

Provincial Outreach

Program for the Early Years

SD54 - Rural Residency Project

Setting up intentional talk time in the classroom.

Tuesday, October 3rd

9:00 - 12:00pm

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Presenter: Jen Kelly POPEY Teacher Consultant

Rural Residency Project dates...

DATES:

October 3, 4, 5 January 16, 17, 18 April 30, May 1, 2

Rural Residency Project objectives

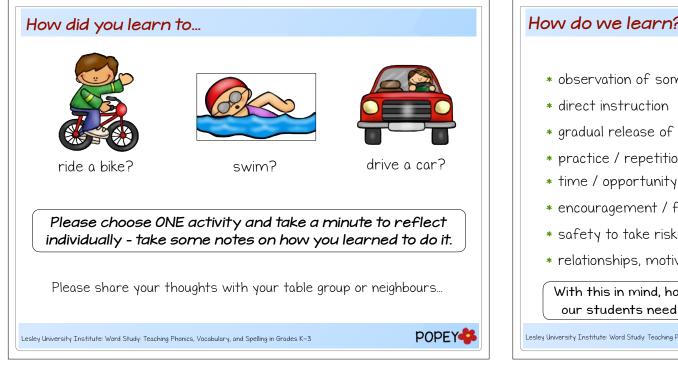
Foundational Literacy Learning:

Exploring the How and Why of Differentiated, Playful Literacy Instruction

In this rural residency project with POPEY, we will participate in:

- A professional learning opportunity the first morning we are together. This will give us some common language and knowledge that may inform our co-planning and co-teaching time together.
- Co-planning with colleagues the first afternoon we are together. I will model a coplanning session and then we will co-plan with colleagues. Three participants will coplan with me and co-teach in the following days.
- Co-teaching with me. Three participants will co-teach lessons with me in their classrooms. Colleagues will observe and we will debrief the session together afterwards.





Community Agreements



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1. What do you value as a learner?

For example...

- connecting with others
- hands-on learning opportunities
- key visuals
- clear and concise info

2. What might be supportive as we work together?

For example...

- time to process information
- sharing ideas and experiences
- content in multiple formats
- practical examples







Learning is: * social

* constructive

* experiential

* inquiry-based

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- * observation of someone skilled modelling/demonstrating
- * gradual release of responsibility
- * practice / repetition
- * encouragement / feedback
- * safety to take risks and try new things
- * relationships, motivation, engagement...

With this in mind, how can we create the learning experiences our students need to build their foundational literacy skills?

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K-3



Rethinking How Reading Comprehension Begins

By listening comprehension, we are not referring to how well children follow directions or to how well they can sit for us to offer long explanations. We are referring, instead, to their <u>capacity to</u> <u>understand spoken language</u>. This capacity develops through conversation, through hearing and sharing personal stories, and through <u>interactions with rich texts</u>.

Listening comprehension

- which is <u>built through language interaction</u> - is, after all, an essential <u>precondition of reading comprehension</u>.

Shift One: Treat oral language development as an essential ingredient for comprehension.

Shifting the Balance - Burkins & Yates

Treat oral language development as an essential ingredient for comprehension.

High-leverage instructional routines for language development:

- ✓ Make space for planned and incidental conversation
- ✓ Ask quality questions
- \checkmark Provide wait time
- ✓ Repeat and expand
- \checkmark Use interesting words
- ✓ Read aloud
- \checkmark Teach with text sets to build content area knowledge

How can you intentionally support oral language development to maximize early listening comprehension in the classroom?



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Treat oral language development as an essential ingredient for comprehension.

Gather what you need to support language comprehension:

- ✓ Read—aloud texts
 - ★ choose texts that will stretch listening comprehension by providing exposure to rich ideas, wide vocabulary, background knowledge, and novel language structures

✓ Text sets

★ built around a particular topic/theme, representing a range of text complexity. These will provide multiple entry points for students to build background knowledge, acquire language structures, and expand vocabulary around key topics

✓ A collection of high-leverage instructional routines

★ for building and extending both intentional and incidental classroom conversations — including reading aloud and using interesting words

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Shifting the Balance: Burkins & Yates



Reading comprehension is fundamentally the same work as listening comprehension.

Reading comprehension actually involves translating the words on the page into spoken language and "listening to them," either by saying them aloud or saying them in our heads.

So if children cannot **understand** enough of the words and sentences when they are **spoken**, they will not **comprehend** the same words and sentences when they **read** them.

This means that opportunities to grow oral language — including vocabulary, background knowledge, sentence structure, and more — actually develop the comprehension mechanisms of reading.

Shifting the Balance: Burkins & Yates

Language comprehension

- * Reading comprehension begins with <u>spoken language</u>
- *To comprehend a text, enough words on the page have to activate language we already have

"We are natural born sense-makers" -Burkins



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*It is important that beginning readers have access to complex ideas through:

read-aloud

Independent reading and teacher read-alouds

- conversation
- · content area instruction, and
- other language-developing opportunities

✓ Read-aloud texts

★ choose texts that will stretch listening comprehension by providing exposure to rich ideas, wide vocabulary, background knowledge, and novel language structures

Adapted from the Shifting the Balance Presentation by Burkins & Yates, April 21, 2023

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Shifting the Balance - Burkins & Yates

Sharing the Wealth - your current practice

What instructional routines and strategies do you currently use to nurture and support oral language development and listening comprehension?

Share a favourite activity, game, or routine with a colleague.



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The importance of a dialogic classroom

Dialogic engagement improves students...

- * ability to see others' perspectives
- * reasoning ability in math and science
- * ability to think critically
- * language comprehension
- * ability to build arguments
- * expressive language
- * creative thinking

It is associated with positive social behaviours and sensitivity to others but also with higher self-esteem and lower anxiety.



Creating a dialogic classroom

Students notice, name, and nurture...

- * how to think together
- * how having a conversation means building on each other's ideas
- $\boldsymbol{\ast}$ how participating in discussions in this way is motivating and empowering
- the causal link between the act of listening and a transformation of thinking or understanding

In the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed. ~ Charles Darwin

Opening Minds – Johnston

The importance of a dialogic classroom

Possible argumentation strategies...

- * I think (position), because (reason).
- * In the story, it says (evidence).
- * If (action), then (consequence).
- * What if (scenario)?
- * But (counter-argument).

"Learning together doesn't just impact achievement in a subject area. Rather, it affects the whole child and his relationships to himself and others." ~ Peter Johnston

Accelerating language development through picture book reading – Whitehurst et al.

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Supporting a Classroom of Talkers AND Listeners

Our students need...

- * a sense of safety, joy and belonging in the classroom
- * a classroom culture of appreciation and respect
- * time to talk (built into their daily schedule)
- * a balance of partner talk, small group talk, whole class talk
- * demonstrations of and practice with:

<u>compliments</u> — what they're noticing others do asking <u>questions</u> and listening to answers sharing their <u>opinions</u>, with reasons/evidence <u>oral rehearsal</u> for what they're writing

QUESTION: What helps us to think and talk together?

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nething To Talk About, Stenhouse podcast

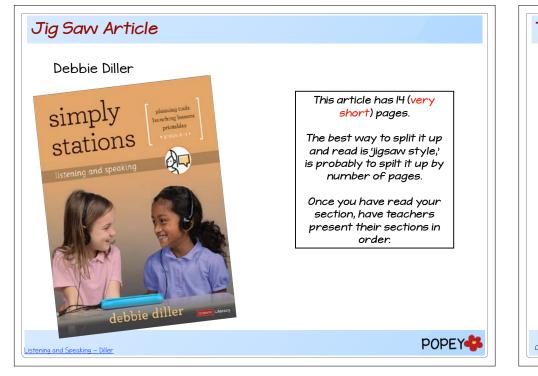
Conversation Stations

Bringing in purposeful dialogue

- * students actively listen to each other
- * interactions are driven by students
- * educators have the opportunity to develop and
- * expand students' language
- * can have theme-based picture cards or photos that
- * spark opinions or thoughts
- * establishing rules about talking and listening can be
- * discussed and developed with the whole class

It is also a beneficial classroom routine – save it for your time at the conversation station!





Turn and Talk

Preparation for whole class discussion



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- * Students have the time to process, try-out, and stread their thinking
- * Can be pre-planned when you have a pre-determined question to ask the class that may require time to process a response
- * Can be Spontaneous when too many voices are silent OR when too many voices are clamouring to be heard at once

Requires all children to get their thinking out, as they have an immediate responsibility to their partner.

Comprehension Through Conversation - Nichols

Hands Down Conversations

* A short history of hand raising (IRE):

- Initiate (Teacher)
- Respond (Student)
- Evaluate (Teacher) right or wrong

Socioeconomic level and achievement level is predictive of participation in classroom conversation

QUESTION: How can we ensure students feel free to join conversations?



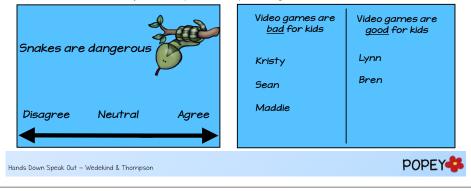
Hands Down Conversations

* What is it?

1. No hand raising. Listen for a place to slide your voice into the conversation.



- 2. One voice at a time (more or less)
- 3. Listen closely to the person speaking



Hands Down Conversations

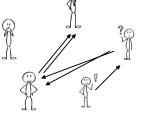
Teacher takes the position to the side of the students <u>or</u> as part of the circle (not leading, but sometimes guiding)

* Make space for social conversation

(Sadie is trying to get her voice in. Someone can invite her in by asking her what she thinks.)

* Listen with intention and curiosity

Conversation mapping



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QUESTION: How can we create opportunities for authentic conversations?

Hands Down Speak Out - Wedekind & Thompson

Texts Sets

Text sets are built around a particular topic of theme and represent a range of text complexity.

- * Multiple entry points
- * Expand vocabulary around key topic
- Share knowledge among many different sources of information
- * Multiple sources to look for answers to questions
- Students understand that there are multiple angles to consider
- * Conversation creates a community of curious learners

Students engage in co-construction of new knowledge about a topic.





According to the OECD's study on early learning and children's well-being, curiosity is strongly linked to emergent literacy and mental flexibility.

Image from <u>BC's Early Learning Framework</u>



Sources

Info Links more info links are available on our <u>website</u>

Books

Wright

Comprehension Through Conversation - Nichols

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K–3

Hands Down Speak Out - Wedekind & Thompson

A Teacher's Guide to Development Across the Day -

Accelerating language development through picture book reading – Whitehurst et al.

Engaging Literate Minds - Johnston et al.

Shifting the Balance - Burkins & Yates,

Opening Minds - Johnston

Balanced Lit Diet

Diagram of Pangolin

Listening and Speaking - Diller

Epic

<u>Something To Talk About</u>, Stenhouse podcast

BC's Early Learning Framework

Videos

more videos are available on our <u>YouTube channel</u>

Pangolins

Hands Down Conversation

Twitter: Child reading a story



Reflections and Next Steps

Reflect on the activities & resources shared today:

- ☑ Creating a Dialogic Classroom
- Different ways to promote dialogue:
 - * Read Alouds
 - * Conversation Stations
 - ★ Turn and Talk
 - * Hands Down Conversations
 - * Text Sets

Choose ONE thing you 're most likely to try in your classroom or role. Share it with your table group...



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