

Linking The Language Strands
Jill Eggleton
June 10-14 (Day One)

Introduction: This is your life, presented by her husband. Jill began as a teacher, fresh out of university, and began work in a city school with her recently met husband. They worked in a rural setting before moving back into a city school, a school in a relatively poor neighborhood, a school of little resources. They then worked for a period of five years in a Maori school before both working their way up the ladder in terms of administrative positions, Jill doing some writing which was beginning to just be accepted for publication. She then was recruited by a representative from Rigby, where she worked before breaking out on her own and began working her friend, Jo Windsor. Jo died earlier this year of cancer and this is the first time since that passing that Jill has set out on her own.

“If you don’t understand anything I am saying today, it is because *you* have an accent.”

Speaking of her belief system, her philosophy and the need for all teachers to have a philosophy that is truly their own. What we need to ask is what do I truly believe in and am I doing what I truly believe in?

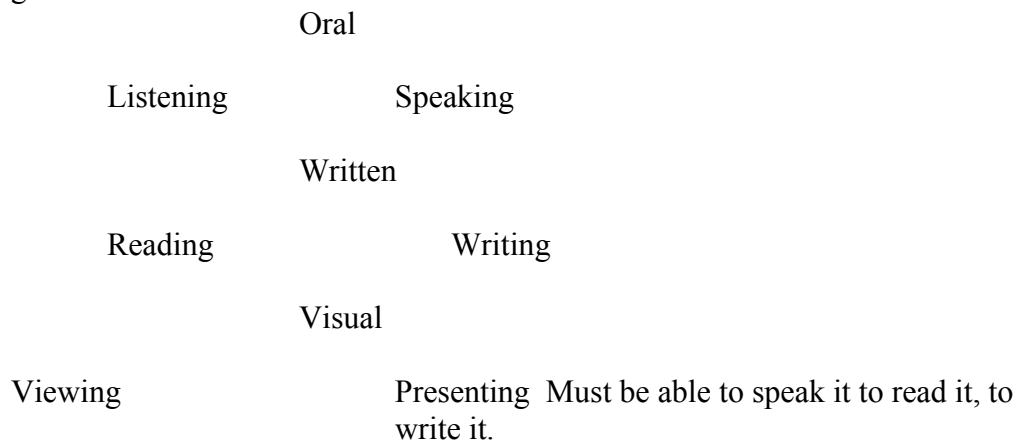
- √ I believe the crux of teaching is about organization of time and management.
And spoke of needing this time in order to do the job and the resources required to do the job.
- √ Resources which are required to complete the job
- √ Believes in a quiet but not a silent working environment
- √ Talked about the need to provide for children the opportunity to succeed AND to fail without devastation
- √ Believes that expectation is crucial, children sink or rise to expectation
- √ Believes in discipline in a loving setting
 - “The guiding hand that is firm is the one that is reached for.”
 - Talked about Sylvia Ashton Warner
 - Talked about the over-programming of children
 - The child who is most afraid of failure is the least creative.
 - The importance of imagination
 - “The child with no imagination is a child with no wings.”
- √ Understanding and appreciating different learning styles
- √ Above all else, KNOW THE LEARNER
 - Know their language and their literacy practice
- √ Does not believe in extrinsic rewards--they take away the internal motivation
- √ We simply have to make the days of our children happy--we have to make them laugh. After all, they make us laugh.

Suggested that all teachers need to make their own list, believe in it and do it!

Literacy

Began with an invitation to define literacy.

Language strands:



Stages of literacy apply to ALL the language strands. An awareness of this diversity shapes teaching. Presented, as an example, literacy plans appropriate to all stages of literacy.

Contextual Oral Language--the kinds of experiences which are imbedded in context.

Explicit--a specific plan or program for practicing oral language for oral language's sake. How does this look? What does this entail?

Explicit Oral Language Instruction

- √ Does not begin with whole class setting--that is too threatening for a child
- √ Begins with partnered activities. Referenced a chart with an area for each day of the week, where a simple type of topic, a general heading for discussion. (see page 12) After partnered activity, ask "Who can tell me about their partner's message" And then people in the class are called upon to question the original speaker, who is encouraged to reply in complete sentences. Purpose is to expand on the information.

Chart for guiding good listening and speaking skills is on page 17.

How do we extend this level of conversation, how do we better instruct oral speaking?

Knee to knee strategy for practice of oral language (would work well in circle) and circling for sharing.

Topics are defined by teachers, beginning with generally easier topics but as students get older, the topics will become more complex. (see page 11)

EX. Describe something
Interview (requiring and questioning)
Report
Explain
Give directions
Persuade

*With more complex topics, you would stay with it for several days in order to acquaint children with more difficult processes. All the while, children are being guided to get beyond closed questioning.

We worked through this model with small groups. A really lovely idea! Would make an excellent way to extend writer's workshop when students are sharing their work!

Q. What about the reticent speaker?

Eggleton: It is about knowing the child and learning to draw them into the speaking. Children who are not speaking must be drawn into the experience. Children who are not speakers will not be readers and writers. The practice EVERY SINGLE day is essential and the encouragement, the requirement to speak in complete sentences is extremely important.

Q. When you do the demonstration in the circle, you ask..

Eggleton: "Who has got a message to share from their partner?" Spoke of orchestrating the learning experience by calling initially on those children who do not always have their hands up. Important to remember that confident speakers are not always good listeners or good questioners.

Referenced a chart which delineated both good speaking and listening skills! Great idea.

Also referenced more speaking and listening activities in the book.

Reading

Requirements:

√ **Resources**

√ **Time**

√ **A knowledge of the learner and plan! (also others as referenced earlier under oral language)**

A Balanced Reading Program Involves

- Reading to, with and by children with a range of books.
- We must create a love of reading. Nothing great was every achieved without enthusiasm! The seed has to be sown and it has to be nurtured.

“Education is not about the filling of a pail but the lighting of a fire.”

- We have to teach them to understand
- Talked about having a universal approach (chart, common to all teachers) that tells or prompts students at point of difficulty.

“The only thing important thing that a book holds for you is the meaning that it holds.” Somerset Maughn

Putting the plan into action:

Reading With----->Whole Class (must be accessible to children and be at their INTEREST level)

Shared the following activities, which are ALL part of daily experiences but not limited to the literacy block. However, they are regular expectations!

1. News Book:

Involved sharing of a piece that goes into the “News book”, which is entitled “Here is our news book.” The sizing of letters along with spacing and length of message is calculated to the audience. Here the news, either transcribed from a language lesson delivered earlier OR simply snatched from the experiences of the children. With this simple shared language, the processes of reading are modeled. Follows this with some simple recall questions but then follows with an inferential question, a “what do you think?” (think is essential to the making of inferential connections) sort of of question. Keeping this all very short, sharp and quick. From this follow with a bit of vocabulary extension and work with conventions and sounds in a meaningful context. The nature of this extension will change with the level and level of expectation. With older children, will become a an increasingly complex exploration of language. Then the child has illustrated this news. Day two, begin first with the title and then the reading of previous text. Follow the same pattern of language exploration.

Tips for the writing of the news:

Be watchful of the length of sentences.

Take care in all letter formation and conventions--being

extra careful with it as it is intended to be a model for instruction.

Avoid redundancy in pattern and structure.

Possibilities for the classroom:

Weekly books become part of the classroom library, perhaps available for checkout. At the end of the year, each child could take at least one book home.

2. Shared Book (MUST HAVE RHYTHMIC REPETITIVE CHUNKS!!)

A process Monday through Friday (pg 26) Using unseen text.

Attend to pace when reading--very important!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Introduction of the book and the first reading of the story, well modeled as an expectation of student reading. May involve some prediction based on cover but IS not a stop and go sort of experience--no questioning during the process.</p> <p>Followed with literal IN THE TEXT questioning and inferential questions.</p>	<p>Involve students in aspects of second reading, title and repetitive chunk of language. A certain vocabulary word(s) to focus on during the week. Playful focus on lanaguage.</p> <p>Vocabulary Extension</p>	<p>Began the focus on conventions of print, such as various punctuation marks and how to respond to them in reading. These conventions are introduced</p> <p>prior</p> <p>to the rereading of the book and will be the focus of the rereading.</p>	<p>Read the whole of the book without stopping and select a single page to focus on, thinking about the spelling.</p> <p>Spelling Phonics Word farmilies Rhymes And so on...</p>	<p>Response to the book: Includes attention to visual aspects of literacy Perhaps through dramatization--helps children clarify their thinking.</p> <p>Followed up with some sort of activity.</p> <p>EG--letters to a character illustrated by the children and displayed for independent reading in some way.</p>

3. Poetry

“Painting is silent poetry and poetry is painting that speaks.”

Spoke passionately of her love for poetry and the meaning it has for her personally and within the context of the classroom.

Select a focus poem and enlarge it for the students.

The Poetry Lesson

**First: Warm-up, a shared rereading of poetry
which is familiar to the student via
previous reading! QUICK, QUICK, QUICK!**

**“The rhythm of language and the magic of words is caught and not taught!”--
Eggleton**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Warm-up, a shared rereading of poetry which is familiar to the student via previous reading! QUICK, QUICK, QUICK!</p>	<p>Warm-up, a shared rereading of poetry which is familiar to the student via previous reading! QUICK, QUICK, QUICK!</p>	<p>Warm-up, a shared rereading of poetry which is familiar to the student via previous reading! QUICK, QUICK, QUICK!</p>	<p>Warm-up, a shared rereading of poetry which is familiar to the student via previous reading! QUICK, QUICK, QUICK!</p>	<p>Warm-up, a shared rereading of poetry which is familiar to the student via previous reading! QUICK, QUICK, QUICK!</p>
<p>Introduce poem, read as model, literal and inferential questioning. Also share a poem each day for the sake of poetry!</p>	<p>Shared reading, by invitation, of the poem of the week Vocabulary development, a focus on language and.... a poem for poetry's sake.</p>	<p>Focus on print conventions prior to shared reading and... a poem for poetry's sake.</p>	<p>Focus on graphonic aspects of print prior to shared reading and... a poem for poetry's sake.</p>	<p>Involve students in a body kinesthetic way --movement connects children to thinking! Perhaps musically... put the poem in their poetry book Years k-2, illustrate with drawing using colored pens.</p>