

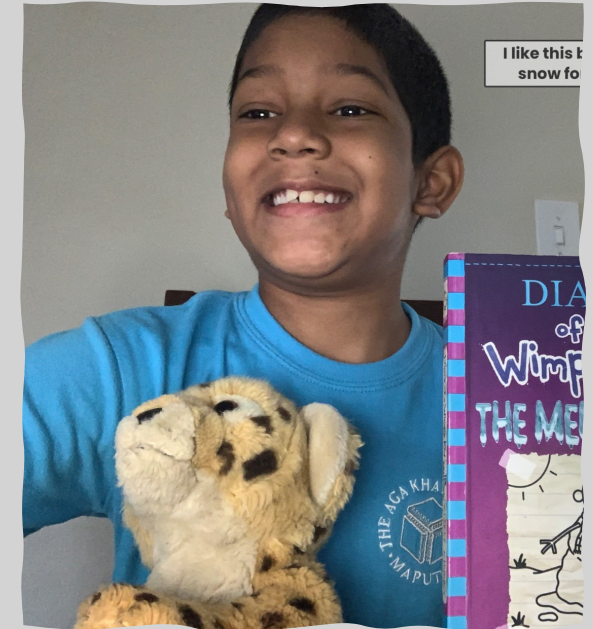
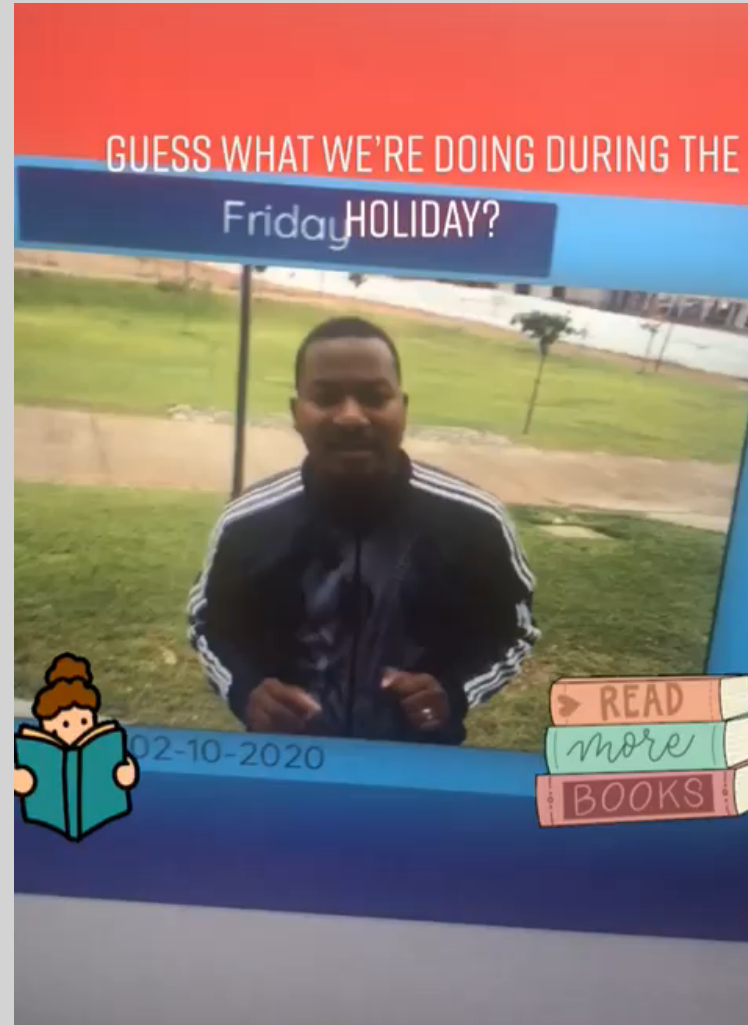


Literacy in the PYP: Online and
Offline

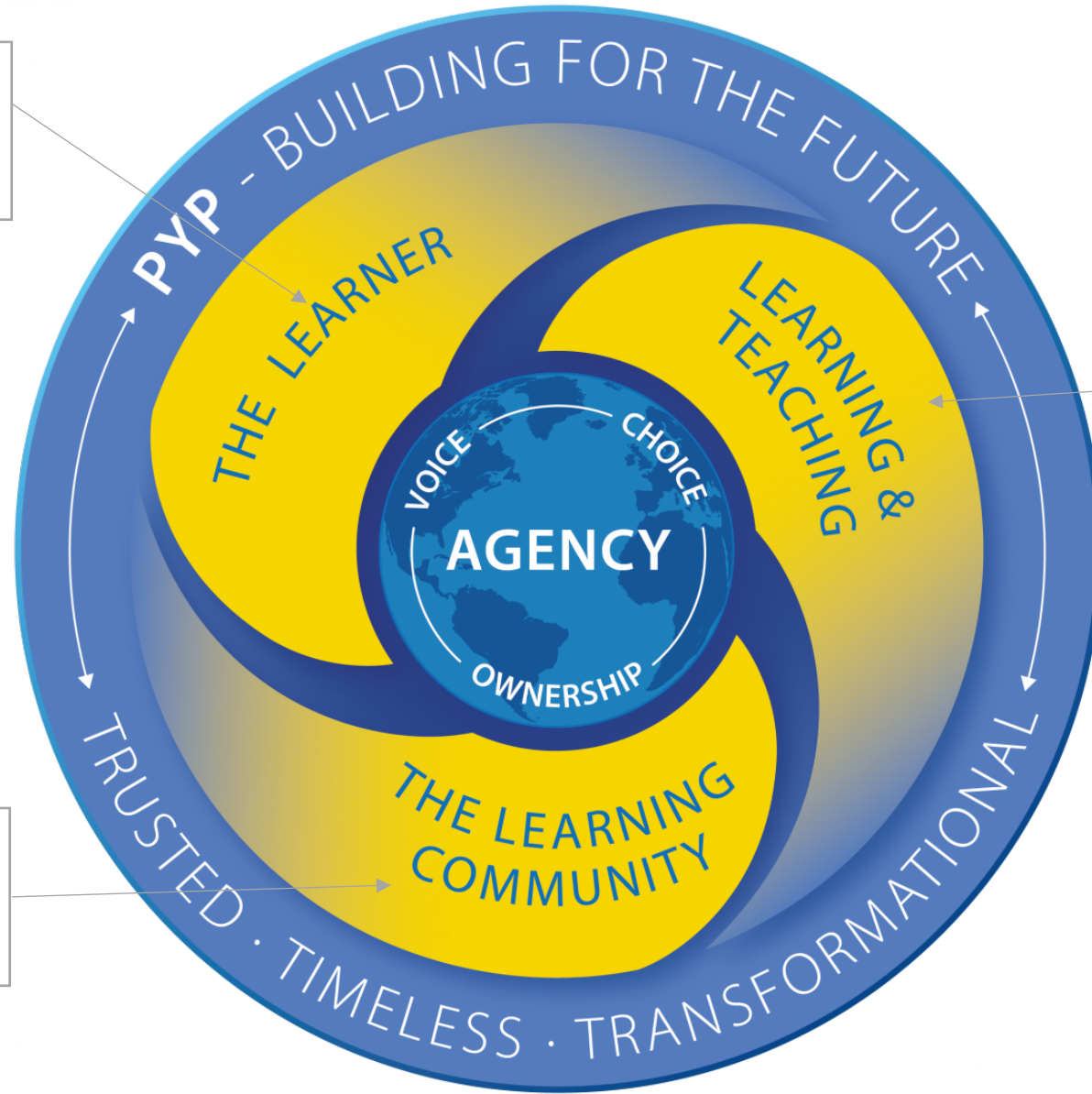
AKA Maputo Parent Session



Have you noticed...



What is learning?
What are our children
learning?



How can we best support
our learners?

Who supports learning
and how can we work
together?

How do you decide what my child will learn?

Our **practice** is transdisciplinary, inquiry based and holistic

Our **outcomes** are connected to the Common Core Standards – we routinely assess progress through observation, assessment tasks, and questioning

Share your thoughts

In the chat box share your favourite reading memory

It could be from your own reading, or reading with your children

Transdisciplinary Learning, Inquiry and Literacy

We **ask questions** (and have children ask them too) to engage children and promote deeper thinking

We **make connections** across and between traditional subjects to give our learning depth and purpose

We look for **real-world application** of our learning to help students become life long learners, not 'pass' school

We **promote literacy** (in multiple languages) to give our children the best tools to access the world around them

We **learn through play**, through action and through asking questions to build a broad range of skills at each stage of development

Choosing texts



Familiar shared stories – these encourage repetition and help children understand patterns and structures and develop prosody. Boost a love of reading and confidence in story telling



Independent reading practice – chosen based on current reading level and skills to practice, something they can read by themselves to practice fluency, strategies and comprehension. These should boost confidence as the child sees themselves reading!



Instructional reading practice – slightly above each child's reading level, the support of a teacher/adult/group is needed to support fluency and comprehension



Read alouds – above the child's own reading level and driven by interest these model great reading practices and develop a love of reading (great for bedtime stories!)



In practice - Kiran



Familiar shared stories – We read and acted out The Gruffalo. We know and enjoy the pattern of the story. He also re-read sections of a Pokémon 'fact' book



Independent reading practice – he uses his RAZ kids account to read books at his level. He likes reading to himself, so we balance between this and reading out loud to us



Instructional reading practice – Mr MC selects skills to target and suggests activities/books to practice these. He needs some support.



Read alouds – at bedtime we are reading The Boy Who Grew Dragons





What does this look like for my child during online learning?

- Read alouds – linked to the learner profile, the Unit of Inquiry, events, and to skills being practiced
 - Individualised reading practice (using RAZ Kids/Epic)
 - Targeted instruction – videos, mini lessons, etc to teach, model and practice specific skills
 - Writing connected to the UOI and targeting specific types of writing to build expression and engagement
 - Opportunities and encouragement to read and write in different languages
 - Real-world application; maximising opportunities to read instructions via Seesaw
-



Task 4. Dear/Phonics: Blending. 11-11-2020

Good morning!

Watch the video, then record a video of yourself blending the sounds to read the words.

Families: please record a video as we can see how your child makes the sounds (this is more helpful than an audio recording) - thank you!



Task 4: DEAR/guided reading. 14. 09.2020

Drop Everything and Read

Instructions

Click on the to watch a about main idea and supporting details

Find the story attached on the student template

After reading, answer the following questions:

a) what is this story mostly about (topic)?

b) what is the author's point about the topic (main idea)?

You may use your language book to write, and take a send to the



or use a to answer these questions

Enjoy your reading

Lesson examples



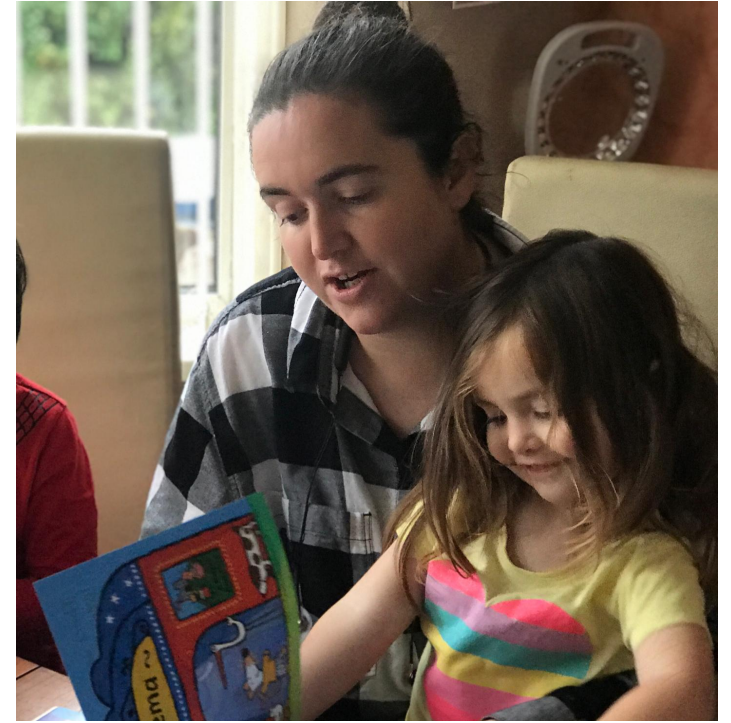
What does literacy look like as we return to school in person?

- Whole class read alouds, small group shared reading, individual reading practice
 - Differentiated instruction will continue (in both Portuguese and English)
 - Strong transdisciplinary connections between reading, writing and the Units of Inquiry
 - Personalised reading pathway based on assessment, student interest, and teacher observation in both languages; choosing books and skills to focus on to best support each child
-





Supporting my
child: The power
of reading



The power of reading

- Building relationships
- A love of reading
- Connection to the world around and beyond them

Supporting Literacy at Home

Learning to Read

- Copy the strategy the teacher uses at home – repetition is always helpful in reading!
- Reading to someone every day for at least 20 minutes

Reading to Learn

- Finding things to read that spark interest
- Helping your child to find answers to questions that they have
- Write down things they learn/ their thoughts

Reading for Pleasure

- Model – let your children see you read/talk about things you've read
- Wide range of reading: books, magazines, newspapers, comics, blogs, websites, menus... anything!
- Play!

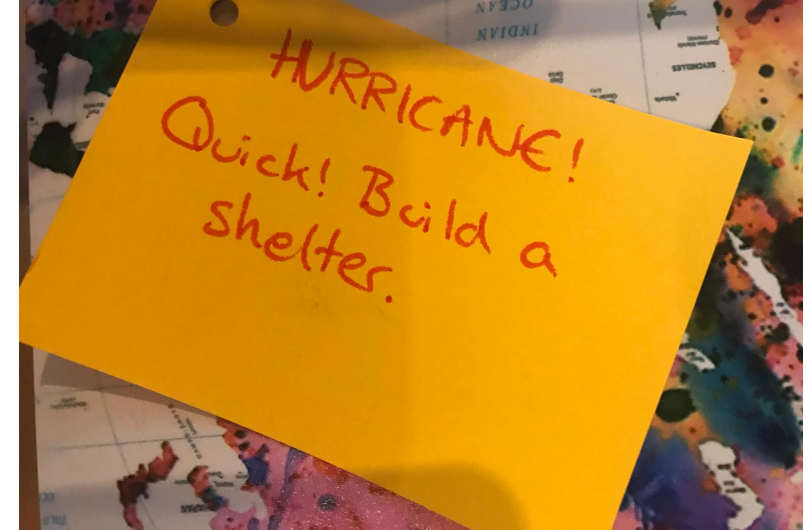


Ways to sneak literacy into play: beginning readers

- Make words from magnets, letters, play dough
- Copy or trace familiar letters
- Retell stories by dressing up or using toys/puppets
- Match letters and objects

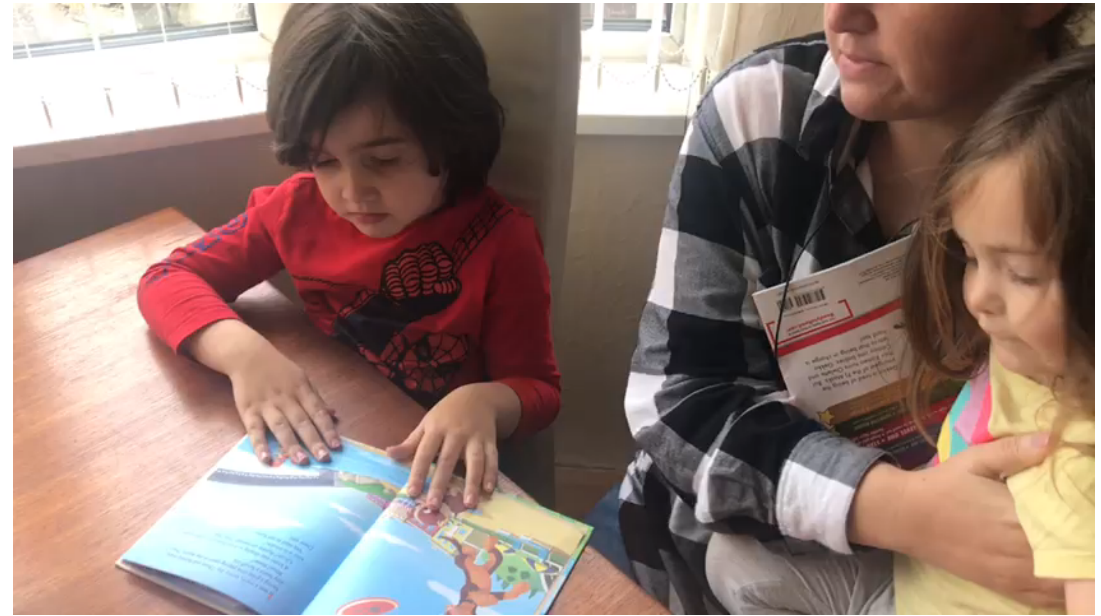
Children who are reading

- Lego/Drawing challenges:
 - Have your child build or draw a desert island
 - Write out some 'challenge cards' such as;
 - You need a vehicle to get around your island. What can you create?
 - Pirates are coming to raid your island – build/draw something to scare them off!
 - Your child has to read the card out loud (fluency) and then complete the challenge (comprehension)



Children who are reading

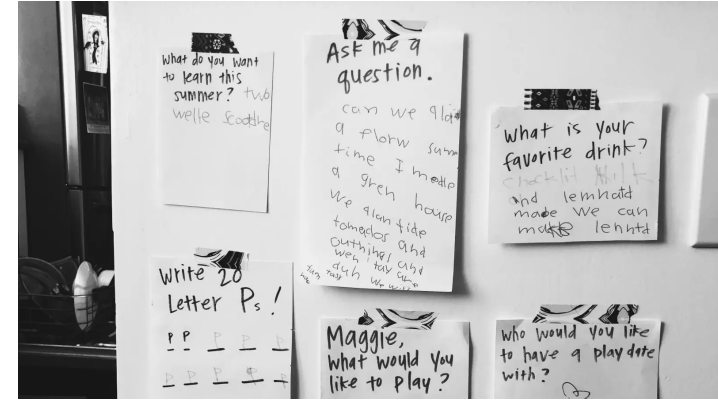
- Silly story:
 - Choose and read a familiar story (e.g. Goldilocks and the 3 bears)
 - Change 1 thing (the bears have security cameras)
 - Talk about, act out or write out your new silly version



Children who are reading

Message wall:

- Leave written notes to your child (give them reason to read them such as an invitation to play, a question to answer)
- Encourage them to write back to you





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EDUCATION

Obrigada