

FOUNDATIONAL LITERACY LEARNING: THE POWER OF STORY

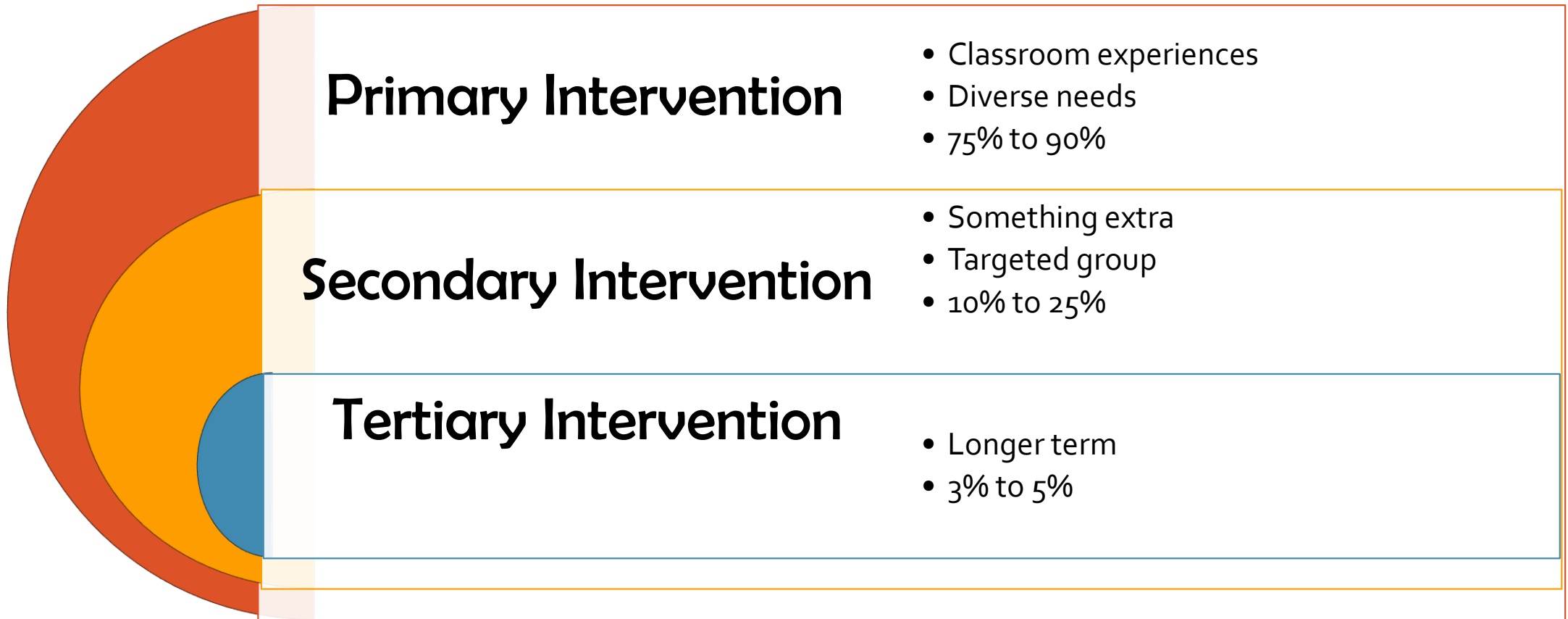


Manitoba Early Literacy Intervention Teachers

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Manitoba Education

Everyone is an intervention teacher



Read first, teach later

- Stories and Poems
- Variety of genres: narrative, fiction, non-fiction, informational, instructive
- That you have loved
- That the librarian recommends
- That another teacher used
- That the principal shared
- That was a gift
- A book from home, the library, or the classroom reading nook

Young children need to hear stories that will develop their imagination, help them to fly on the wings another's imagination.

Charlotte Huck

What will this accomplish?

- Enjoy what books have to offer
- Book language (evident in independent activities such as play)
- How to use the cover and the title
- How to orient yourself to the story
- How books are sometimes a favourite for all children and sometimes a favourite for some children . Understanding personal preferences.

- The power of language: Juicy, flowing, interesting, exciting
- The author's craft: how to be a story writer
- The illustrator's craft: how the art of illustration supports the art of story
- How some stories are like other stories
- How some stories are worth hearing over and over again.

And...

- How books and print work:
 - Front to back
 - Top to bottom
 - Left to right
 - Words contain the story (initially that pictures tell the story)
 - How some words occur often (high frequency)
 - The story remains constant (never changing unless they create a different one in writing)
- How words and letters work
 - Linking sound sequence to letter sequence
 - How what you know about some words helps to figure out new words



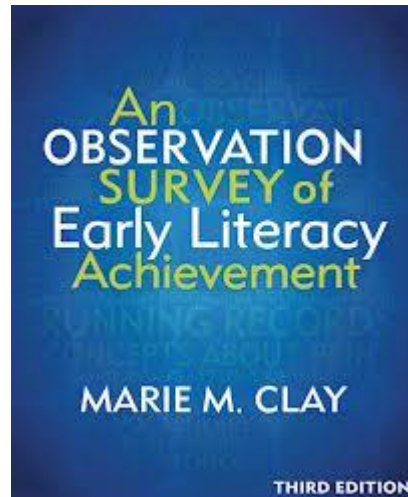
“We can make things with them. Here’s a square.
A triangle on top makes it a perfect house for a
little mouse.”

So first of all
came the youngest
billy-goat Gruff
to cross the bridge.
Trip, trap! Trip, trap!
went the bridge.

**“WHO’S THAT
tripping over my bridge?”
roared the Troll.**



Concepts About Print



[illegible]



Rosenblatt, 1938



writer

• The Story (Poem)

reader



Rereading familiar Stories and Poems

- gives the child a sense of predictability, security in what they know, an appreciation of taking time with something you know.
- gives the children a feel of power and success (agency) over the process of reading.
- gives the children the opportunity to notice more.
- allows the teachers to point out some things that some of the children had not noticed.
- allows children to develop their oral language and conversational ability to talk about stories with increasing complexity.

Time for Children to Read and Write Independently: A Massive Amount of Easy Reading

- This is the greatest predictor of later literacy success (Schonell, 1947, Simpson, 1962, Allington, 2019)
- Time to read big books, smaller versions of the big books
- Little books used to instruct
- Their choice

They need this time to use what they have learned in an independent activity (to internalize their learning).



Read
Aloud

Shared
Reading

Guided
Instruction

Independent time
with books

Power comes in linking (e.g. noticing when
someone is talking)



Reading or Writing Stories (Aloud or Shared)

- Should happen about 5 times a day.
- Brief periods, about 10 minutes
- Reading and writing stories by
 - Reliable, well-published, prize winning authors
 - Favourite authors
 - Canadian authors
 - Diverse authors that reflect the diversity in the classroom
 - Local authors
 - Authors from the classroom
- Multiple genres and themes (numeracy, social studies, health, science, music etc.)

Sharing Reading and Writing of Stories

The result of stories that have already been read

- Fosters a sharing of the reading or the writing
- Might be whole class but might also be small group or individual children
- Gradual release of responsibility on the part of the teacher according to student needs

Independent Reading and Writing Time

- To be valued
- Of high importance (from K to 12)
- All kinds of reading items
- Can take place anywhere . . .
- Can be alone, but can also be with a couple of friends, possibly the whole class at the same time, volunteers, older students
- Can last a short time, but
- All children need time to read books they want to read.

Instructional time with a small group

- Instruction or Consolidation in reading or writing
- A little bit of instruction that may reinforce some aspect of other work
- **About** 10 minutes
- The children will have time to take the little bit of teaching and “play” with it in independent time.
- Teachers should observe/look for the effectiveness of their instruction in children’s other activities.
- Using little stories that can be read in their entirety (for young children)
- That children can choose to read independently

Making stories memorable: How can they “play” with a story?

- Reading it for themselves or with friends
 - Small sheet reproduction of a chart story or poem (perhaps multiple copies)
 - The actual book
 - Smaller versions of the actual book
 - A variety of versions of the same traditional story
- Drawing, painting, modelling, creating
- Dramatic play: costumes and props, puppets, plastic characters, paper characters
- Writing
- Block play (can they make a house for the old lady who lived in the shoe?)

Professionals Designing with Intentionality

Cloudy thinking

"Cute" is not a learning outcome

"Because I always did it at this time in this way"

"It looked good on Pinterest"

- Play based learning centre or an inquiry based project
- In every aspect of the classroom setting, schedule,
- Purposeful learning opportunities for these students at this time.



Here's to teaching more powerfully!

