

# PLC ASSIGNMENT

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MCGILL UNIVERSITY | 30/03/2016

Developing life-long readers and promotion of reading in the classroom

Taking into consideration that the classroom is a grade 1 and 2 split, it is greatly relevant to follow a strong reading development plan that targets students' interests right away, and engages them in reading from the start. Various elements are to be considered in the development of a solid reading curriculum. In this context, our goal would be to structure our classroom and instruction in order to foster the development of every student's potential in all dimensions of the English Language Arts, particularly reading. Firstly, providing students with **routines** that foster **independence** in reading, as well as developing a **literacy-rich environment** in the classroom, are basic elements that will build a strong foundation for reading. In other words, we will have the students repeat the same types of reading tasks so that they can build independence in an environment which promotes literacy through its abundance of tools and resources. Moreover, the integration of the *Reading Power* activities, which is an approach that promotes efficient, well-organized and quality reading tasks, will be used to coordinate lessons and establish a reading structure that is strong and coherent. The combination of those elements will expose students to a **balanced approach to literacy**, integrating **authentic fictional and informational texts** and **writing** experiences that students can practice applying. These practices will engage students in the journey to become motivated readers and writers.

In order to develop a strong schedule that fosters reading instruction to its full potential, we have taken into consideration different resources that elaborate on important aspects of teaching reading. The first thing to remember: "phonemic awareness is one of the best predictors on how well children will learn to read during the first two years of school instruction" ("Phonological and Phonemic Awareness," n.d.). Correspondingly, Adrienne Gear (2015), the author of the book: "Reading Power: Teaching students to think while they read", emphasizes

that any teacher who wants to integrate *Reading Power* in their curriculum has to be conscious that it is, in fact, "an addition to, not a replacement" for the teaching of the essential components of **phonemic and phonological awareness** (p.24). With this in mind, we believe that the harmonious integration of both, *reading power*, and the development of the sound elements of spoken and written words, also called phonemic and phonological awareness, would be the most meaningful way to address teaching reading into our English Language Arts (ELA) curriculum.

Considering that one of our main goals is to lead our students to become long-life readers, we have come up with a timetable and a class map that is intended to promote students' interest in reading. That is to say, we designed those elements around an important aspect of teaching illustrated in the book: *Principles of Educational Psychology*. "Students who are interested in a particular topic show greater cognitive engagement in that topic" (Omrod, Saklofske, Schwan, Andrews, & Shore, 2010, p.238). With this in mind, we have created the map of a classroom (Appendix A), that contains cozy and comfortable reading spots that are intended to enhance the appreciation of reading time; whether it is **peer-assisted learning** through **buddy reading** (reading with a partner), **reading aloud**, or individual reading time. Furthermore, students would have access to a wonderful classroom library with leveled, and color coded books, where they can choose readings that are level appropriate and of their interest. In addition to creating an environment that fosters reading, we have designed a timetable that includes a variety of activities that touches upon the various aspects of the ELA curriculum, such as writing, **oral language**, and reading. Those activities are meant to allow flexibility regarding the different topics students will read and work on. In doing so, each student can actively get involved in the subject as well have their interests covered throughout the different reading activities.

Considerations for diverse learners

The way in which space is organized promotes reading and supports reading development for a class of **diverse learners**. For instance, the desks in the classroom are arranged in such a way that the teacher may easily group students of different reading levels together; this is accomplished by sticking desks next to one another in bundles of three to five (illustrated as four per group in a class of twenty-four students). By doing this, **beginning reading students** and **struggling readers** have the benefit of assistance from intermediate and advanced readers during shared reading. In turn, intermediate and advanced readers will achieve greater levels of **fluency** through the experience of assisting struggling and beginning readers.

In addition, the bookshelf with front-facing books is highly appealing to visual learners as well as English Second Language (ESL) students. The front-facing books benefit visual learners because seeing the cover of each book allows students to make a quick assessment of what the book may be about; this allows students to gauge their initial and select books to read in an efficient manner. In particular, for ESL students, the front-facing books convey the subject of the book without the student having to resort to picking books based solely on the title before taking it off the shelf. Indeed, this would be the case if books were arranged with their spine, revealing only the title, facing the students. As such, this practice avoids the inevitable picking of arbitrary books from the shelf, only for students to put back the book after examining the cover or the few first pages. Therefore, students will be able to choose their books quickly; this means that students will spend less time picking their book and more time reading a story of interest.

The carpeted areas with beanbag chairs, next to the bookshelf and in the corner next to the smart board, were chosen with attention-deficit and Autism Spectrum Disorder (ASD) students in mind. Specifically, creating a comfortable space for reading allows students with

attention-deficit to readily engage with their chosen reading without being distracted by potentially uncomfortable school chairs. Moreover, the carpeting itself creates a warmer environment which aids in allowing students to relax in the space. For attention-deficit and ASD students, the bean bag chairs allow for a sensory experience to provide stimulation in brief periods of break time; this break-time is crucial for maintaining focus in longer reading tasks and keeping students on task.

Many activities during the week were chosen with diverse learners in mind. For example, Tuesday morning's activity, "clapping words", allows kinesthetic learners to develop literacy through movement of their body; in this case by clapping to indicate the **syllables** in a word. Several other activities include **differentiation** for diverse learners through the use of visuals (picture words and **picture books**) and auditory elements (reading aloud).

#### Introduction to our goals of assessment

**Assessment** is the process of gathering and verifying evidence of a child's knowledge, understanding, and ability to practice the skills that have been taught to them. There are two main types of assessment, formative and summative. Formative is the monitoring of student learning through observation and records. Summative is directed more towards standardized testing or exams for marks. The assessment part of the PLC is particularly important as we will be entering the classroom at the beginning of the year. This means that neither the original homeroom teacher, or we, actually know the reading and writing skills of the students yet, since the year has not started. This means that our first goal of assessment should be to identify who our students are as readers, their strengths and their weaknesses.

Getting to know the students is a pivotal aspect of starting the school year, as this will let the teacher know what to start working on and at what level. Seeing as the original homeroom

has only broken their leg, depending on the degree of the injury, it is not wrong to assume that this teacher will be coming back. Keeping assessment records will be important as this will inform the original instructor about their students when they return. This will be done through the use of student portfolios. By using portfolios, the returning homeroom teacher will have recorded evidence of each students' work. In addition, this is a great way to record a student's progress, and present this to the parents during parent-teacher conferences.

### What we will assess and how?

Grade 1 and 2 are important years in ELA, especially in reading, since children at this age are still developing many of the skills needed to read. This means we should be focusing on assessing the skills needed to read, such as phonological awareness, letter knowledge, phonemic awareness, decoding, fluency and reading **comprehension**. In our timetable, you will notice our weekly plan for reading, and sometimes writing activities. These activities will serve as formative assessments through observation, note taking and record keeping. When a student completes an activity we will keep their work in their ELA portfolios as this allows us to keep track on their current skills, and this can later serve for progress reports. For example, if the students are working on rhyming we can observe to assess their English rhyming skills, and then keep what they wrote in their ELA portfolio. However, since it is the beginning of the school year, we also find the most important assessment tools are reading diagnostics and reading conferences.

Even though we want to assess our students' reading skills, we cannot forget the importance of actually getting to know our students and getting to know them as readers. As teachers, we cannot forget the power of informal assessment; assessing through learning about the students and their behaviors. For example, having a student fill out an "Observations of

Recreational Reading Form” or the “Interest Inventory,” can help us get to know our students better (Coursepack, p. 22, 24). We believe such activities to be important as they are a great addition to the student’s ELA portfolio, and they can be helpful towards getting the students to appreciate reading. The “Interest Inventory” can help us find books that may interest a student according to what they wrote. In addition, we can assess this activity in a formative way as we learn what they read, at what level, and how often. These are important measures before we start assessing students through diagnostics, **running records** and reading conferences.

Reading diagnostics and running records can help us understand what skills the students may have developed in kindergarten and grade 1, and which skills need more work. These are the most important assessment tools for us at this time of the year since these assessment tools will allow us to know what our first step in teaching reading and writing should be. A great diagnostic to use for reading is the *Reading A-Z* program (Reading A-Z, 2016). Although we did not learn about this in class, we have used this program personally, and it works wonders. *Reading A-Z* contains different level diagnostics per grade level, which allows the teacher to find the right level the student should be reading at. After the diagnostic is complete, the program allows the students to work on leveled reading online. This program has diagnostics for multiple reading skills. This type of diagnostic is helpful and easy to use since a diagnostic like a running record would have to be done individually while the other students are working on an in-class activity.

Another fantastic diagnostic tool is reading conferences, which can be done with the students in small groups or individually, and allows the teacher to use tools such as a running record (Harp, 2006, p.44). Although reading conferences are time-consuming, they are a great opportunity to sit down with a student to assess their current reading skills and talk about their

goals, strengths and weaknesses (Harp, 2006, p. 42). These conferences are a perfect time to use a running record, a tool for “coding and analyzing reading behaviors” in a student (Calkins, 2001, p. 33). While a teacher performs these conferences with students, we would assign other reading tasks to the rest of the class, or ask the students to complete any work that is unfinished to keep them occupied. Teachers cannot advance with their students if they do not know what their students need to practice and learn. This is why formative assessments are an important part of teaching.

#### How do we know our students are making progress?

In order to assure that we are keeping track of student progress, we decided that implementing the use of student portfolios would be necessary. In the class, The Kindergarten Classroom, taken in our second year of university, we learn about student portfolios and their uses. Student portfolios are a means of keeping all of the important work that students have completed. We would keep work that demonstrates a student’s ability to complete a task using a specific skill. Inside the portfolios would be all of the reading activities and assessments that have been completed. Even though we believe firmly in student portfolios, this is only one aspect of recording progress.

Our classroom is set-up in a way that promotes reading through our classroom library and the different areas for reading comfortably. A classroom library is a tool that many classrooms have, but we decided to organize it according to **leveled books**. Meaning, the book collections will be organized in a range of difficulties starting from easy, a book that an emergent reader could be comfortable with, to advanced/hard, a book that an early fluent reader or even a fluent reader could be comfortable with. The difficulty of a book is evaluated based on length, layout, structure, words/**vocabulary**, literary features content and themes. However, we do not want

students to label their reading levels with vocabulary such as easy or advanced, so we would color and letter code the library with the help of the Reading A-Z “Level Correlation Chart” (Level Correlation Chart, 2016). Leveled reading is another means of recording progress, and through this, we can track the reading progress the students are making. Furthermore, this reading A-Z coding scheme is also linked to the stages of development for reading (Stages of Development, 2016).

Another great way we will keep track of student reading progress is through the reading conferences. These conferences are not a one-time assessment tool, but they can help us keep track of how the students are improving, or what they need to improve on. These conferences allow the teacher to “carefully focus on a child as a reader” (Harp, 2006, p. 45). In other words, these conferences allow us to use tools such as running records to assess reading performance, “allow you to determine how a child utilizes reading strategies,” and the student to self-evaluate (Harp, 2006, p. 45). With reading conferences, we are checking on progress as we view the goals from the past conferences and make new ones. This is how progression is accomplished.

### Resources and Network

As much as we work hard to help our students, using the assistance of **teacher collaboration, resources and support networks** can make our goals easier and more efficient. We want to take advantage of the resources our school has to offer, especially since grade 1 and 2 are years where the students grow quickly as readers. One resource we believe should be taken advantage of is the school’s library. Even though we may have our own classroom library and the students will have access to programs like *Reading A-Z*, a library brings a more hands on and personal interaction with books, and the school’s library will most probably have a larger selection of books than the one in our classroom. A book dating will be held at the beginning of

each week or two in order to introduce students to a variety of books available in the school's library. This will make the process of selection a lot easier for the students, as well as introduce them to different reading genres.

Working collaboratively with parents could be considered as another resource. This can be accomplished by asking the parents to join in during a read aloud session. Children, for the most part, look up to their parents, and having them involved can encourage children to read as well as motivate reading at home. In class, we spoke about how reading at home can make the difference between a young reader's ability to read well for their age, or not at all. This is why we thought of having the parent(s) of a child come in for one read-aloud session, and read their favorite "family" book to the class. However, it is important to note that this would not be a daily thing, but more of an activity that is done every other week, or even monthly. We believe this to be not only great for the children, but this fosters a sense of community in the classroom. This can be especially helpful if we implement a home reading program in the classroom.

A **home reading program** is a type of activity that a teacher can assign to students, in hopes to get students to complete a certain amount of reading done at home. In our case, we would ask the student to have a duo-tang with home reading sheets inside. Every time a child completes their home reading they write down which book, how much time they read, and they get it signed by their parents. This is also why parents play a large role in this program, as they can be the difference between just signing the signing the sheet or actually reading with their child, and making sure their child is actually reading.

#### Practices & approaches known to be effective

As teachers, our goal is for our practice and approaches to be effective. We think the best way of knowing is if progress is being made by every student. We do not expect every student in

our class to receive an “A” in ELA by the end of the term. Our goal is to see progress being made in each student’s reading, writing and oral language skills, all of which rely on each other. In order to accomplish this, as teachers, we need to model our expectations.

Regarding reading, an easy way to model specific skills we want our students to practice can be accomplished through our reading aloud periods. In grade 1 and 2, many students can still be at the emergent reading level, and lack of the ability to read aloud. This is why we have come up with a period called “book of the day”. Since read aloud will be done on a daily basis, we believe it is an excellent opportunity for the students to increase their sense of self-determination, therefore, becoming actively engaged in the read aloud moment of the day. It is known that the value of a certain classroom activity will increase when students are given some autonomy and control over it (Omrod et Al., 2010, p.234). The student of the day will be given a selection of books chosen by the teacher in order to ensure its quality and relevance. Once the book is chosen, he/she will get to sit in a bean bag while the book is being read by the teacher.

Providing opportunities for students to make choices over the book to be read is a strategy highlighted by Omrod et Al. (2010) in order to enhance students’ self-determination, thus develop a stronger sense of belonging and motivation regarding this particular activity (p.235). Also, the timetable illustrates that once a week, the teacher will choose the book of the day, which will specifically target a certain strategy or aspect in reading and writing. For example, if we are trying to work on sounding words, counting **syllables**, or **rhyming**, we can elaborate on those strategies by demonstrating them in front of the class or even have the students copy us in a class style of **shared reading**. Shared reading is a guided **reading strategy** in which the teacher reads first, often at a slower pace, to mark the text for pronunciation or stress certain reading strategies (Commander et al., 2012, p. 8). This approach serves as an

excellent method of **instructional scaffolding** as it models correct reading practices for students without explicitly telling students how to pronounce specific words or pace their speech for punctuation. Although shadow reading is often done individually or in small groups, as teachers, we should take every opportunity, such as reading aloud, to model what we expect from our student or demonstrate certain skills. This is an effective approach to teaching.

We believe our practices and approaches will be effective according to our classroom management skills and organization. For example, through our classroom map, you can see that we organized the students into groups of four. This allows for effective teamwork, as long as classroom management is well maintained. Our classroom also promotes reading, as we organized the classroom to have more than one comfortable reading zone, and our library would be organized with leveled books. Organizing the classroom library this way allows the students to choose books according to their reading comfort zone. Moreover, it allows them to push their reading skills accordingly. The most important step in teaching reading is to help students learn to appreciate reading. If a student does not appreciate reading, then getting them to read and improve their reading skills will be much more difficult.

Lastly, we spoke about knowing the effectiveness of our practices and approaches through student progress. We need to know how the students are progressing, what their strengths and weakness are, and how we should advance. One of the best ways to notice student progression is through the reading conferences. Although spoken about before, we believe this to be the best way to know if the students are progressing towards their set-out goals, and what they still need to work on.

Appendix A

Timetable of a Typical Week

MONDAY	SCHEDULE OF THE DAY
<p><b>MORNING</b> <i>After the morning routine</i></p>	<p><u>Book dating / Interest inventory of reading</u></p> <p><b>Focus:</b> Introduce students to the books we have in class and gather students' interests.</p> <p><b>Time:</b> 15-20 minutes</p> <ul style="list-style-type: none"> <li>• The book dating will be done at the beginning of each week or two in order to help students discover different literary genres.</li> <li>• The interest inventory is done in order to have the students write about their own interests.</li> <li>• Every grade 1 student will be paired up with a student from grade 2. Students in grade 2 will be asking the questions to the grade ones, that way students who are not able to write yet will have help to complete the reading inventory.</li> </ul>
<p><b>AFTER RECESS</b></p>	<p><u>Reading Power: Activity #1</u></p> <p><b>Name of the activity:</b> Modeling Visualizing on Paper (Gear, 2015, p.72)</p> <p><b>Focus:</b> Visualization</p> <p><b>Time:</b> 40-45 minutes</p> <ul style="list-style-type: none"> <li>• This activity will introduce the students to picture words, which will be helpful when doing writing activities afterward.</li> <li>• At the end of this activity, students need to predict the title of the book read.             <ul style="list-style-type: none"> <li>▪ Grade 1s will use picture words to write the title of the book.</li> <li>▪ Grade 2s will have to use words they know in order to predict the title of the book.</li> </ul> </li> </ul>
<p><b>AFTER LUNCH</b></p>	<p><u>Independent reading time #1</u></p> <p><b>Time:</b> 15-20 minutes</p> <ul style="list-style-type: none"> <li>• Students get to choose from the leveled books of the class library</li> </ul>

	<ul style="list-style-type: none"> <li>Students have access to the various reading areas of the classroom (represented on the class map)</li> </ul>
<p><b>END OF THE DAY</b></p>	<p><u>Book of the day</u></p> <p><b>Focus:</b> Read aloud and discussion  <b>Time:</b> 20-25 minutes</p> <ul style="list-style-type: none"> <li>The book of the day is chosen by a different student every day (friend of the day) and read by the teacher.</li> <li>The book has to be chosen from a selection of books pre-determined by the teacher in order to ensure its quality and relevance.</li> <li>The student gets to sit in a bean bag chair for this read-aloud.</li> <li>The discussion period at the end of the read-aloud allows students to use language in order to communicate experiences and point of view, which is also related to the ELA competency 4 of the QEP (p.100).</li> </ul>

TUESDAY	SCHEDULE OF THE DAY
<p><b>MORNING</b>  <i>After the morning routine</i></p>	<p><u>ELA activity #1</u></p> <p><b>Name of the activity:</b> “Clapping names” activity  <b>Focus:</b> Syllables / Phonemic awareness  <b>Time:</b> 15-20 minutes</p> <ul style="list-style-type: none"> <li>This activity introduces students from grade 1 to the nature of syllables. It reinforces the concept for students from grade 2.</li> <li>This activity is teacher directed and done as a whole group. It touches upon the ELA competency 4 of the QEP since it leads students to collaborate and participate actively in group activities (p.100).</li> </ul> <p><b>Activity retrieved from</b> <a href="http://www.readingrockets.org/article/phonemic-activities-preschool-or-elementary-classroom">http://www.readingrockets.org/article/phonemic-activities-preschool-or-elementary-classroom</a></p>
<p><b>AFTER RECESS</b></p>	<p><u>Reading Power: Activity #2</u></p> <p><b>Name of the activity:</b> Visualizing on paper on your own (Gear, 2015, p.73).  <b>Focus:</b> Visualization – communication – recognizing syllables</p>

	<p><b>Time:</b> 40-45 minutes</p> <p>This activity allows students to:</p> <ul style="list-style-type: none"> <li>• Interact and communicate orally with another student during the point-and-talk part of the activity.</li> <li>• Talk in order to communicate information while sharing their choice of title</li> <li>• Grade 1s will write down their ideas using picture words.</li> <li>• Grade 2s will write down their ideas using words they know, or sound them out.</li> </ul>
<p><b>AFTER LUNCH</b></p>	<p><u>Independent reading time #2</u></p> <p><b>Time:</b> 15-20 minutes</p> <ul style="list-style-type: none"> <li>• Students get to choose from the leveled books of the class library</li> <li>• Students have access to the various reading areas of the classroom (represented on the class map)</li> </ul>
<p><b>END OF THE DAY</b></p>	<p><u>Book of the day</u></p> <p><b>Focus:</b> Read aloud and discussion</p> <p><b>Time:</b> 20-25 minutes</p> <ul style="list-style-type: none"> <li>• The book of the day is chosen by a different student every day (friend of the day) and read by the teacher.</li> <li>• The book has to be chosen from a selection of books pre-determined by the teacher in order to ensure its quality and relevance.</li> <li>• The student gets to sit in a bean bag chair for this read-aloud.</li> <li>• The discussion period at the end of the read-aloud allows students to use language in order to communicate experiences and point of view, which is also related to the ELA competency 4 of the QEP (p.100).</li> </ul>

WEDNESDAY	SCHEDULE OF THE DAY
<p><b>MORNING</b> <i>After the morning routine</i></p>	<p><u>ELA activity #2</u></p> <p><b>Name of the activity:</b> Constructing your/friend’s name tag  <b>Focus:</b> Syllable  <b>Time:</b> 15-20 minutes</p> <ul style="list-style-type: none"> <li>• Each student will randomly be associated with another student</li> <li>• They will have to create each other’s name tag</li> <li>• This name tag has to represent a number of syllables in the person’s name example: Marilynne (3)</li> <li>• Once this is done, each student has to choose 5 words that describe themselves or what they like. Include those words on the name tag and identify a number of syllables for each word. Example: Funny (2)</li> </ul>
<p><b>AFTER RECESS</b></p>	<p><u>Reading Power: Activity #3</u></p> <p><b>Name of the activity:</b> Draw and Reflect (Gear, 2015, p.75).  <b>Focus:</b> Visualization and writing  <b>Time:</b> 40-45 minutes</p> <p>This activity includes both, visualization and writing.</p> <ul style="list-style-type: none"> <li>• Students are asked to write and reflect about their drawing once they are done.</li> <li>• Students from both grade will be asked to write as much as possible on lined paper.</li> <li>• This activity concentrates on reflecting rather than writing perfectly, therefore sounding out words will mostly be used to write the reflection.</li> <li>• The knowledge of syllables will be handy for sounding out words.</li> </ul>
<p><b>AFTER LUNCH</b></p>	<p><u>Daily reading comprehension booklet</u></p>

	<p><u>Independent reading time #3</u>  <b>Time:</b> 15-20 minutes</p> <p><i>Students get to choose from the leveled books of the class library Is this it? Seems a little brief...maybe we can provide a pedagogical rationale?</i></p>
<p><b>END OF THE DAY</b></p>	<p><u>Book of the day "TEACHER'S CHOICE"</u></p> <p><b>Title of the book:</b> A giraffe and a half  <b>Author:</b> Shel Silverstein  <b>Focus:</b> Rhyming  <b>Time:</b> 20-25 minutes</p> <ul style="list-style-type: none"> <li>• On Wednesday, the book of the day is chosen by the teacher.</li> <li>• Usually, will introduce a book that will be used for class activities in the following days (in this case rhyming).</li> <li>• Students will be highly encouraged to read aloud with the teacher throughout the book.</li> <li>• The discussion time will be guided by the teacher, and will focus on the rhyming aspect of the book.</li> </ul>

THURSDAY	SCHEDULE OF THE DAY
<p><b>MORNING</b>  <i>After the morning routine</i></p>	<p><u>ELA Activity #3</u></p> <p><b>Name of the activity:</b> Rhyming book creation  <b>Focus:</b> Rhyming  <b>Time:</b> 15-20 minutes</p> <ul style="list-style-type: none"> <li>• Students will work in a pair in order to create a rhyming book using magazine pictures and writing.</li> <li>• They will be asked to find an image in a magazine, cut it and glue it on the left page of their book.</li> <li>• Write minimum two words that rhyme with it on the right page of the book and draw a picture related to that word if applicable.</li> <li>• Students have to identify the amount of syllables for each word chosen.</li> </ul>

	<p>Activity retrieved from  <a href="http://www.readingrockets.org/strategies/rhyming_games">http://www.readingrockets.org/strategies/rhyming_games</a></p>
<p><b>AFTER RECESS</b></p>	<p><u>Reading Power: Activity #4</u></p> <p><b>Name of the activity:</b> Visualizing on paper on your own (PART 2) (Gear, 2015, p.73).  <b>Focus:</b> Visualization  <b>Time:</b> 40-45 minutes</p> <p>This activity allows students to:</p> <ul style="list-style-type: none"> <li>• Interact and communicate orally with another student during the point-and-talk part of the activity.</li> <li>• Talk in order to communicate information while sharing their choice of title</li> <li>• Grade 1s will write down their ideas using picture words.</li> <li>• Grade 2s will write down their ideas using words they know, or sound them out.</li> </ul>
<p><b>AFTER LUNCH</b></p>	<p><u>Independent reading time #4</u></p> <p><b>Time:</b> 15-20 minutes</p> <ul style="list-style-type: none"> <li>• Students get to choose from the leveled books of the class library</li> <li>• Students have access to the various reading areas of the classroom (represented on the class map)</li> </ul>
<p><b>END OF THE DAY</b></p>	<p><u>Book of the day</u></p> <ul style="list-style-type: none"> <li>• The book of the day <b>is chosen by a different student</b> every day (friend of the day) and <b>read by the teacher.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• The book has to be chosen from a selection of books <b>pre-determined by the teacher</b> in order to ensure its quality and relevance.</li> <li>• The student gets to sit in a bean bag for this read aloud.</li> <li>• The discussion period at the end of the read aloud allows students to use language in order to communicate experiences and point of view, which is also related to the ELA competency 4 of the QEP (p.100).</li> </ul>
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FRIDAY	SCHEDULE OF THE DAY
<b>MORNING</b> <i>After the morning routine</i>	<p><b>Name of the activity:</b> Book of the week award</p> <p><b>Focus:</b>  <b>ELA Competency 1 from the QEP</b>  <i>“To construct a profile of self as a reader” p.75</i></p> <p>20-30 minutes</p> <ul style="list-style-type: none"> <li>• Each student presents the book they liked the most throughout the week and gives one reason why other students should read it.</li> </ul>
<b>AFTER RECESS</b>	<p>Wrapping up period: Students complete what have been started throughout the week (name tag, drawings, rhyming book, etc.) While they do that, there will be time for some reading diagnostic or reading screening.</p>
<b>AFTER LUNCH</b>	<p><u>Daily reading comprehension booklet</u></p> <p><u>Independent reading time #3</u></p> <p><b>Time:</b> 15-20 minutes</p> <p style="text-align: center;"><i>Students get to choose from the leveled books of the class library</i>                      Same comment.</p>

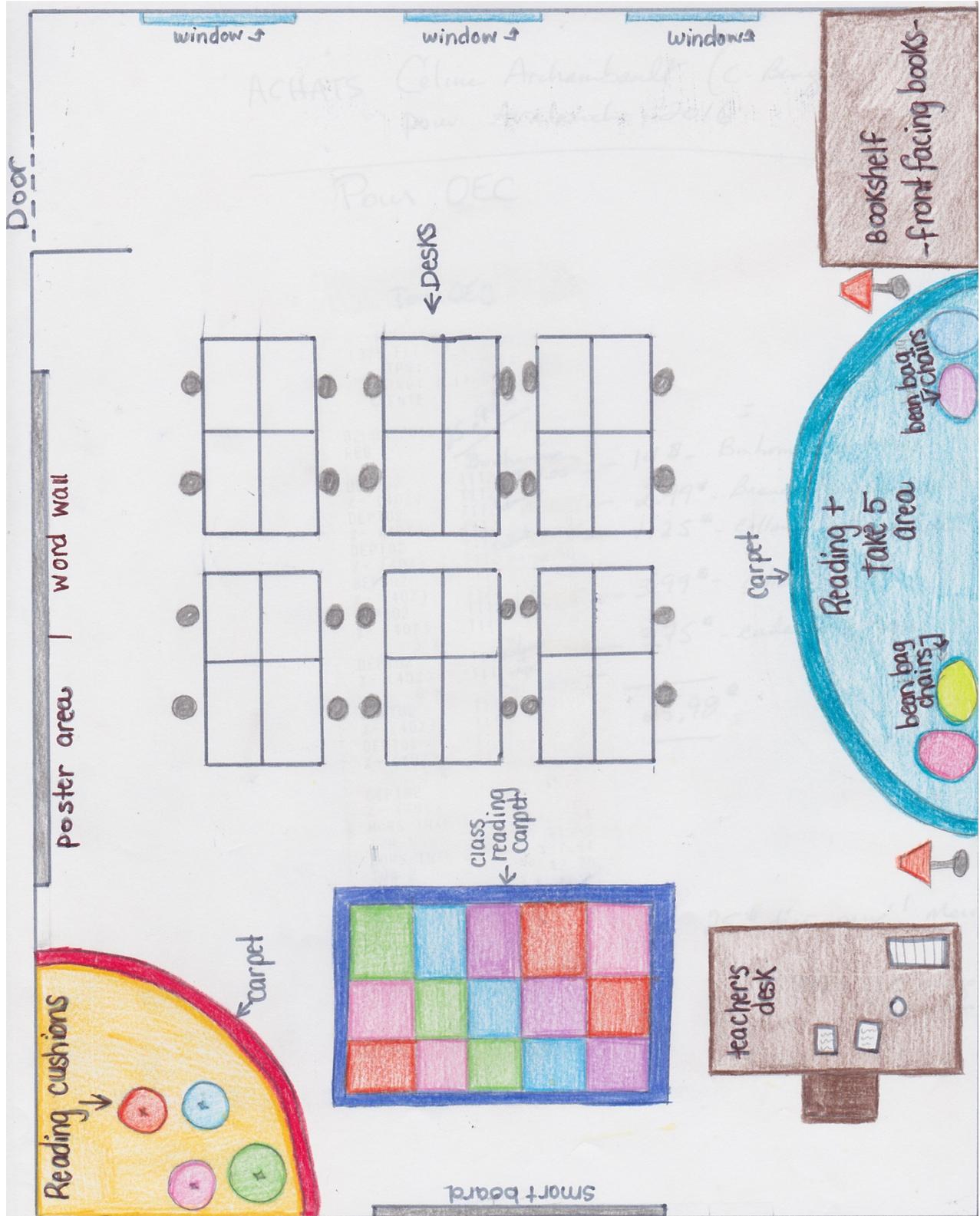
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<b>END OF THE DAY</b>	<p><u>Book of the day</u></p> <p><b>Focus:</b> Read aloud <b>Time:</b> 20-25 minutes</p> <ul style="list-style-type: none"><li>• The book of the day <b>is chosen by a different student</b> every day (friend of the day) and <b>read by the teacher</b>.</li><li>• The book has to be chosen from a selection of books <b>pre-determined by the teacher</b> in order to ensure its quality and relevance.</li><li>• The student gets to sit in a bean bag for this read aloud.</li><li>• The discussion period at the end of the read aloud allows students to use language in order to communicate experiences and point of view, which is also related to the ELA competency 4 of the QEP (p.100).</li></ul>
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Appendix B

Map of Classroom Space



## References

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