

# My Literacy Classroom



A curation of literacy space and time through classroom design, a one year overview, mini unit, and daily literacy time



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# My Literacy Classroom



My inspiration for designing a literacy rich space and classroom design came from our class field trip and the questions “Why am I putting this in my classroom?” and “How is it inspiring learning?” By keeping these two questions in mind I would like to design a thoughtful and meaningful space by ensuring that everything has a purpose and that it serves to inspire and cultivate learning and literacy.

## Gathering Area

A gathering space is important to my classroom design as it provides a comfortable and safe environment to engage in read alouds, reading calendar and daily weather charts, anchor chart morning messages to the class, and a space for mini lessons. This space allows the teacher to “demonstrate the purposes of written



language and provide opportunities for students to experiment with reading and writing in many ways other than explicit teaching” (Tompkins, Bright, & Winsor, 2018, 70). By having a space designed to incorporate purposeful literacy imperative to students’ daily lives as well as reading for enjoyment and connecting to cross-curricular mini lessons, students are able to understand that literacy is part of communication and understanding, interest and motivation increases (Tompkins et al, 2018, 71).

## Loose Parts

Having unstructured play such as loose parts is engaging for students and promotes creativity and imagination. It is important to children’s mental and emotional health because it strengthens problem solving and critical thinking skills such as conflict resolution, as well as cognitive skills such as attention, memory, and concentration. Such is essential to kindergarten as it promotes independence and responsibility. Loose parts allow students to work together or apart to problem solve, negotiate, construct, and create (Early Learning Centre, Holy Spirit Catholic Schools). Loose parts not only improve literacy in cognitive abilities but also is a physical literacy skill, can be used to told stories, and connect with land literacies by using natural elements.



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# Centers & Exploration



Having literacy centers allow students to be immersed in the six strands of literacy in multiple ways. Centers can operate as routines to teach the ABCs by incorporating environmental prints, alphabet books, matching games for sounds and upper/ lowercase letters, sensory bins with matching beginning sounds and letter sorts (Tompkins et al, 2018 , 74). A new focus for centers would be introduced each month. Having a specific place where students can come to write with a printed alphabet for assistance is an important and consistent center (Tompkins et al, 2018 , 95). A writing center is important in order for students to write for themselves and their own purposes. They may use scribbles or single letter to represent more complex ideas and “as children discover that writing helps them understand and communicate with others, their interest in writing increases. They best learn the joy and power of writing when it is integrated in various themes and activities for a variety of purposes” (Tompkins et al, 2018 , 71). By having informal opportunities to learn and explore students can connect literacy for their own purposes and interests while also incorporating viewing and reading as well as sharing their ideas through writing, drawing, or technology and oral skills.



# Dramatic Play

Play based learning is a central element of my literacy space because “when young children plan and communicate through writing during play, they develop both literacy and cognitive skills” (Tompkins et al, 2018, 71). One element of play based learning could be dramatic play and can incorporate many elements of literacy. For example a grocery store dramatic play area could include environmental prints such as food packages, money, and credit cards, as well as written texts such as shopping lists and advertisements, and opportunities for students to write and draw by having pens, pencils, and paper to make their own lists and flyers (Tompkins et al, 2018, 72). Students are also able to develop oral communication skills and create their own stories and meanings orally.



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# Books

## Literacy Space

Having time and space to enjoy high quality literature such as picture books is essential to the classroom so that students can develop and practice reading habits discussed in class, such as viewing and interpreting pictures, tracking, predicting/ making up their own stories. Having access and choice when it comes to books is also essential and students may view or read books that they already know, are interested in, or even are too difficult to understand yet are all good experience for students even in kindergarten. Books could include phonetic or alphabet books, non-fiction and fiction, sight word little books, rhyming/ predictable books, and books without words. (Reader Motivation Presentation, 2019)



## Natural Elements

Having natural and land-based elements in the classroom is important for developing multiple ways of knowing to understand literacy contexts in and out of schools through continuous use of multiple forms of representation (Tompkins et al, 2018, 17-18). As part of the process of decolonization and reconciliation, bringing local and natural elements into the classroom provides space to identify, affirm, conserve, and create forms of cultural knowledge that nurture and protect people and ecosystems (Somerville, 2007, 151). Furthermore, when Canadian weather may prevent class from taking place outside, "embodied sensory experience of place is primary to language and representation" and in order for it to be available must be represented in some way, perhaps through natural and local elements in the classroom (Somerville, 2007, 154).

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# Multiple Ways of Knowing

Literacy Space

Providing access to many forms of literacy and a variety of literacy expression allows students to express their own ways of knowing in the classroom and features student choice and collaboration (Tompkins et al, 2018, 17-18). It is important in a time of increasingly digital literacies that students have access to keyboards and technologies to express their understandings and learn in multiple ways (Tompkins et al, 2018, 95). Students can express their understandings through play-based structures and through forms such as dramatic play, plants and life exploration, Lego and construction, art and music, drawing, writing, or typing, as well as using both physical materials and technology or apps to explore and learn during center times. These elements will be available at centers and throughout responses and as texts themselves.



## Documentation

Having a space for students to post their own work that they are proud of as well as creating class bulletin boards or work displays to not only provide an opportunity for parents/ guardians to view their child's work, but also inspire a sense of pride in student's achievements and growth from the beginning of the year to the end. Sharing writing for example, can benefit students by "creating authentic purposes for writing, a platform for thinking and learning, and the opportunity to build confidence in reading, writing, and speaking abilities. Sharing has also been found to help children develop a sense of community among their peers" (Tompkins et al, 2018, 95). Sharing through presentation or standing up and showing the class, as well as placing work around the classroom can be a simple but effective way of acknowledging the value of student's work and increasing their confidence.



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# Environment

The environment is one that is nurturing and home-like with different areas for centers, play, gathering, exploring, and reading encourages rich literacy play while also creating a sense of calm relieves anxiety (ELC, HSCS). By having specific spaces for dramatic play, loose parts, reading, writing, plant and life exploration, and a gathering area, expectation for various activities are clearer by connecting activities to spaces. The environment also promotes play to provoke investigation and group learning as well as encouraging language rich conversations and other literacy expressions (ELC, HSCS).



# Indigenization

Learning is “as a reflection of the culture and community in which students live” (Tompkins et al, 2018, 4), and therefore must include representation for all students. One aspect of indigenous philosophy that I would include in my classroom space and time is balance; by providing both western and indigenous viewpoints and practices as equally valid and important and as natural from Kindergarten up, students can appreciate and respect difference and diversities (Elder Blanche Bruised Head, Truth Before Reconciliation, 2019). “When the classroom environment, the curriculum, and resource materials are culturally meaningful and relevant for all students, they all have a better chance of succeeding academically and socially” (Tompkins et al, 2018, 12). Some examples of indigenous incorporation could be regular land acknowledgement in the classroom, using indigenous language in the classroom (Oki for welcome or hello in Blackfoot), asking Indigenous elders or knowledge keepers into the classroom and modelling protocols of respect such as giving gifts, and using medicine wheels or indigenous values as part of classroom routine. By incorporating indigenous elements purposefully and meaningfully it goes beyond acknowledgement to appreciation for the significant role that indigenous knowledge and values play in our society today with a colonial history and begins to bridge that gap for both indigenous and non-indigenous students.



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# My Literacy Classroom



Literacy Time

When thinking about how the use of time in my classroom would promote literacy and learning I focussed on the understanding that children learn for social purposes and so literacy learning requires social interactions and active participation (Tompkins et al, 2018, 4). I focussed my time planning around a constructivist approach for my philosophy of language and literacy by first establishing a community of learners, using exemplary literature, meaningful and genuine activities for decision making, teaching in context, and integrated instruction and assessment (Tompkins et al, 2018, XIII). The government guidelines indicate that 30% of the students' day should be literacy focused, but by including literacy throughout centers, unstructured play, and instructional time students can receive literacy instruction throughout the day and in many different ways.



## One Year Overview

The one-year overview for my kindergarten classroom starts with themes relating to the month of the year for topics that students would find interesting, relate to their own lives, and connect cross curricularly throughout all subjects. For example, April looks at Earth day and the environment connecting to Social Studies K.2.3 which also looks at environment, environment and community awareness focussing on recycling, this can be connected to math shapes and space by looking at the symbols used for recycling and extends to literacy skills for that month telling stories using rebus symbols and sight words, and promoting personal responsibility curriculum of independence by talking out how we can look after our planet through the choices we make.

April	May	June
Recycling Earth Day	Growth	
K.2.3 environment		K.2.5 Cooperation
Read simple texts using sight words and repetition	Writing words using phonological knows Reading simple texts	Writing words using sound sense and breaking down larger words into sounds
ters	Reading groups	
Writing using rebus/	Working in	
pictures	groups to tell/respond to stories	
Shape and space		
Looking after our environment/ recycling	Plants and growth	
e, month, year, season)		
independence		

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# One Year Overview

The literacy curriculum has been broken up into three sections: phonics, literacy centers, and responses to texts. “Phonics” as a strand follows suggested progression by Fountas & Pinnell alongside Language and Literacy recommendations to build phonological awareness as a foundation for reading and writing. “Young children need a variety of experience and several types of information to establish a firm foundation for their literacy development” (Tompkins et al, 2018, 72). Therefore, phonics instruction is incorporated into morning meetings, social studies mini lessons and centers, literacy centers, and builds skills upon each other as the months progress. For example, September phonics focusses on names (sorting, recognizing, and learning) this is infused in morning check ins where students place their name in a basket, in social studies unit K.1 I am Unique in exploring

Phonics	Names Sorting, recognizing, learning your name	Letter sounds rhymes/ syllables	Matching words and letter sounds	Ordering (first/ last) Build letter/ sound knowledge	Build words using phonics and known rhymes	Spelling patterns Linking sounds, blending to make words	High frequency words Sight words, build and write words	Read simple texts using sight words and repetition	Writing words using phonological knowns Reading simple texts	Writing words using sound sense and breaking down larger words into sounds
Follow this pattern, infusing phonics goals into literacy centers, morning meetings (more direct instruction), social studies outcomes, and responding to texts.										
Literacy Centers	Name sign in Building our name Games/ puzzles	Picture/ phonics cards matching games	Listening centers Headphones, read along books, videos, podcast stories	Word building activities	Writing centers Storyboard, comic, writing materials, puppets	Reading groups Book clubs, themes book choices	Daily Literacy centers adding new elements day/ week by week allowing students to choose where they would like to be to learn through games and play. Centers will be modelled and the focus will be on how we make good choices and building up concentration time, but students will have a choice in where they practice their literacy skills.			
Mini Lessons/ Responding to texts (based on personal responsibility and social outcomes)	Show me what you know Classroom routines, listening to who is talking	Songs Sharing our ideas Show and share	Listening and responding to others ideas Show and share	Generating own texts (video, drawing, presenting)	Exploring thoughts feelings and ideas Generating texts/ responses	Writing using rebus/ pictures	Working in groups to tell/ respond to stories			

names as one unique characteristic, literacy centers where students can build their name with a variety of materials or sort names, and connects with the theme of community building and routines.

Literacy centers also build for independence starting with limited choices and opportunities to model play based learning and adding choices over the months. Literacy centers incorporate the phonics and mini lessons’ focusses as well as continuous writing and reading centers. Literacy centers are also meaningful and authentic by relating to the month’s theme and other subject areas, promoting student choice and responsibility. Having centers with focusses but without regular direct instruction shifts the role of teacher and students so that “instead of being primary dispensers of knowledge, teachers provide students with reading and writing experiences and opportunities to construct their own knowledge through problem-solving, web-based inquiries and other dynamic interactive activities” (Tompkins et al, 2018, 4). Responding to text allows for a variety of mini lessons using read alouds. Each month adds a new literacy strategy to explore social studies and literacy curriculum (often connecting to other subject areas as well). Strategies include listening and speaking to promote more meaningful talk and responsive listening (Tompkins et al, 2018, 100).

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# One Year Overview

Literacy Time

Kindergarten	September	October	November	December	January	February	March	April	May	June
Themes	Community Building/ Routines	Pumpkins/ corn maze/ Thanksgiving	Hibernation/ seasonal changes	Winter/ Holidays	Community	Kinds of People/ Role Models	Spring	Recycling Earth Day	Growth	
Social	K.1.1 Unique characteristics	K.1.2 Characteristics of others (show and share)	K.1.3 Unique individuals	K.1.4 Respect	K.2.1 What it means to belong (stories)	K.2.2 important people to me	K.2.4 Groups	K.2.3 environment		K.2.5 Cooperation
Phonics	Names Sorting, recognizing, learning your name	Letter sounds rhymes/ syllables	Matching words and letter sounds	Ordering (first/ last) Build letter/ sound knowledge	Build words using phonics and known rhymes	Spelling patterns Linking sounds, blending to make words	High frequency words Sight words, build and write words	Read simple texts using sight words and repetition	Writing words using phonological knows	Writing words using sound sense and breaking down larger words into sounds
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Mini Lessons/ Responding to texts (based on personal responsibility and social outcomes)	Show me what you know Classroom routines, listening to who is talking	Songs Sharing our ideas Show and share	Listening and responding to others ideas Show and share	Generating own texts (video, drawing, presenting)	Exploring thoughts feelings and ideas Generating texts/ responses		Writing using rebus/ pictures		Working in groups to tell/ respond to stories	
Math	Number			Patterns			Shape and space			
Environment and Community Awareness	Introducing sensory bins			Symbols		5 senses		Looking after our environment/ recycling	Plants and growth	
Sensory centers, construction materials, daily routines (morning calendar, class schedule, date, month, year, season)										
Personal responsibility	Behaviours towards learning		Responsibility		Emotional Literacy			independence		

The Early Literacy curriculum for kindergarten is broad and allows for explorations of the six strands of literacy to explore thoughts, ideas and feelings, comprehend and respond personally and critically, as well as skills such as managing ideas, and clarity of information. In my one-year overview these are incorporated into the social studies curriculum as well as literacy centers, and the final outcome of respecting, supporting, and collaborating with others is present throughout all subject areas and activities. Additionally, play based learning allows for these outcomes to be explored informally, supporting direct instruction and literacy centers.

# My Literacy Classroom

Literacy Time



## Mini-unit

My mini unit focusses on the very beginnings of kindergarten and students first interactions with early literacy in a school setting. The unit is centered around an inquiry question that should “push us to the heart of things- the essence [and] hold vital importance in our lives to attempt to make sense of complicated ideas” (Jana Boschee, Teaching Reading, 2019).

The inquiry question for this unit is “Why are we all different?” As students begin to appreciate the social studies outcomes of everyone being unique and how they themselves as different to others, students can wonder and express *why* they think we are all different. This approach also incorporates conceptual learning focussing on a universal and transferable idea that students can think, puzzle, and explore while focussing on the essential understandings (Concept based learning, 2019).



Each lesson incorporates a reader’s workshop model where literature is introduced, read, responded to with a sharing circle, a mini lesson (focussing on forming or tracing letters) and extending meaning (connections to community building and routines) (Jana Boschee, Understandings of Literacy, 2019).

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# Mini-unit

Literacy Time

<b>Names</b>	<b>Monday (1 hour)</b>	<b>Course</b>	<b>ELA/ Social</b>
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## PROGRAM OF STUDY OUTCOMES

### K.1 I am Unique

GLO: Students will demonstrate an understanding of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.

#### K.1.1 Values and Attitudes

SLO: Students will value their unique characteristics, interests, gifts and talents

#### Enhances and Improves

GLO: The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication.

Attends to spelling

SLO: prints own name, and copies environmental print and words with personal significance.

## LEARNING OBJECTIVES

At the end of the lesson students will be able to:

1. Recognize that we all have names as a unique characteristic through discussion of the text (understanding)
2. Find their name and construct their name using art materials (creating)

## MATERIALS AND EQUIPMENT

- **The Name Jar- Yangsook Choi**
- **Students names on the smart board**
- **Printed names for students**
- **Art materials and glue (feathers, natural items)**

## PREPARATION AND LOGISTICAL CONSIDERATIONS

- First weeks in kindergarten are essential to routine and students may not know how to listen to others/ participate in class yet (this must be modelled and practiced)
- Students may want to go by a different name than printed in attendance- find out before hand
- Students will enter kindergarten at varying levels (recognizing their name vs being able to print their name) differentiate the lesson as needed (trace/ print)

## PROCEDURE

### Introduction

### Time

- Gather students on the carpet and explain that we are going to read a book together
- Explain that when we read books, we look at the pictures and listen to who is reading, eventually we will be able to look and read the words too
- Explain that you will read the words and then show everyone the picture so that everyone can see
- Set expectations for classroom behaviour- sitting down, waiting to see the pictures, listening quietly, raising hands...

5 min

### Body

### Time

#### *The Name Jar*

- 1) Model prereading to the students: point out what can be seen on the front cover, reading out the title and thinking out loud what the book could be about

20 min

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# Mini-unit

## Literacy Time

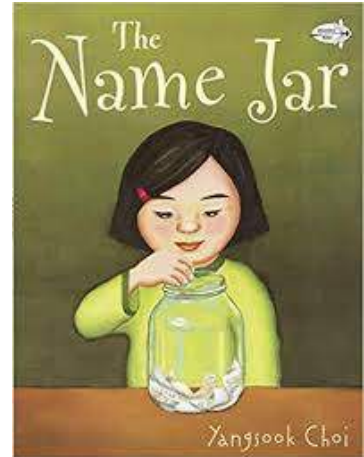
	<ol style="list-style-type: none"> <li>2) Read through the name jar pausing to ask questions about what students can see, what is happening in the book, and the name of the characters</li> <li>3) Depending on comprehension levels, ask why the girl is embarrassed of her name? Why would someone make fun of a name?</li> <li>4) Form a circle and explain how a talking stick works- may pass if not yet comfortable. Explain that names are very important because it is how we are spoken to and one way that we are different from one another. Pass the talking stick around and allow everyone to share their name and have the class repeat it back to them. Reinforce that it is important to say people's names correctly and that we can say if someone says our name incorrectly</li> </ol>	
<b>Names</b>	<ol style="list-style-type: none"> <li>1) Hold up an example of the name craft and explain that first we must find our name by matching our tag to the craft sheet. Set expectations for use of craft materials, sharing, and noise levels. Explain the different craft materials and that students can choose how they want to decorate their name and that everyone's will look different.</li> <li>2) Have students come up and find their name slip (with assistance if needed) and direct them to choose their type of seating. Reinforce that we are going to try and stay in the lines so we can read our names</li> <li>3) Students will use the materials to fill in their name however they choose</li> <li>4) Pause the class and explain how to clean up by putting material back and lids on glue, washing hands...</li> <li>5) Clean up materials and place art works on the tables</li> </ol>	25 min
<b>Conclusion</b>		<b>Time</b>
<ul style="list-style-type: none"> <li>• Explain that everyone has made their own unique name into a piece of artwork.</li> <li>• Reinforce that everyone has done very well at listening and practicing how we learn in kindergarten.</li> <li>• Explain that we are going to move around the room very quietly without hands linked so we do not touch other people's art.</li> <li>• View and celebrate each other's work</li> </ul>		5 min
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• Formative: discussion of the text/ participation, matching their name slip to the sheet at their table</li> </ul>		

The first lesson is all about demonstrating the process of read alouds and reinforcing that we are all readers. The lesson demonstrates viewing and reading pictures as a valid and important part of literacy so that students can learn how to participate in interactive read alouds and prepare for independent or group reading at literacy centers (Tompkins et al, 2018, 83). The Name Jar serves as an identity text, looking at a Korean girl who has immigrated to North America. By using this text students can not only focus on Kindergarten literacy outcome of recognizing and learning to write their name but also set up the classroom as a safe space for students from all ethnic and racial backgrounds and languages.

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# Mini-unit

“Sharing multicultural literature through read-alouds is one of the most beneficial ways teachers can help students experience cultural diversity” (Tompkins et al, 2018, 15). Since students entering Kindergarten can be at varying levels when it comes to recognizing and printing names, an activity that simply asks students to find and spend time filling in their name, allows students to feel successful and confident from the beginning and progress to tracing and printing their name. The overall aim of this lesson is to cultivate a sense of confidence in reading and writing so that it is not seen as something to be achieved but constantly worked towards and improving no matter how small the starting point.

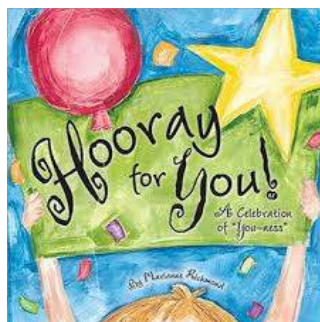


Literacy Time



The second lesson builds upon the first, introducing the inquiry question as students continue to explore in what ways we are different by responding to text. The lesson used the POEM cognitive strategy where students use information from the previous day to predict what the book could be about. Then students are asked to comprehend the text organizing the

information by pausing throughout the book to understand what is happening. Through a sharing circle, students elaborate by applying the information to their own experiences of being different and whether it is good or bad. Students then elaborate by identifying a way that they are different. By reminding students at the beginning of each lesson ideas we have explored so far, students can build on this each day through a kindergarten friendly ‘inventory’ (Jana Boschee, Understandings of Literacy, 2019). After responding to the social studies outcomes in context and learning how we can share our ideas orally and respectfully, journaling is introduced as part of kindergarten routine. The introduction for journaling allows students to express their ideas in a creative way and begin to understand how literacy expresses ideas.



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<b>Journals</b>	<b>Tuesday (1 hour)</b>	<b>Course</b>	<b>ELA/ Social</b>
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## PROGRAM OF STUDY OUTCOMES

### K.1 I am Unique

GLO: Students will demonstrate an understanding of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.

#### K.1.1 Values and Attitudes

SLO: Students will value their unique characteristics, interests, gifts and talents

### Enhances and Improves

GLO: The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication.

Attends to spelling

SLO: prints own name, and copies environmental print and words with personal significance.

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## LEARNING OBJECTIVES

At the end of the lesson students will be able to:

1. Identify 2-3 of their own unique characteristics (understanding)
2. Trace or print their name (Knowledge/ remembering)

## MATERIALS AND EQUIPMENT

- Hooray for You! A Celebration of You-ness – Marianne Richmond
- Journals
- Writing, drawing, coloring materials

## PREPARATION AND LOGISTICAL CONSIDERATIONS

- Continuing to reinforce read aloud process- pre-reading, predicting, listening, thinking and applying information in the story

## PROCEDURE

Introduction		Time
<ul style="list-style-type: none"> <li>• Remind students of yesterday's text and discussion about names</li> <li>• Explain that today we are going to think about some other things that make us unique/ special/ different from each other</li> <li>• Set expectations for book reading as the day before</li> <li>• Pose the question to the class: "I wonder why we are all so different?"</li> </ul>		5 min
Body		Time
<i>Hooray for You!</i>	<ol style="list-style-type: none"> <li>1) Look at the front cover and ask students what they can see, read out the title and ask what the class think the book could be about</li> <li>2) Read through Hooray for You pausing to ask questions about what students can see, what is happening in the book, and about students' own characteristics</li> <li>3) Pose the question: is it good to be different? Why or why not?</li> <li>4) Form a circle and reinforce how a talking stick works- may pass if not yet comfortable. Explain that being different is</li> </ol>	25 min

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# Mini-unit

Literacy Time

	<p>a good and important thing. We are all good at different things, we all look different, and that being different makes our class stronger</p> <p>5) Ask students to share something about their appearance (give examples: eye color, hair color, I wear green...)</p> <p>6) Repeat asking students to share something they are good at/ enjoy</p>	
<b>Journaling</b>	<p>1) Take out student journals and explain that everyone has their own special journal for the whole school year.</p> <p>2) Show students where to trace their name on the front cover</p> <p>3) Demonstrate the lines for writing and space for drawing to share our thoughts.</p> <p>4) Explain that we are going to draw a picture of ourselves and something that we are good at. Then tell that students are to do their best coloring in when they are finished and that tomorrow, we will do some writing.</p>	20 min
<b>Conclusion</b>		<b>Time</b>
	<ul style="list-style-type: none"> <li>As students finish the teacher can write in what students have drawn for their talents as captions.</li> <li>Show students where to place their journals as part of a routine.</li> </ul>	10 min
<b>Assessment</b>		
	<ul style="list-style-type: none"> <li>Expressing their ideas of unique characteristics in the sharing circle, through their drawings, and orally to the teacher to caption.</li> </ul>	

The third lesson incorporates song which can be used as part of the “show me what you know” (Richgels, Poremba & McGee, 1996)) strategy for phonics, letter recognition, sounds, and sight words as well as introduce “song for learning” to explore rhyme, repetition, tracking, and fluency (Iwasaki, Rasinski, Yildirm, & Zimmerman, 2013, 138) “Show me what you know” offers innate differentiation, opportunity for all students, and a way to formatively assess students



understanding. The strategy also allows for growth in confidence in the classroom and a way to positively reinforce participation at any level. Introduction to letter sounds and stretching out sounds can be modelled as well as tracking. “It is crucial that explicit instruction to teach children to identify and print the letters of the alphabet be embedded in meaningful and authentic reading and writing experiences” (Tompkins et al, 2018, 73). Having a song that students can connect to and enjoy while also exploring phonics and letter recognition demonstrates an authentic reading experience. The writing experience is introduced by using journals. “Emergent writing is important to young children’s development as writers because it gives them an opportunity to experiment with written language” (Tompkins et al, 2018, 94). The journaling uses scaffolding where students can copy, trace, and even stick in words to make meaning and begin to take part in the writing process. The writing asks for knowledge from the previous days (name tracing or printing) as well as potentially new knowledge of letters. Students have an opportunity to share and celebrate their journaling.

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I am...	Wednesday (1 hour)	Course	ELA/ Social Studies
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## PROGRAM OF STUDY OUTCOMES

### K.1 I am Unique

GLO: Students will demonstrate an understanding of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.

#### K.1.1 Values and Attitudes

SLO: Students will value their unique characteristics, interests, gifts and talents

#### Enhances and Improves

GLO: The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication.

Attends to spelling

SLO: prints own name, and copies environmental print and words with personal significance.

## LEARNING OBJECTIVES

At the end of the lesson students will be able to:

1. Appreciate that we all have different and unique identities made up of many elements (understanding)
2. Trace or print their name, and the phrase "I am"

## MATERIALS AND EQUIPMENT

- Journals
- Writing materials
- Pencil grips for those new to writing

## PREPARATION AND LOGISTICAL CONSIDERATIONS

- Have song playing throughout the week to prepare students for the lesson

## PROCEDURE

Introduction	Time		
<ul style="list-style-type: none"> <li>• Remind students of what they have learnt so far using books as prompts (names, being unique...)</li> <li>• Ask students what unique/ different means</li> <li>• Hold up the books again one at a time asking if anyone can remember what we talked about                             <ul style="list-style-type: none"> <li>○ What did the book teach us?</li> <li>○ Is everyone good at the same things?</li> <li>○ Does everyone look the same?</li> <li>○ What are you good at?</li> </ul> </li> <li>• Ask the students why they think we are all so different?                             <ul style="list-style-type: none"> <li>○ Use answers to explore the question more throughout the unit</li> </ul> </li> </ul>	5 min		
Body	Time		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; width: 20%;"><b>Show me what you know</b></td> <td>1. Show students the first few verses of the lyrics on a chart or smart board and explain that we are going to be learning the song.</td> </tr> </table>	<b>Show me what you know</b>	1. Show students the first few verses of the lyrics on a chart or smart board and explain that we are going to be learning the song.	5 min
<b>Show me what you know</b>	1. Show students the first few verses of the lyrics on a chart or smart board and explain that we are going to be learning the song.		

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# Mini-unit

Literacy Time

	<ol style="list-style-type: none"> <li>Ask students if they can find the first letter of their name in the words and pick a couple to come up</li> <li>Review sounds of these letters</li> <li>Highlight "I am it" and ask students if anyone can identify these words</li> <li>Model using sounds to stretch out and form words</li> </ol>	
<b>What I am</b>	<ol style="list-style-type: none"> <li>Play the song for the students and have everyone listen for the first time</li> <li>Play the song again and have students watch as you follow the words on the chart</li> <li>Have students try and sing along with the video</li> <li>Discuss what the words mean- what do you think the song is about?</li> </ol> <p>The song says            "What I am is helpful,            What I am is special,            There's nothing I can't achieve,            Because in myself I believe in"</p> <p><b>What do you think you are?</b></p> <ol style="list-style-type: none"> <li>Form a sharing circle and have students repeat "I am _____" encourage students to think about what they are/ what they want to be.            Explain that everyone's answer will be different and reinforce that this makes our class strong and unique.</li> </ol>	15 min
<b>Journals</b>	<ol style="list-style-type: none"> <li>Remind students of journaling expectations</li> <li>Demonstrate writing in the teacher journal copying or tracing "I am (name). Demonstrate copying/ tracing "I am____" and choosing a word to trace or stick into the journal.</li> <li>Have students trace or copy "I am (their name), I am _____"</li> <li>Ask students to choose from word strips or come up with their own adjective to describe themselves or use one from the song to copy/ stick into their journals</li> </ol>	10 min
<b>Conclusion</b>		<b>Time</b>
<ul style="list-style-type: none"> <li>Have students that feel comfortable lay out their journals and do a walking tour of the classroom</li> <li>Remind students that we look at each other's work with only our eyes</li> <li>Reinforce how special and different everyone in the class is</li> <li>Reinforce that we are all writers and readers holding up journal writing and drawing work and the books and song that we have read together</li> </ul>		5 min
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>Formative: tracing/ printing of name and "I am"</li> </ul>		

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# My Literacy Classroom



The three lessons in this mini unit can use formative assessment to inform centers and check ins based on student abilities. Not only is this unit a great start to the school year to assess abilities when it comes to phonemic knowledge and printing, it also sets the tone of the school year by celebrating our differences as a class and learning about each others differences. Using literacy time to build a community that is safe and nurturing in order to share and grow is important to me as a teacher and to my teaching philosophy in order to challenge the inequalities and injustices that we see in the world. I want to create a space that is apart from such gaps and overcome them in the classroom through representation, questioning, and creating a community. All students and literacies are accepted in my classroom as this design is not static, but will adapt and change depending on the students and their needs. I believe that with sound pedagogical reasoning and the research that I have completed, these ideas could be created in most schools, however the allocations of literacy time I have given is best suited to a full-day kindergarten model. I came to know that these were my ideas surrounding literacy and learning from seeing kindergarten classes throughout my practicums so far and questioning their designs and time uses, combined with viewing how different these were from those seen on the field trips. From the reading I have done and conversations with teachers I believe that this use of time and space for literacy would be engaging, effective, and nurturing for my students to learn and grow; both in their literacy and as people by learning more about themselves, each other, and the world we live in.



A curation of literacy space and time through classroom design, a one year overview, mini unit, and daily literacy time

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# My Literacy Classroom



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