



***“Choosing Hope in the Literacy Classroom:  
A Teacher’s Journey”***

**February 4, 2023**

**DESCRIPTION OF SESSIONS**

**Session 1 (10:15-11:00)**

**VISUAL-BASED LEARNING THROUGH ANIMATION AND WORDLESS-BOOKS (Lory Haas, LSC 230A)**

The purpose of this interactive workshop is to provide participants visual-based learning strategies to develop and strengthen students’ literacy using wordless picture books and silent animated videos. These engaging tools support strategies, such as developing oral language and sense of story, increasing vocabulary, sequencing, inferencing, critical thinking, and emotional connections.

**USING BLUEBONNET BOOKS AS ENTRY POINTS TO STANDARDS-BASED TEACHING (Amber Godwin, Elizabeth Gross, LSC 230B)**

Ways in which specific titles are consistently supportive of diverse learners will be highlighted. Also, an examination of how Bluebonnet books allow for a larger worldview and why it is necessary to keep these books and books like these in the hands of our 3<sup>rd</sup>-6<sup>th</sup> graders will be discussed. Finally, we will look at how they could be appropriate for 7<sup>th</sup>-12<sup>th</sup> graders as well as an entry-point into standards-based teaching.

**CAN I PLAN FOR STUDENTS WITH DISABILITIES IN LITERACY? YOU BETCHA! (Jessica McQueston, LSC 241A)**

The “BETCHA” planning strategy allows educators to plan how to include students with disabilities, especially students with extensive support needs, in their general education classrooms with their peers without disabilities. The strategy will be reviewed, and time will be given to discuss how this might work in their current/future settings.

## **STRATEGIES FOR ORAL LANGUAGE DEVELOPMENT IN ENGLISH FOR YOUNG EMERGENT BILINGUALS (Mary Petron, LSC 241B)**

Research confirms that first language development is critical for young emergent bilinguals. However, educators who only speak English have a role to play as well, particularly in schools where bilingual programs are unavailable. In this session, participants learn strategies to assist emergent bilinguals in developing oral language in English.

### **Session 2 (11:15-12:00)**

#### **TEXT STRUCTURE TO IMPROVE COMPREHENSION (Andrea Beerwinkle, LSC 230A)**

Attendees will learn how the proven text structure strategy can easily be implemented in K-12 classrooms to improve reading comprehension.

#### **MAKER + CONTENT + PICTURE BOOKS—WHAT'S THE BIG IDEA? (Ashley Crane, Heather Adair, LSC 230B)**

Make it stick! In this collaborative, hands-on, low-tech, interactive workshop, investigate how to develop learners' concrete connection to content knowledge using picture books and maker activities to enhance literacy. An opportunity to brainstorm potential adaptations for varied learning scenarios will be provided.

#### **INTERACTIVE READ-ALOUDS WITH EMERGENT BILINGUALS (Mayra Vargas, LSC 241A)**

During the interactive read-aloud with emergent bilingual students session, participants will gain a deeper understanding of an interactive read-aloud and culturally sustaining pedagogy for emergent bilinguals. In doing so, teachers will learn how to implement instructional practices that promote students' cognitive, linguistic, and cultural needs.

#### **BUILDING FLUENCY THROUGH PRACTICE AND PERFORMANCE (Chase Young, LSC 241B)**

We will first discuss meaning of reading fluency and its important role in the reading process and instruction and demonstrate effective reading fluency strategies you can use in your classroom. It should be a good time!

### **Session 3 (1:15-2:00)**

#### **READ-ALOUDS: DO THEM RIGHT! (Joyce McCauley, Tanya Burk, Genesis Fritsche-Sens, Kayla Strain, LSC 230A)**

Do you know how to "perform" a powerful read aloud for children in grades K through 3? There are several techniques to learn to be able to keep the children engaged. In this session, we will share some tried and true tips. Be ready to participate!

**THE POTENTIAL OF WORDLESS PICTURE BOOKS FOR LANGUAGE LEARNERS (Sekineh Nasiri, LSC 230B)**

This session will describe how using wordless picture books with Emergent Bilinguals can support all language domains: listening, speaking, reading, and writing. Additionally, the session will offer a wide variety of strategies such as creating stories and blocking words to implement wordless books in classrooms.

**ADAPTING TEXTS FOR STUDENTS WITH DISABILITIES (Jessica McQueston, LSC 241A)**

Students with disabilities legally should have access to grade level curriculum, despite what their level of needs are. This session will walk participants through how to adapt texts and multiple tools that can be utilized for current and future general and special educators.

**INTEGRATING PLANNING FOR MIDDLE GRADES ESL SCIENCE (Jill Pagels LSC 241B)**

ESL students in middle grades content area classes have a unique opportunity to build academic knowledge and language proficiency. Integrating the SIOP framework into content area lessons is essential for inclusion. After grounding the integration, this interactive presentation explores options for planning that support all students in our classrooms.