagement - Part of the UDL Framework

multiple means of engagement

★ the “why” of learning

affective networks

• how learners get engaged & stay motivated
• how learners are challenged, excited or interested
• these are affective dimensions

sleep is the dump cycle

★ the brain gets rid of what it doesn’t need
★ what it thinks is not relevant

when learners’ brains are engaged - the brain thinks it’s relevant

Adapted from - [CAST.org - UDL Guidelines](https://www.cast.org/udl-guidelines) and - [Dr. Martha Burns - April 2018 - The New Neuroscience of Language and Literacy](https://www.youtube.com/watch?v=QfG91z6wQ7Q)
Brain-Compatible Activities

Engaging all four of the learning modalities:

- Auditory
  - Discussions
  - Drawing/artwork
  - Games
  - Manipulatives
  - Movement

- Tactile
  - Music, rhythm, rhyme
  - Role-plays, drama, charades
  - Storytelling
  - Writing/journals

- Kinesthetic

- Visual
✓ with your writing partner - reflect on an animal you just read about

✓ with your partner, list out five important facts/statements about your animal
  ▶ count out each fact on your fingers
  ▶ talk the talk of your animal - use the lingo!

✓ write &/or draw about your animal - you’re the expert now!

✓ use the lingo of your animal - label your pictures
The Core Competencies are:

★ knowledge (stuff you know)

★ skills (stuff you can do)

★ and strategies (actions and plans you use)

› to work and play by yourself and with others, manage your emotions, and make good decisions.
Communication

Creative Thinking

Critical Thinking

Personal and Social

Positive Personal & Cultural Identity

Personal Awareness & Responsibility

Social Responsibility

POPEY Student Friendly Core Competencies Overview
POPEY Core Competencies Facets Summary

Communication
- Connect and engage with others (to share and develop ideas)
- Collaborate to plan, carry out, and review constructions and activities
- Acquire, interpret, and present information (includes inquiries)
- Explain/recount and reflect on experiences and accomplishments

Creative Thinking
- Novelty and value
- Developing ideas
- Generating ideas

Critical Thinking
- Analyze and critique
- Question and investigate
- Develop and design

Personal Awareness and Responsibility
- Self-determination
- Self-regulation
- Well-being

Positive Personal and Cultural Identity
- Relationships and cultural concepts
- Personal values and choices
- Personal strengths and abilities

Social Responsibility
- Contributing to the community and caring for the environment
- Solving problems in peaceful ways
- Valuing diversity
- Building relationships
Core Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social and Emotional Learning
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Homes and Communities
Schools
Classrooms
SEL Curriculum and Instruction
Schoolwide Practices and Policies
Family and Community Partnerships

© CASEL 2017
Begin with a Set of Social-Emotional Skills

★ self-awareness
  • identifying emotions, accurate self-perception, recognizing strengths, self-confidence, self-efficacy

★ self-management
  • impulse control, stress management, self-discipline, self-motivation, goal-setting, organizational skills

★ social awareness
  • perspective taking, empathy, appreciating diversity, respect for others

★ relationship skills
  • communication, social engagement, relationship-building, teamwork

★ responsible decision making
  • identifying problems, analyzing situations, solving problems, evaluating, reflecting, ethical responsibility
✓ have a look at the Core Competencies pie charts and the Social-Emotional Learning Competencies graphic

✓ use the blank circle charts to record where the keywords from underneath the five SEL competencies align with the BC Core Competencies (some may fit in more than one place)

✓ have a conversation with your table group about how these align and where there are commonalities
Mapping SEL onto the Core Competencies

**Communication**
- relationship-building

**Creative Thinking**
- perspective taking

**Critical Thinking**
- analyzing situations

**Personal Awareness & Responsibility**
- impulse control

**Positive Personal & Cultural Identity**
- appreciating diversity

**Social Responsibility**
- relationship-building
- perspective taking
How Can we Blend the Core Competencies and SEL into Literacy Learning?
Gradual Release of Responsibility: Scaffolded Support

- **Independence**: You do, I watch
- **Guide**: You do, I help
- **Collaborate**: You do it together
- **Share**: I do, you help
- **Model**: I do, you watch
Comprehensive Literacy Framework

**Word Work**
- Concepts of Print
- Phonological Awareness
- Letter Knowledge & Sounds
- High Frequency Words
- Vocabulary
- Spelling & Word Study

**Reading**
- Active Read Aloud
- Shared Reading
- Guided Reading
- Independent Reading

**Writing**
- Modelled Writing
- Shared/Interactive Writing
- Guided Writing
- Independent Writing

**Oral Language**

Adapted From - Guided Reading Basics - Jamison Rog & The Fountas & Pinnell Literacy Continuum - Fountas & Pinnell
Mini-Lesson Format

Connection
- connect the context of the day’s teaching with the work the class has been doing
- name the teaching point for the lesson
- about 1 minute

Teach
- crystallize what you plan to teach in this mini-lesson – today’s goal & steps to reach it
- provide concrete instruction to demonstrate today’s skill or strategy
- 2-3 minutes

Active Engagement
- “Now you try it” – and provide students with a little bit of guided practice (scaffolded learning)
- everyone has a go, working with a partner or small group, while the teacher listens and coaches
- 2-3 minutes

Link
- re-state the teaching point – connect it to not just today, but every day
- they go and do their own work – working independently & collaboratively with their partners
- about 1 minute

= 10 minutes
Why Books, the Core Competencies, and SEL?

★ easy & fun way to be more intentional about supporting the Core Competencies
★ stimulates natural curiosity
★ helps children to better understand concepts & life’s experiences
★ promotes insights into human behaviours, emotions, learning situations...
★ helps to develop social, problem-solving, communication, & thinking skills
★ helps children to acquire, practice & become fluent in these skills

Can be used as starting points for embedding SEL & the Core Competencies into everyday classroom activities

Adapted from - Using Children’s Books to Support Social-Emotional Development - NAEYC
Read-Aloud: Self-Awareness

What’s My Superpower?

by Aviaq Johnston
Illustrated by Tim Mack

image from Strong Nations Publishing
Think about the story “What’s My Superpower?”

Use these sentence stems to discuss the book with your reading partner:

- I liked it when...
- I didn’t understand when...
- My favourite part was...
- I thought it was funny when...
- I liked...
- S/he was really...
- I learned about...
- I think the character was sad because...
- This story reminded me of the time when I...
✓ reflect on what makes you **SPECIAL** - what do you think is your **SUPERPOWER**?

✓ with your **group** or **partner**, talk about the things that makes you **SPECIAL** & what your **SUPERPOWER** might be

⭐ think about:

- something you are strong at
- where you come from (your heritage)
- something you believe in
- something that you would do all day (if you could)!

✓ turn yourself into a **superhero** - like Nalvana
I HAVE SUPERPOWERS!

By: ______________________________
I HAVE SUPERPOWERS!
## Highlights of Strategies to Support Reading

**Model**
- How to relate to texts & make connections
- How to visualize text by forming mental images
- Prediction skills
- Choosing just right reads

**Prompt**
- Talking to peers about texts read
- Generating questions about a text (before, during & after reading)
- Using prediction skills
- Noticing:
  - When they get lost in the text
  - When to stop and re-read for clarification
  - When to stop and ask questions
  - How and when they should adjust pacing

**Provide**
- Quiet & relaxed environment
- Opportunities for retelling &/or summarizing
  - In manageable chunks
- Graphic organizers
- Visual aids/key images for vocabulary
- Examples of different text structures & genres

Adapted from [POPEY Literacy Instructional Strategies](https://www.pokey.com)
Which Big Competency or Facet?

**Communication**
- Connect and engage with others (to share and develop ideas)
- Collaborate to plan, carry out, and review constructions and activities
- Acquire, interpret, and present information (includes inquiries)
- Explain/recount and reflect on experiences and accomplishments

**Creative Thinking**
- Novelty and value
- Generating ideas
- Developing ideas

**Critical Thinking**
- Analyze and critique
- Question and investigate
- Develop and design

**Personal Awareness and Responsibility**
- Self-determination
- Self-regulation
- Well-being

**Positive Personal and Cultural Identity**
- Relationships and cultural concepts
- Personal values and choices
- Personal strengths and abilities

**Social Responsibility**
- Contributing to the community and caring for the environment
- Solving problems in peaceful ways
- Valuing diversity
- Building relationships
Thinking Competency
Book Suggestions

Going Places
Beautiful Oops
The Something
Raven and Eagle
My Dream Playground
Rosie Revere, Engineer
We Are All Connected
The Most Magnificent Thing

Journey
Beautiful Hands
A Day With No Crayons
That Is Not a Good Idea
Papa’s Mechanical Fish
What To Do With A Box?

Ish
The Dot
The Line
Not a Box
Sky Colour
Not a Stick
Imagine a Day
One Day, The End
The Ministry of Education is accepting feedback on these draft documents until December 7th.
Mentor Text Read-Aloud: Self-Management
✓ reflect on the book After the Fall

✓ in your groups, you will talk about the following questions:

What details in this story show Humpty’s progress in getting better control of his emotions?

Humpty Dumpty was afraid of falling again, but he managed to climb the wall anyway. How did motivation apply here?

Which of Humpty Dumpty’s problems in this story could be solved?

Which problems could not be solved?

Did the unsolved problems get in the way of his dreams? Why or why not?

How can Humpty Dumpty’s experience in this story inspire you to better manage your emotions and motivation to succeed, especially when faced with setbacks?
Highlights of Strategies to Support Model

- How to retell instructions
- Reading, miming, repeating &/or illustrating stories
- Using drawings, pictures, gestures etc.

- Use of open ended questions
  - Who, what, where, when, why & how

- Use of higher level questions & answers during discussions

- How to adjust the speed & level of language

Prompt

- Explaining word meanings to each other
  - Oral explanations
  - Discuss topics of learning

- Retelling of instructions to a peer

- Practicing how to develop ideas by thinking aloud

- Using illustrations in writing

Provide

- Many opportunities for conversation - with different partners & for different purposes

- Many opportunities for students to talk to peers about texts they’ve read & written

- Information in a variety of different formats
  - Visual, oral & graphical

Adapted from POPEY Literacy Instructional Strategies
Which Big Competency or Facet?

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Mentor Text Read-Aloud: Social Awareness, Relationship Skills

How to Lose All Your Friends
by Nancy Carlson
Talking points for you (and your students):
  • social language, kindness, being polite

Oral rehearsal / discussion:
  • what are ways to make and keep friends?

Collaborative Creation / Writing:
  • make a book called How To Keep All Your Friends
How to *Keep*
All Your Friends

By: ____________________________
How to *Keep*
All Your Friends
How to Keep All Your Friends
How to **Keep**
All Your Friends
How to Keep All Your Friends
How to Keep All Your Friends
Which Big Competency or Facet?

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- Contributing to the community and caring for the environment
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<table>
<thead>
<tr>
<th>Model</th>
<th>Prompt</th>
<th>Provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>How a community of writers can struggle &amp; succeed together</td>
<td>Reiterating the purpose for a writing task in their own words</td>
<td>Variety of expectations for volume of writing created</td>
</tr>
<tr>
<td>How to plan &amp; write using a variety of graphic organizers &amp; planning templates</td>
<td>Prioritizing writing traits or elements of the editing process to focus on</td>
<td>Opportunities for students to record ideas/writing using technology</td>
</tr>
<tr>
<td>The writing process—step-by-step—in manageable chunks—over several days</td>
<td>Writing for an audience &amp; purpose</td>
<td>Opportunities for student choice—format, genre, topic—based on interest, need &amp; support available</td>
</tr>
<tr>
<td>Writing using starter sentences, common vocabulary &amp;/or key words</td>
<td></td>
<td>Pictures, books, objects—story starters/provocations</td>
</tr>
</tbody>
</table>

Adapted from - POPEY Literacy Instructional Strategies
Communication Competency

Book Suggestions

Decibella

Louder, Lili

Be a Friend

Listen, Buddy

Norman Speak!

A Squiggly Story

Voices in the Park

My Mouth is a Volcano

The Day the Crayons Quit

Lacey Walker Non-Stop Talker
Mentor Text Read-Aloud: Responsible Decision Making

What Matters

ALISON HUGHES
and
HOLLY HATAM

image from www.amazon.ca
What is something you could do to help your community?
What part of your community would you like to help?
(air, water, land, classroom...)
Who could you talk to to get more ideas about how to help?
What is important to our community/territory/land?

Adapted from - We Are All Connected Series & BC Curriculum
Brainstorm:

• think of a **small act of kindness** that you could do
  ♦ in your classroom, at home, in your community...

Oral Sharing:

• talk through some ideas with an elbow partner first

Create/Write:

• write about the **ripple effect** of your helpful act *(sequence of events)*
Which Big Competency or Facet?

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- Solving problems in peaceful ways
- Valuing diversity
- Building relationships
Personal and Social Competency

Book Suggestions

Be Who You Are

I Help

The Game

Ishi

It's Okay to Be Different

Lessons from Mother Earth

The Little Hummingbird

It's Okay to Make Mistakes

Taking Care of Our Mother Earth

Mouse Celebrates the Winter Solstice

The Smallest Girl in the Smallest Grade

From the Mountains to the Sea: We Live Here

There

Trash Talk

The Big Brag

I Like Myself

Only One You

The Invisible Boy

The Keeping Quilt

I'm Gonna Like Me

The OK Book

The Invisible Boy

Down to Earth

The Busy Beaver

Red, A Crayon's Story

Same, Same, But Different

Spaghetti in a Hot Dog Bun

How Full is Your Bucket - For Kids

What Does it Mean to Be Present?
Creating a spiral to ever-increasing capabilities:

✓ they must believe that they CAN improve
   › growth mindset

✓ they must WANT to improve at that particular skill
   › purpose - context, meaning, connection to the WHY

✓ they must have an idea of HOW & WHAT they can do to improve
   › explicit instruction, demonstration & modelling
   › time for deliberate practice

✓ they must be in a low-stakes situation where mistakes are to be EXPECTED
   › welcome and examine mistakes as opportunities for practice, revision and learning

TEDTalk: How To Get Better at the Things You Care About
Mini-Lesson Format

Connection

Teach

Active Engagement

Link

= 10 minutes

Format from - Units of Study for Teaching Writing - Calkins
Gradually releasing responsibility to children as they gain expertise, teaching a few strategies of great consequence in depth over time, and giving children the gifts of time, choice, response, community, and structure.
Additional Resources to Support with the Core Competencies

Raffi’s Centre for Child Honouring
  Child Honouring Principles
  childhonouring.org

Dalai Lama Center for Peace & Education
  Heart-Mind Well-Being
  heartmindonline.org

Institute for Habits of Mind
  Habits of Mind
  Wondergrove Habits of Mind Videos
Workshop Objectives

Today we looked at strategies and resources for:

• using the principles of **Universal Design for Learning** to help design literacy experiences that engage and support all students, including:
  ◦ a scaffolded framework for reading and writing instruction

• exploring literacy activities, stories & texts that intentionally connect students to the Core Competencies and opportunities for social-emotional learning
Lisa Thomas
lisa@popey.ca

*additional resources to support today’s learning are at the back

POPEY Provincial Outreach Program for the Early Years
www.popey.ca
Additional POPEY Docs to Support

Comprehensive Reading - Activities & Levels of Support

Comprehensive Writing - Activities & Levels of Support

Literacy Instructional Strategies

Planning Strategies to Consider

Planning & Strategies to Support English Language Learners

Universal Design for Learning Supports

Language Games to Support Phonological Awareness

K-3 Literacy Centre Ideas
**Sources**

www.bighugelabs.com  
www.cast.org  
cast.org - UDL Guidelines  
Collaborative for Academic, Social and Emotional Learning (CASEL) - Core SEL Competencies  
Dr. Martha Burns - April 2018 - The New Neuroscience of Language and Literacy  
www.getepic.com  
Learning Character from Characters - Nancy Boyles - ASCD  
Using the 3 UDL Principles to Inform Planning

**Videos**

more videos are available on our website  
TEDTalk: How To Get Better at the Things You Care About  
Long Story Shortz - Universal Design for Learning  
4 Year Old’s Speech on the Importance of Reading  
Surrey Schools & Lyndsay James - What Matters Inquiry Project Video  
4 Year Old’s Problem with New Year’s Resolutions
Books

Units of Study for Teaching Writing - Calkins

The First Six Weeks of School - Denton & Kriete

Spaces and Places - Diller

The Fountas & Pinnell Literacy Continuum - Fountas & Pinnell

Guided Reading Basics - Jamison

It’s About Time: Planning Interventions and Extensions in Elementary School - Mattos & Buffum

Reading with Meaning: Teaching Comprehension in the Primary Grades - Miller

Purposeful Play - Mraz, Porcelli & Tyler

Formative Assessment in a Brain-Compatible Classroom - Tate
Additional Information & Support
Guidelines for Promoting Social & Emotional Learning

explicit plans for helping students become knowledgeable, responsible, and caring
• life skills and social competencies
• health-promotion and problem-prevention skills
• coping skills and social support for transitions and crises
• engaging in positive, contributory service

emphasis on the promotion of pro-social attitudes and values in a balanced way
• self, others, work, and character

developmentally appropriate combination of instruction and opportunities
• instruction infused with opportunities to develop social and emotional skills

positive school and classroom culture
• caring, supportive, and challenging

SEL programs and activities are coordinated with and integrated into...
• the regular curriculum, routines, and life of the classroom

Adapted from - edutopia.org
Guidelines for Promoting Social & Emotional Learning

address all levels of students
  • the SEL curriculum is delivered to ALL students, with different levels of difficulty

a solid infrastructure is in place
  • ensuring that SEL is highly visible and recognized as a key part of school and district goals

professional development
  • teachers have frequent, structured opportunities to help one another get better at SEL instruction

a home-school connection
  • home and school collaborate closely to implement SEL programs

monitored and evaluated regularly
  • data is used to guide positive changes in a spirit of continuous improvement
Nine Competencies for Teaching Empathy

★ emotional literacy
  - empathy thrives in environments that prioritize face-to-face connections
  - teachers can create classrooms that nurture meaningful interaction and engagement

★ moral identity
  - a child’s inner value system can inspire empathy, shape character, and motivate compassion
  - help students define themselves as people who value others – “We help each other”

★ perspective taking
  - perspective taking is the cognitive side of empathy; stepping into another’s shoes
  - asking kids: “How would you feel if that happened to you?” can do wonders to stretch perspectives

★ moral imagination
  - reading can enhance empathy and help us to feel with the characters, prompt empathetic feelings, and even encourage charitable giving
Nine Competencies for Teaching Empathy

★ self-regulation
  - regulating feelings starts by teaching children how to recognize their stress triggers and signs before they’re in overload - build in time for yoga & mindfulness meditation

★ practicing kindness
  - being kind is what helps children tune in to other people’s feelings and needs, trust more, and become more “we” oriented and less “me” oriented
  - kindness is strengthened by seeing, hearing, and practicing kindness

★ collaboration
  - teamwork projects can strengthen students’ abilities to encourage others, resolve conflicts, and disagree respectfully - important aspects of empathy

★ moral courage
  - lessons that help kids recognize that even ordinary people like themselves can do extraordinary things are invaluable

★ growing change makers
  - encouraging students to help others can activate empathy and help them see themselves as changemakers: individuals who make positive changes and inspire others to follow
Student Reflection & Self-Assessment

Options for student engagement and activities

- charts/sorting activities
- collages
- collections
- comic strips
- dioramas/displays/models
- dramatic presentations
- graphic organizers
- illustrations
- interviews
- letters

- lists
- photos
- podcasts
- poems
- puppet shows
- questions and conversations
- oral reflections
- stories - original or reimagining
- videos
- visual timelines

Adapted from - POPEY Planning Strategies to Consider and - Supporting the Self-Assessment and Reporting of Core Competencies - Ministry of Education
Effective Routines for Supporting Literacy Development

Students should have daily experiences:

✓ talking with peers about reading and writing, and orally answering open-ended questions

✓ listening to educators model speaking in complete sentences and reading aloud fluently

✓ echo reading and choral reading to help build their own fluency

✓ participating in language activities, games, songs, poems, etc. that focus on word play and develop their word solving skills

continued...
Effective Routines for Supporting Literacy Development

Students should have daily experiences:

✓ re-reading books and repeatedly listening to audio books

✓ reading and writing about topics they choose

✓ reading an “easy read” text they can understand and read with accuracy

✓ activating prior knowledge and experience to make connections to reading and writing activities

✓ exposure to the various aspects of writing: audience, purpose, process, elements, genres and formats
Highlights of Strategies to Support Word Work

**Model**
- working & playing with words - to discover how words work
- use of rhymes & rhyming words
- how authors & writers work to spell words
- how to break compound words into smaller words & syllables

**Prompt**
- active use of word wall/vocabulary charts
- using “seek the part you know”
  - students look for familiar, smaller words
  - within a larger, unfamiliar word
- using “say it and move it”
  - students slide letter manipulatives around as they blend letters & phonemes
- identifying & using prefixes, roots & suffixes

**Provide**
- opportunities to play many language games
- manipulatives & various materials for word study
- illustrations of words - to learn through visual representations

Adapted from POPEY Literacy Instructional Strategies
POPEY Resources
Kindergarten - Big Ideas

Language and story can be a source of creativity and joy.

Stories and other texts help us learn about ourselves and our families.

Stories and other texts can be shared through pictures and words.

Everyone has a unique story to share.

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.
## BC K-3 ELA Curriculum Continuum

**Curricular Competencies - Do**

### Comprehend and connect (reading, listening and viewing)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Use sources of information and prior knowledge to make meaning</th>
<th>Use developmentally appropriate reading, listening, and viewing strategies to make meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td>personal stories and experiences</td>
<td>examples include: distinguishing drawing from writing, asking questions to construct and clarify meaning, using active listening, predicting, and making connections to self</td>
</tr>
<tr>
<td><strong>Grade 1</strong></td>
<td>personal stories and experiences</td>
<td>examples include: making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others</td>
</tr>
<tr>
<td><strong>Grade 2</strong></td>
<td>personal stories and experiences</td>
<td>examples include: making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others</td>
</tr>
<tr>
<td><strong>Grade 3</strong></td>
<td>personal stories and experiences</td>
<td>examples include: making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others</td>
</tr>
</tbody>
</table>

- **Make connections between ideas from a variety of sources and prior knowledge to build understanding**

Prepared by **POPEY**

[www.popey.ca](http://www.popey.ca)
The Core Competencies are:

- ★ skills (stuff you can do)
- ★ knowledge (stuff you know)
- ★ and strategies (actions and plans you use)

› to work and play by yourself and with others, manage your emotions, and make good decisions.
I ask and respond to simple, direct questions.

I am an active listener, I support and encourage the person speaking.

I recognize that there are different points-of-view and I can disagree respectfully.
## Communication
Connect and Engage with Others (to share and develop ideas)

<table>
<thead>
<tr>
<th>I ask and respond to simple, direct questions.</th>
<th>Here is my example:</th>
<th>My learning goal is:</th>
</tr>
</thead>
</table>

name: ________________________________

date: _______________________________
I ask and respond to simple, direct questions.

I am an active listener; I can ask the speaker questions and make connections.

I recognize that there are different points-of-view and I can disagree respectfully.

I can understand and share information about a topic that is important to me.

I plan and present information clearly and in an organized way.

I can present information and ideas to different audiences.

I can plan and complete activities with others; I do my share.

I can take on roles and responsibilities in a group.

I can express my ideas and I encourage others to express theirs.

I give, receive, and act on feedback.

I can talk about my learning experiences and activities.

I can show and/or tell how my learning connects to my experiences and efforts.
Literacy Planning Guide - Unit Plan Template

Literacy Planning Guide for: ________________________________

WHAT - what would you like the students to... Teacher(s): ________________________________

Big Ideas - generalizations & principle

UNDERSTAND

Curricular Competencies - skills, strategies & process

DO

Prepared by: POPEY

www.popey.org
ELA Planning Cards Sample

Kindergarten - ELA Planning Cards

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prepared by POPEY