



The Keeper of Safeness

Teaching Foundational Literacy
Skills in a Meaningful Context





Focus Question

How do we teach foundational literacy skills in a meaningful context?



WILLIAM JOYCE

OLLIE'S ODYSSEY



OUR ENRICHED LITERACY GOAL:

- Social Emotional
- Foundational
- Applied Literacy



NEW YORK TIMES BESTSELLER



THE
IMPORTANCE
of BEING LITTLE



WHAT YOUNG
CHILDREN REALLY NEED
FROM GROWNUPS

ERIKA CHRISTAKIS

"An impassioned plea for educators and parents to put down the worksheets and flash cards, ditch the tired craft projects and exotic vocabulary lessons, and double-down on one, simple word: play." —NPR.ORG



5 essential components of reading

- phonological awareness
- phonics
- fluency
- vocabulary
- comprehension

"Good instructional practices treat these five reading skills as highly interdependent and teach them *in concert*, not in sequence."

- *Erika Cristakis*



two 45 minute
reading "blocks"



Pre-reading | Entering

During Reading | Comprehending

Post-reading | Creating

*RL.1.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

*SL.1.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

central message

key ideas



Part 1

The Keeper of Safeness



Pre-reading

Vocabulary



Murmured
Favorite
Belonged
Mysterious
Distinction
Marveled



Pre-reading

Call and Response

So keeping Billy safe was Ollie's favorite thing to do.

He'd put his head on Billy's chest and listen to his heart.

I am the Keeper of Safeness.

Favorite. That was a big word.

Being favorited was a special distinction.

There can only be one favorite for any child.



Pre-reading

Entering Text with
Central Message



Entering Text

So keeping Billy safe was Ollie's favorite thing to do. He'd put his head on Billy's chest and listen to his heart.

What's a big idea? _____



During Reading

What's the big
idea?



What's the big idea?

1. On post-it notes write down all the big ideas of the text.
2. As a group, decide on what the "awfully hugest" idea of all is.



Post-Reading

Text-to-Self Connections



schema theory - "how we store our knowledge, how we learn, and how we remember what we learn"

"Homes in the Mind"

connecting the known to the new

Mosaic of Thought, Keene and Zimmerman

favorites

1. What are some of Billie's favorite things in the chapter?
2. Write a description of at least two of *your* favorite things. Include the what and the why.

My favorite _____ is a _____ because



5 minute break

Key Ideas of Today's Workshop

1. Visibility of text
2. Read aloud extensively—then intensive focus on decoding small visible portions.
3. Repeated experiences with words and phrases
4. Books in hand



Part 2

An Awfully Huge A-Venture



*SL.1.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

*W.1.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.



Pre-reading

Guided Movement

All day long there were forts to build and trees to climb and bikes to ride and games to make up. Billy and Ollie lived most of their time in made-up adventures. It didn't matter if it was rainy and they were inside, or if it was sunny and they were out. All that mattered from morning to night, was the Billy and Ollie were always together, never apart.



During Reading

What are the big adventures in the text?



Adventure Sketches

1. Sketch your favorite adventure in detail.
2. Share with a partner. Try to guess each other's. Explain why that adventure is your favorite.



Post-reading

Slideshow
Storytelling



*W.1.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.



Slide Show Storytelling

Step One

Based on your phrase, in your group, create a story with a beginning, middle, and end



Step Two

1. Group 1 shares story with Group 2.
2. Group 2 asks Group 1 questions about details.
3. Group 1 answers.
4. Reverse and repeat.



Step Three

- Choose a narrator to tell your story in one minute.
- Create a "slide" for the beginning, middle, and end of your story.



Reflection & Transfer Time

How will you take what
you've learned and bring it
back?



See you tomorrow!