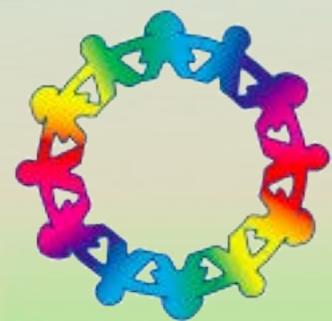


POPEY

Provincial Outreach Program for the Early Years

www.popey.ca

Infusing Literacy Across the Curriculum



[@POPEYBC](https://twitter.com/POPEYBC)

Session I

10.30-12.00

October 25, 2019

What We'll Focus on this Morning...

Strategies, resources and ideas for:

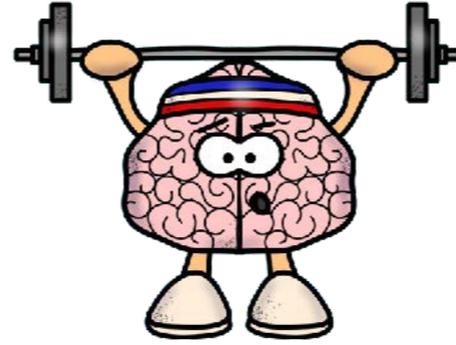
- exploring cross-curricular themes
 - ▶ build competencies → active engagement & deeper learning
 - *using a variety of texts to launch reading & writing activities*



POPEY co-planned this workshop's objectives in consultation with BCPTA's Planning Committee



Starting with strengths



& interests...



Discovering students' strengths and interests

our learning profile is as unique as our thumbprint



image from [here](#)

★ **unlike** a thumbprint, our learning profile will evolve and change over time

♦ to reach multiple learning styles, plan learning experiences that are:

✓ engaging

✓ have variety

✓ involve the 4 learning modalities:

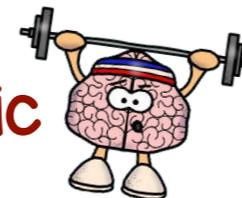
Auditory



Tactile



Kinesthetic



Visual



This **will** help students to learn 😊



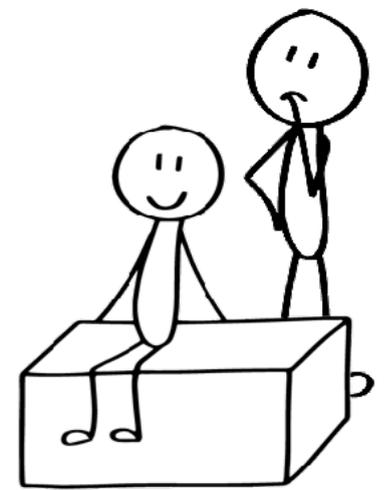
Children are strong, capable in their uniqueness, and full of potential

[BC Early Learning Framework](#)

Being a Seeing Teacher

"To teach a student well, a teacher must know that student well"

-Tomlinson & Imbeau



📌 knowing **students personally**

▶ taking the time to **truly see each individual**

📌 knowing their **personalities, passions, anxieties, learning preferences, dreams...**

▶ will help you make sense of how they are **navigating school & life**

📌 **observing** what students **do, say, & how** they are **learning:**

▶ this is the **best** formative assessment of **all**

Brain Compatible Activities

Engaging all four of the learning modalities:

Auditory



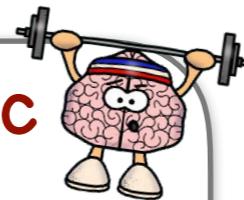
- ▶ brainstorming & discussion
- ▶ humour
- ▶ figurative language
metaphors, similes...
- ▶ mnemonic devices
- ▶ cooperative groups
- ▶ 'you're the expert'
kids teaching each other
- ▶ storytelling

Tactile



- ▶ drawing & artwork
- ▶ field trips
- ▶ games
- ▶ mnemonic devices
- ▶ graphic organizers
- ▶ word webs
- ▶ manipulatives
- ▶ hands-on activities
experiments, building...
- ▶ project/inquiry based learning
- ▶ technology
- ▶ writing activities

Kinesthetic



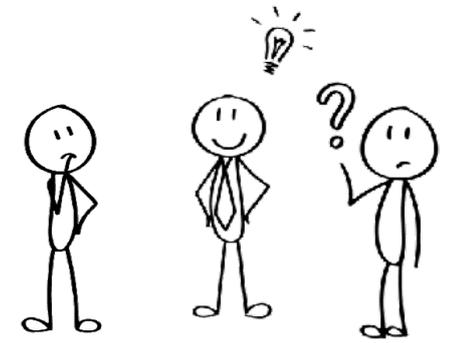
- ▶ drawing & artwork
- ▶ field trips
- ▶ games
- ▶ movement
body breaks, yoga brain gym...
- ▶ role-play
- ▶ dramatic play
- ▶ work work play

Visual



- ▶ graphic organizers
- ▶ word webs
- ▶ word clouds
- ▶ figurative language
metaphors, similes...
- ▶ mnemonic devices
- ▶ project/inquiry based learning
- ▶ technology
- ▶ visualization
- ▶ visuals

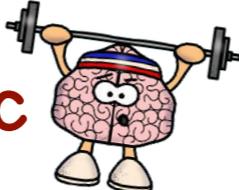
Reflect, Turn & Talk



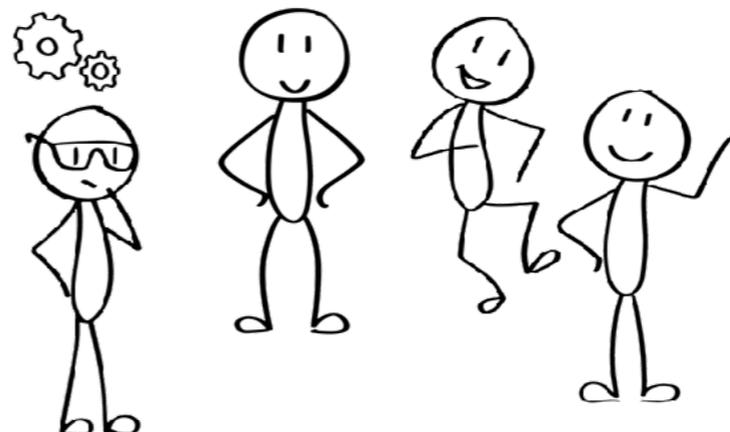
- Which of the 4 learning modalities do you prefer as a learner?
- Which of the 4 learning modalities do you use with your students the most?

Auditory 

Tactile 

Kinesthetic 

Visual 



Connecting Across the Curriculum...

What can It Look Like?



Why Cross-Curricular Integration?

Benefits of Play & Project-Based Learning



Kids learn best when:

- ▶ they can work in their **natural language & learning environment** - one of which is **play**
- ▶ experiences are **open-ended**
- ▶ they can do work that is **real** to them - **authentic** to their **lives**
- ▶ they know it's **okay** to **take risks**
- ▶ they have **ownership** over **their learning**
- ▶ they have **opportunities** to **develop** their **creativity**



continued...



Why Cross-Curricular Integration?

Benefits of Play & Project-Based Learning

...continued



Kids learn best when:

- ▶ they **experiment** with newly developed ideas, share insights and learning with friends
- ▶ they have opportunities to access content in various forms & with higher levels of thinking
- ▶ learning **connects** to their passions, hearts and imaginations
- ▶ when they can move - another mode of learning & expression
- ▶ they can develop **deep content knowledge** as well as critical thinking, collaboration, creativity, & communication skills



Play & Exploration Of...

Shapes

Driving Question



How can we show and teach other people that there are shapes all around us?

Potential Culminating Product/Presentation/Work



• teams work together to create a museum exhibit on a particular shape

- use photographs, art & other artistic works to educate museum visitors on the attributes of their shape & where the shape might be encountered in the real world



How Are Shapes All Around Us?

**big
ideas** understand

ELA

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Math

Objects & shapes have attributes that can be described, measured & compared



Mentor Text Read Aloud

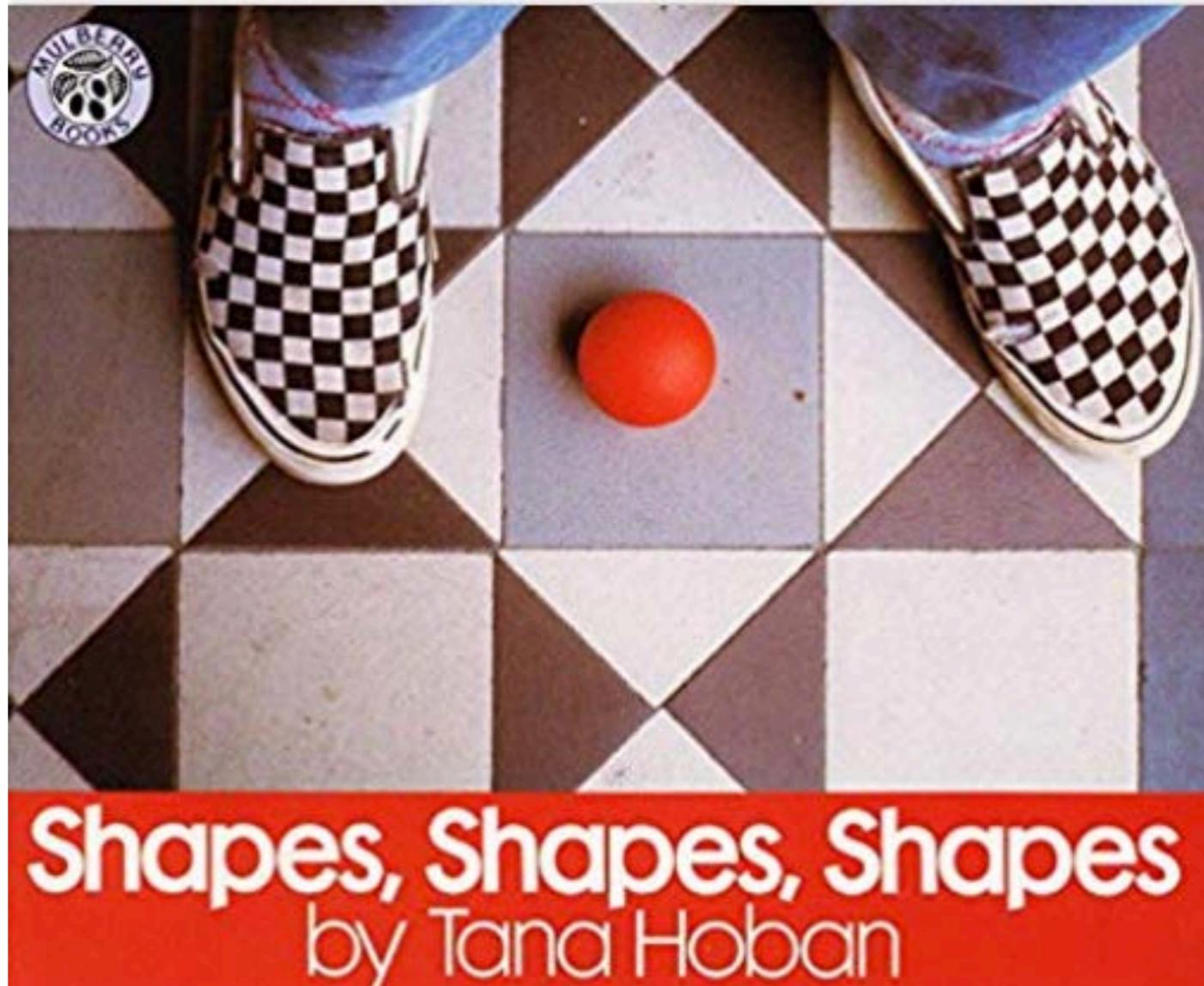


image from [amazon.ca](https://www.amazon.ca)



Shapes Museum Project



think & notice: *on your own:*

★ **What shapes do you see?**

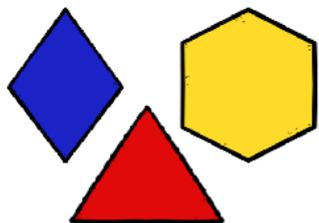
- ▷ at your table
- ▷ on the walls
- ▷ around the room

divide into 2 groups at your table

notice & discuss - *what you saw around the room*

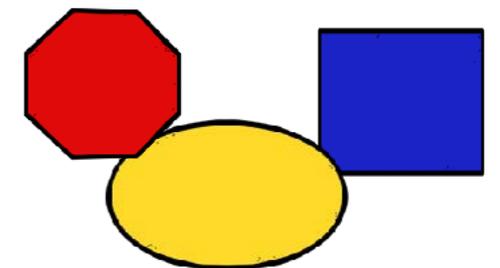
✓ each group will focus on **one shape**

puzzle & exchange ideas: *with your group*



★ **What do know about your shape?**

- ▷ how would you describe **your shape**?
- ▷ how would you compare it to other shapes?
- ▷ where have you seen that shape in the real world?





Shapes Museum Project



explore & create: *with your group*

♦ take **at least one device** with a **camera**

· **explore** around the **room** (*& maybe outside*) to **find your shape** in the **real world**

♦ as you **explore & create images**, **discuss:**

★ **How will we teach others about our shape?**

- ▷ what attributes does it have?
- ▷ how is our shape the **same** as other shapes?
- ▷ how is our shape **different** from other shapes?



Shapes Museum Project



teach & share: *your group will teach the other group at your table*

♦ open your **Shape Museum!**

★ How is **your shape all around us?**

▷ share your photos & teach about your shape

✓ work as a **team** – take turns **sharing & connecting** with your **audience**

How Are Shapes All Around Us?

curricular
competencies

do

ELA

- ▶ **Create & communicate**
(writing, speaking, representing)
- **Exchange ideas and perspectives** to build shared understanding

Math

- ▶ **Reasoning & analyzing**
- Use reasoning to explore and make connections
- Use **technology** to explore mathematics

Math

- ▶ **Understanding & solving**
- Develop, demonstrate, & apply mathematical understanding through play, inquiry, & problem solving
- Visualize to explore mathematical concepts

Math

- ▶ **Communicating & representing**
- **Communicate** mathematical thinking in many ways
- Use mathematical vocabulary & language to contribute to mathematical discussions
- Represent mathematical ideas in concrete, pictorial, & symbolic forms

Math

- ▶ **Connecting & reflecting**
- **Reflect** on mathematical thinking
- Connect mathematical concepts to each other & to **other areas & personal interests**



Play & Exploration Of...

Feelings



Driving Question

How can we use light & sound to communicate different kinds of feelings without words?

Potential Culminating Product/Presentation/Work

- teams work together focusing on one emotion
 - use knowledge of feelings, colour & sound to create art pieces or performances



Happy

- ▶ different colours that 'feel' happy - *using lights, filters, photos, drawings, collages,...*
- ▶ show 'happy' through performance - *puppets, dramatic play, video creation*
- ▶ create 'happy' sounds - *create sound scape using instruments, voices, noise creation apps...*

How Can We Communicate About Feelings?

**big
ideas** understand

ELA

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

Science

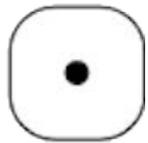
Light & sound can be produced & their properties can be changed.

grade 1



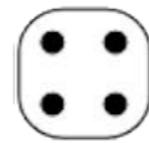


Feelings Flashcards



What makes you feel that emotion?

Why?



Act out that emotion

- ▶ *your group can act it out with you, if you don't want to do it alone*



Can you think of the **OPPOSITE** of that emotion?

- ▶ *flip over the card to see if you guessed right*



Talk about a time that you felt that emotion

- **what happened?**



What do **you** do when you feel that emotion?

- ▶ Does your group have **other suggestions** for **what to do?**
- ▶ *When I feel.....I can.....*



DON'T show your card to your group - make a face to **show that emotion**

- ▶ *can your group guess the emotion on the card?*

How Can We Communicate About Feelings?

curricular
competencies

do

ELA

► **Comprehend & connect**
(reading, listening & viewing)

- **Use sources of information and prior knowledge to make meaning**

:personal stories and experiences

ELA

► **Comprehend & connect**
(reading, listening & viewing)

- **Use developmentally appropriate reading, listening, and viewing strategies to make meaning**

:making connections, making simple inferences, engaging in conversation with peers, showing respect for the contribution of others

ELA

► **Comprehend & connect**
(reading, listening & viewing)

- **Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community**

:connecting to personal knowledge & experiences, using active listening

ELA

► **Create & communicate**
(writing, speaking, representing)

- **Exchange ideas and perspectives to build shared understanding**

:taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contribution of others

Personal Awareness and Responsibility



competency

be



Play & Exploration Of...

Making a Difference



Driving Question

How can we take action to make a change in our community?

Potential Culminating Product/Presentation/Work

- class works together to design a shared community project
 - use knowledge of strengths & areas for growth in the community
 - ▶ project goal is to address a need in the community



How Can We Take Action To Make a Change in Our Community?

big ideas understand

ELA

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Social Studies

Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

kindergarten

Social Studies

We shape the local environment, and the local environment shapes who we are and how we live.

grade 1

Social Studies

Local actions have global consequences, and global actions have local consequences.

grade 2

Social Studies

Indigenous societies throughout the world value the land.

grade 3



Think Aloud



What is something you could do to help your community?

What part of our earth 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?



Read-Aloud

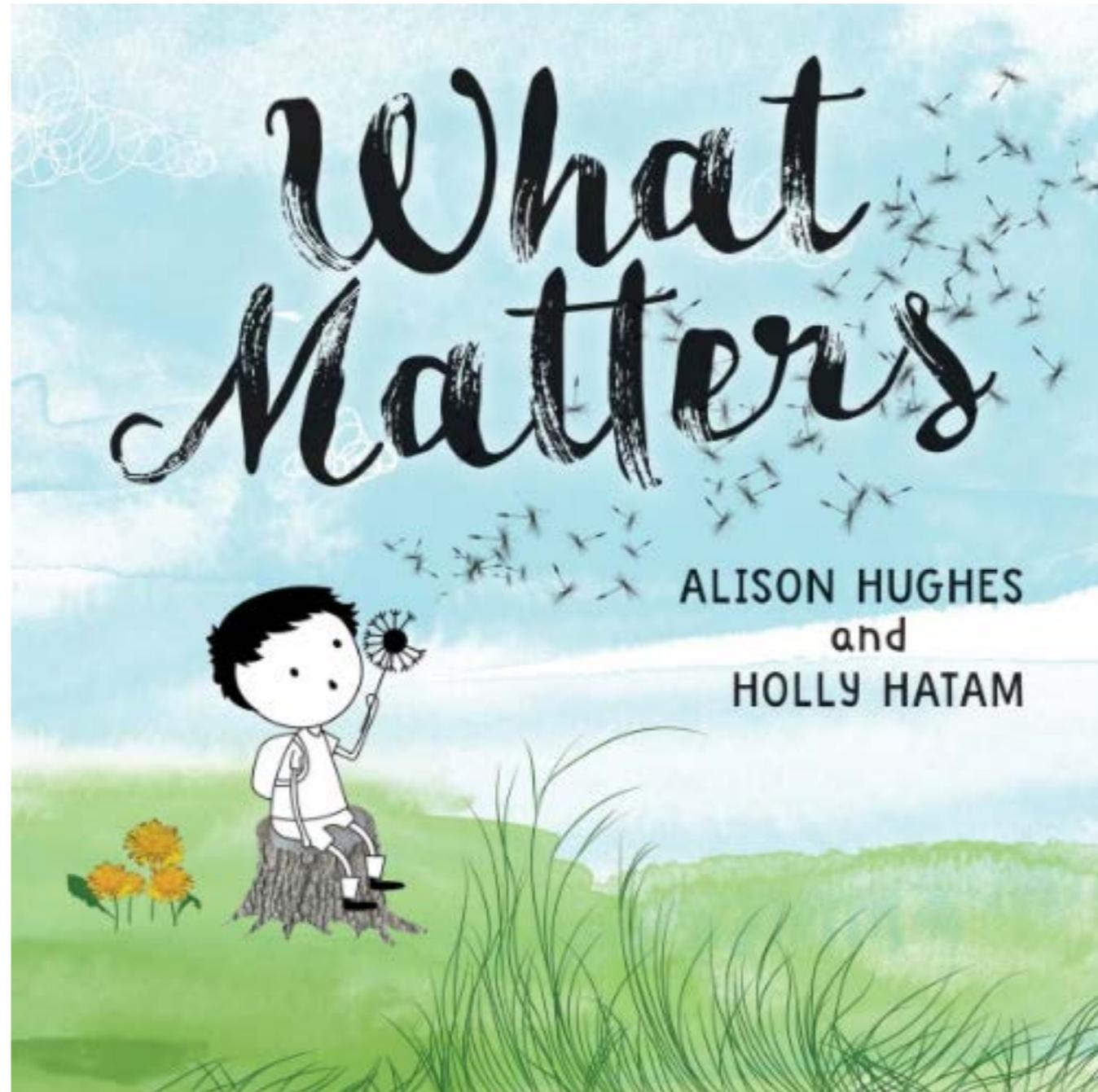
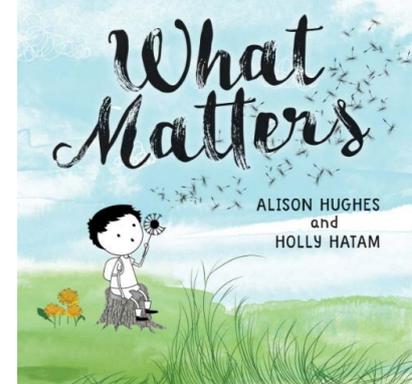


image from www.amazon.ca



The Ripple Effect



think: *on your own:*

- ◆ think of a **small act of kindness** that you could do:
 - ▶ *in your classroom, at home, in your community...*

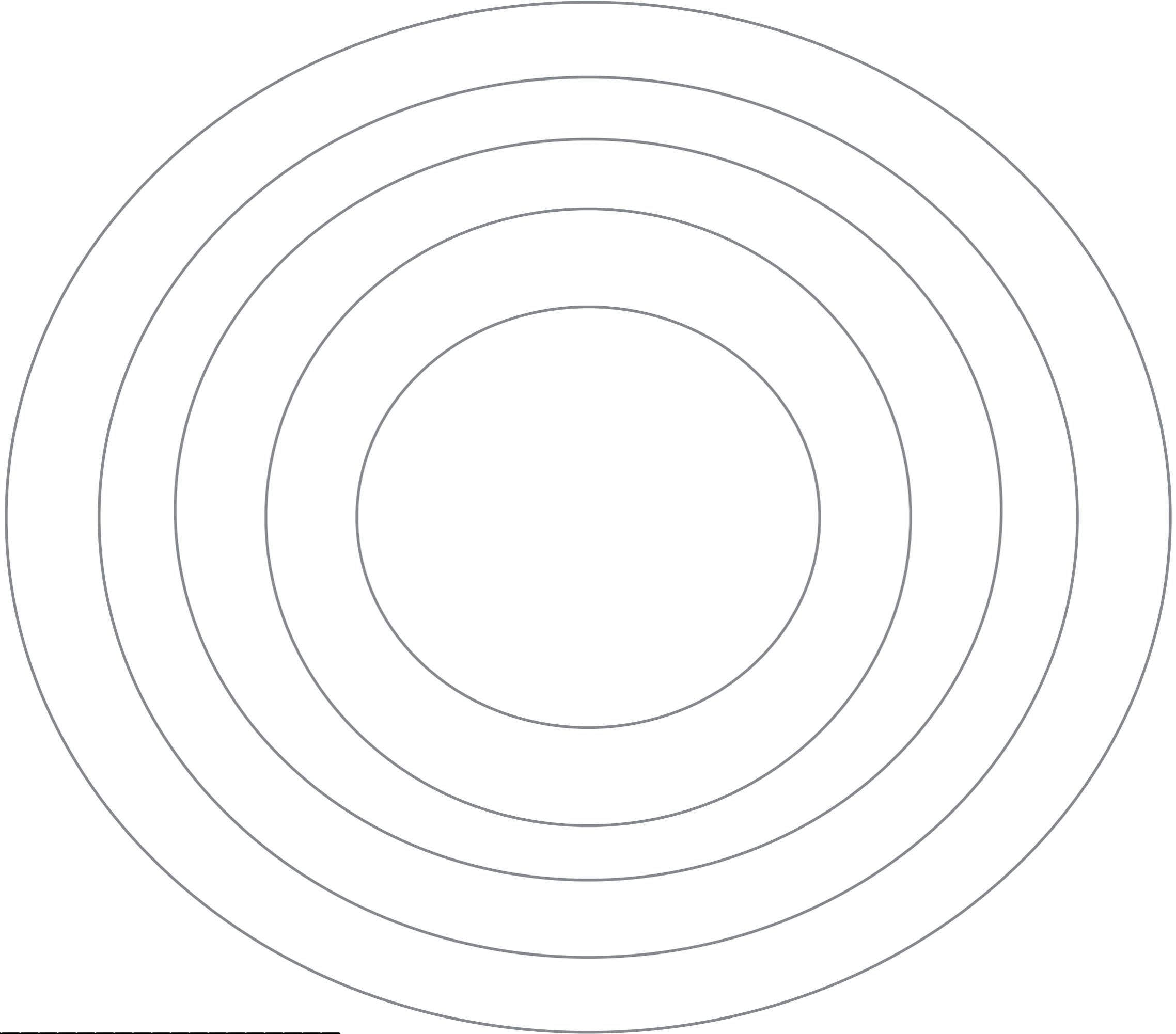
pair & share:

- ◆ talk through **your** ideas with your **elbow partner**
 - ▶ *decide which act of kindness you'd both like to explore*

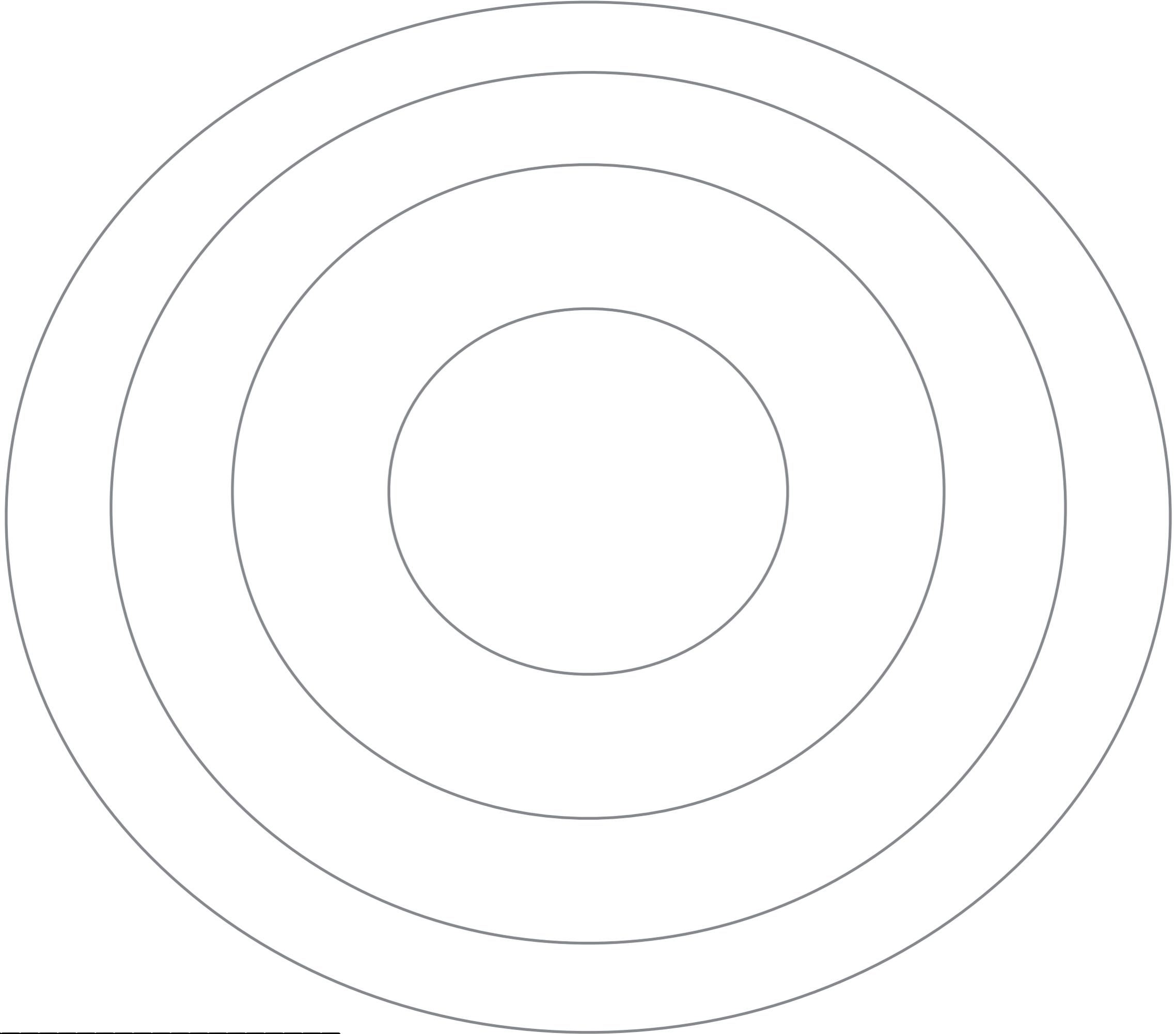
create & explore:

- ◆ write about the **ripple effect** of your **act of kindness**
 - ▶ *sequence of events*

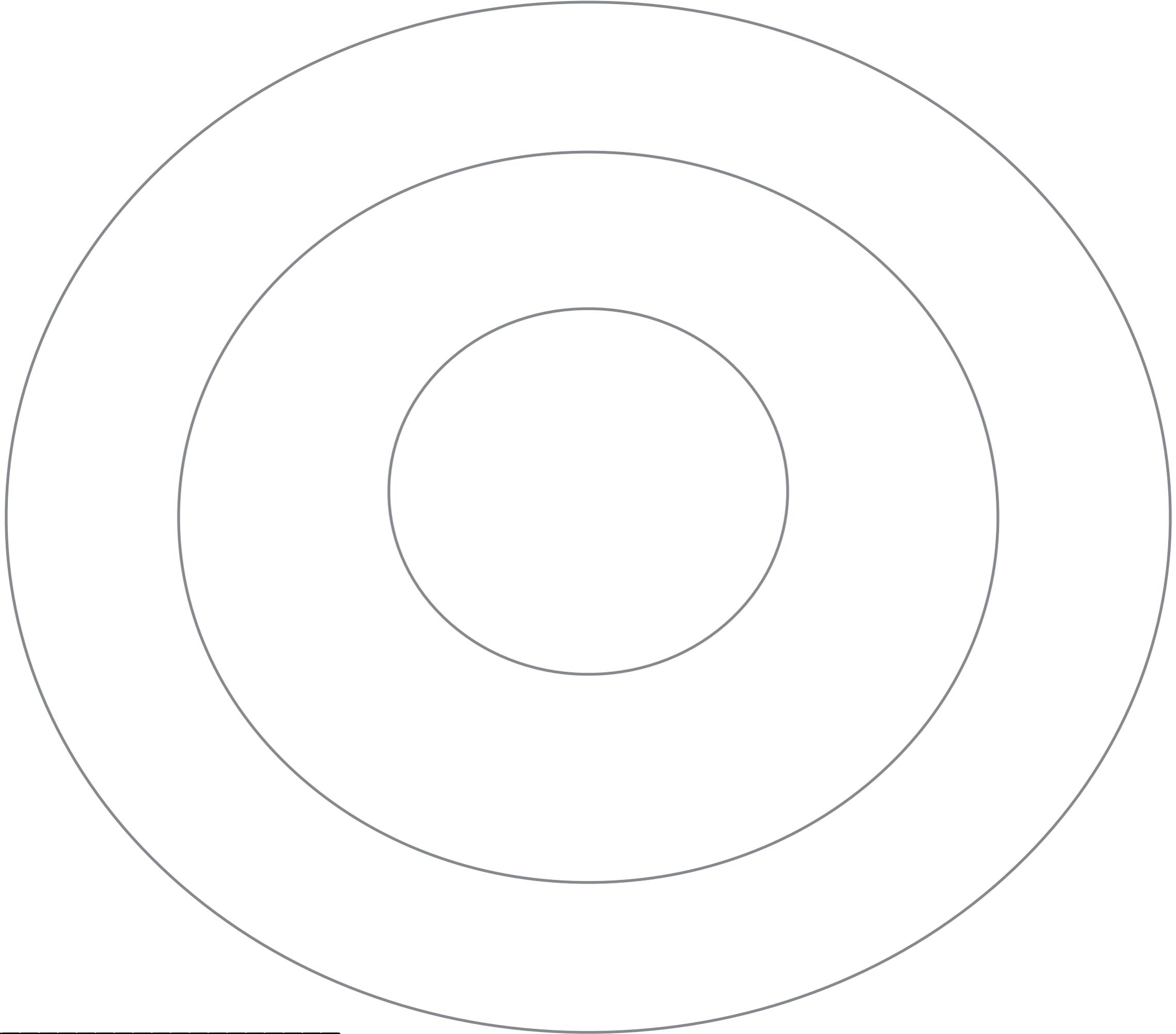




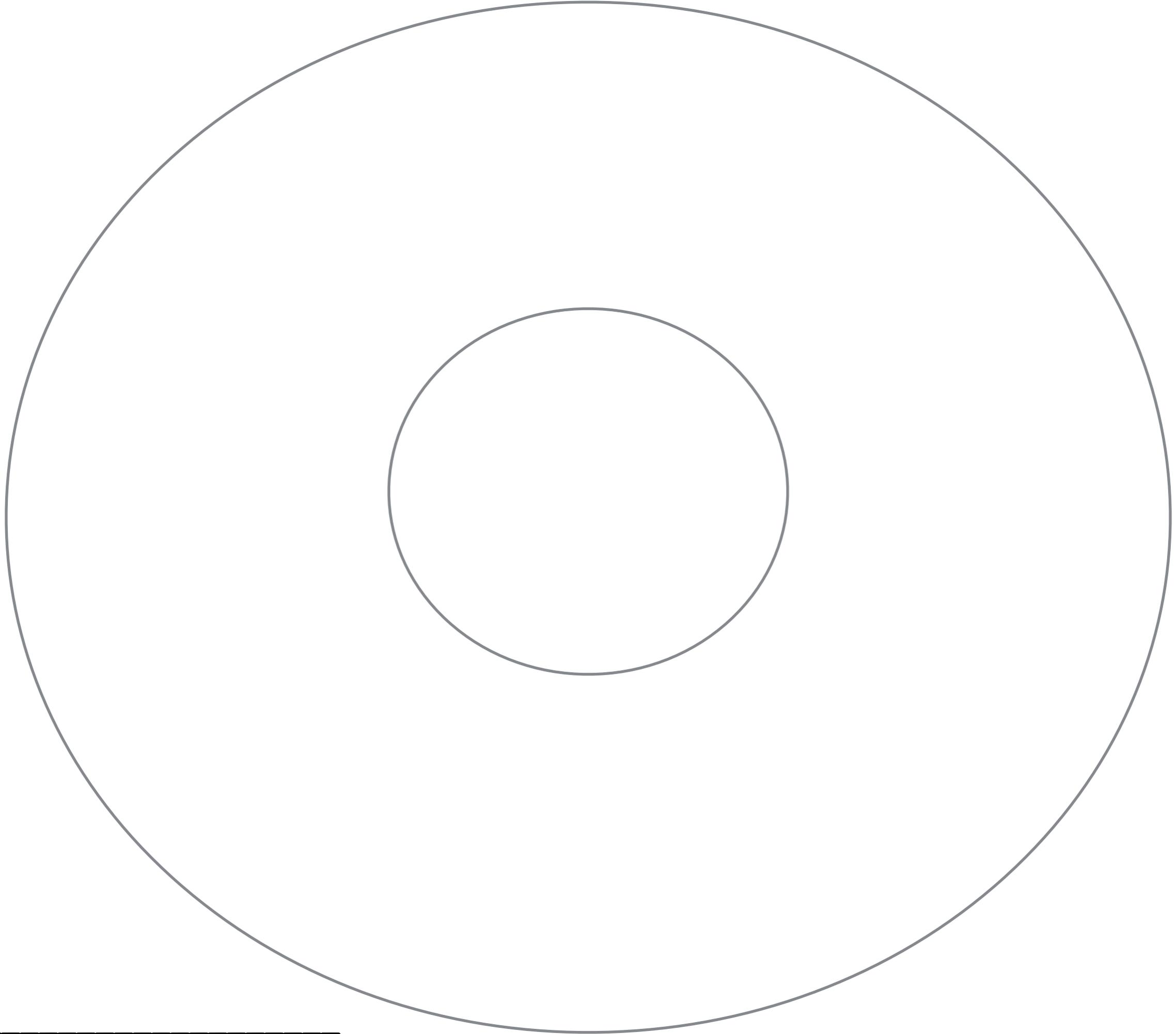
By: _____



By: _____

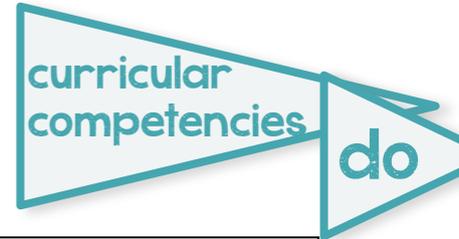


By: _____



By: _____

How Can We Take Action To Make a Change in Our Community?



ELA

- ▶ **Comprehend & connect**
(reading, listening & viewing)
- **Use sources of information and prior knowledge to make meaning**

:personal stories and experiences

ELA

- ▶ **Comprehend & connect**
(reading, listening & viewing)
- **Use developmentally appropriate reading, listening, and viewing strategies to make meaning**

:making connections, making simple inferences, engaging in conversation with peers, showing respect for the contribution of others

ELA

- ▶ **Comprehend & connect**
(reading, listening & viewing)
- **Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community**

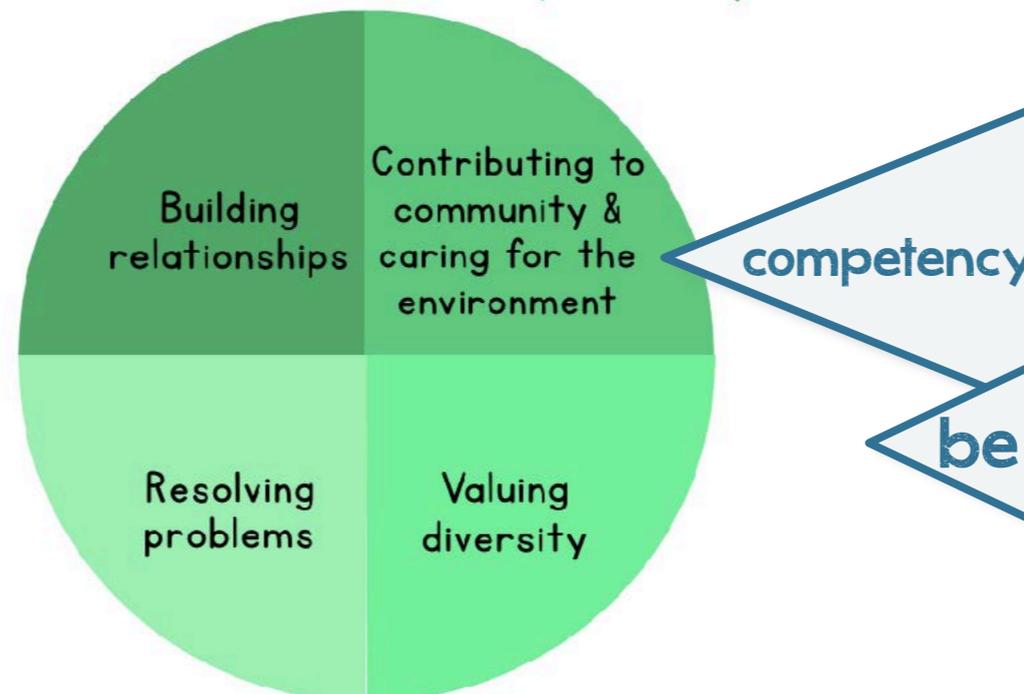
:connecting to personal knowledge & experiences, using active listening

ELA

- ▶ **Create & communicate**
(writing, speaking, representing)
- **Exchange ideas and perspectives to build shared understanding**

:taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contribution of others

Social Awareness and Responsibility



POPEY

Provincial Outreach Program for the Early Years

www.popey.ca

THANK YOU!



Jen Kelly

jen@popey.ca



Lisa Thomas

lisa@popey.ca

Many Thanks!



Sasha Žekulin

sasha@popey.ca

★ additional resources to support today's learning
are at the back of the eHandout



[@POPEYBC](https://twitter.com/POPEYBC)

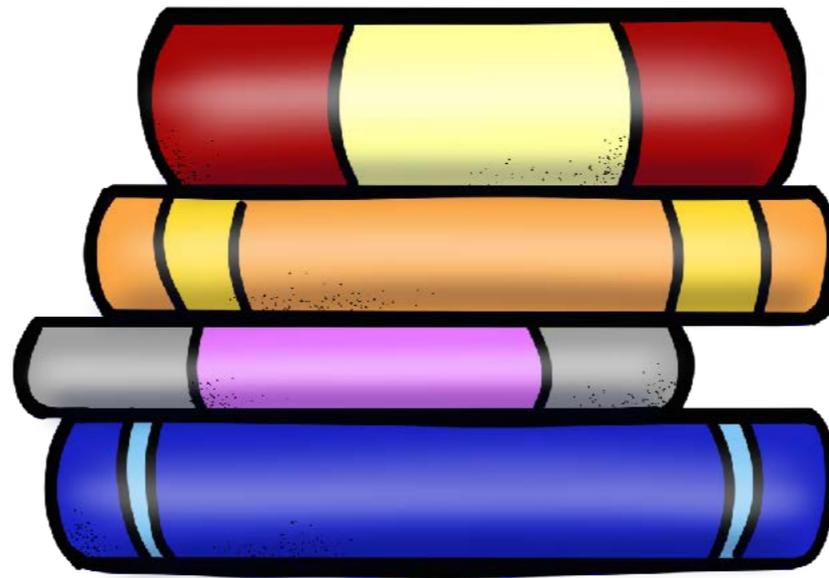


[popeybc](https://www.instagram.com/popeybc)



pinterest.ca/popeybc

Sources



Info Links

[Educlips](#)

[Presenter Media](#)

[Storyblocks](#)

 [British Columbia - Curriculum](#)

 [BC Early Learning Framework](#)

[What Does It Take for a Project to be "Authentic" - PBL Works](#)

[What is Project Based Learning?- PBL Works](#)

[Shape Museum Project - PBL Works](#)

[PBL Works - Boom Boom Flash!](#)

 [We Are All Connected Series](#)

[Make a Difference Project - PBL Works](#)

Videos

[What Matters Project - Surrey Schools & Lyndsay James](#)

[What a Wonderful World - Playing for Change](#)

Books

Formative Assessment in a Brain-Compatible Classroom - Tate

The Motivated Brain - Gregory & Kaufeldt

Yardsticks - Child and Adolescent Development Ages 4-14 - Wood

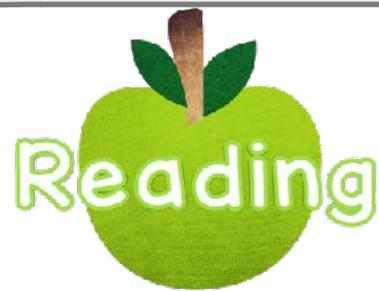
Purposeful Play - Mraz, Porcelli & Tyler

Tools for a Successful School Year - Silver, Perini & Boutz

Additional Information & Support



Brain-Based Literacy Activities



- ▶ read to stuffed animals
- ▶ act out the story
- ▶ read around the room
- ▶ read a story using character voices
- ▶ partner reading
- ▶ be a detective
- ▶ retell a story- favourite parts
- ▶ retell a book - written
- ▶ book review
(video, podcast, writing...)
- ▶ group discussions
(literacy circles, literacy centres, book clubs....)



- ▶ silly sentences
- ▶ write an ABC book
- ▶ write a "how-to" book
- ▶ show your story
- ▶ you're the expert
- ▶ snail mail
- ▶ re-writing a story-act it out
- ▶ write a screenplay
- ▶ be a writing thief!
(using books as inspiration...)
- ▶ tech writing
(using tech/apps to create...)



- ▶ letter sort
- ▶ letter dance
- ▶ make letters
- ▶ tactile letters
- ▶ guess the letter
- ▶ alphabet art
- ▶ alphabet hopscotch
- ▶ name detective
- ▶ making words
- ▶ sorting words
- ▶ word hunts
- ▶ word games
- ▶ illustrating words
- ▶ be a mind reader



- ▶ theatrical retelling a book
- ▶ use puppets to retell a book
- ▶ use props to retell a book
- ▶ adapt a book - make a movie
- ▶ reading a reader's theatre script
- ▶ performing reader's theatre
- ▶ write a play & perform it
- ▶ creating ads for performances
- ▶ critical thinking questions
- ▶ 'would you rather' questions
- ▶ examining pictures/ illustrations & discussing
- ▶ free play

How Are Shapes All Around Us?

curricular
competencies

do

Applied Design Skills & Technology

► Applied Design - Making

- Choose tools & materials

► Applied Design - Sharing

- Demonstrate their product, tell the story of designing & making their product, & explain how their product contributes to the individual, family, community &/or environment

► Applied Skills

- Use materials, tools, & technologies in a safe manner in both physical & digital environment
- Develop their skills & add new ones through play & collaborative work

Arts

► Exploring & Creating

- Create artistic works collaboratively & as an individual, using ideas inspired by imagination, inquiry, experimentation, & purposeful play

► Reasoning & Reflecting

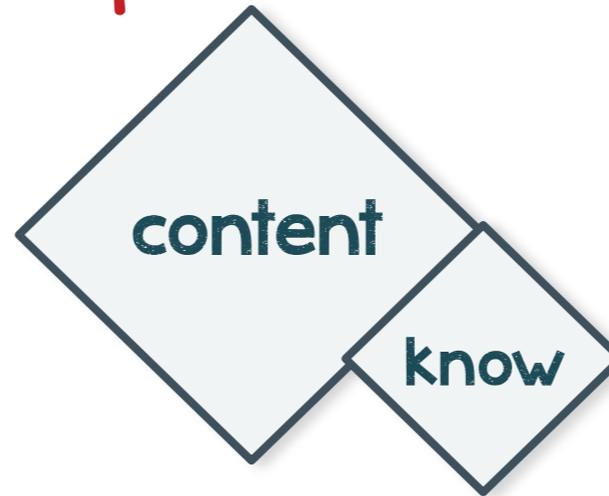
- Develop processes, technical skills in a variety of art forms to nurture motivation, development, & imagination

► Communicating & documenting

- Interpret symbols and how they can be used to express meaning through the arts
- Express feelings, ideas, stories, observations & experiences through the arts

★ *slight variations K-3*

How Are Shapes All Around Us?



ELA

◆ Strategies & Processes

oral language strategies

- focusing on the speaker
- asking questions to clarify
- listening for specifics
- staying on topic
- taking turns

Math

◆ Geometry & measurement

Kindergarten

- single attributes of 2D shapes & 3D objects

Grade 1

- comparison of 2D shapes & 3D objects

Grade 2

- multiple attributes of 2D shapes & 3D objects

Grade 3

- construction of 3D objects

