TODAY’S SCHEDULE

Literacy and Disability
- Literacy and Language
- Literacy Development
- Literacy and Disability

Barriers and Learning Profiles
- Barriers to Literacy Development
- Learning Profiles

Ideas into Action
- Narrative Development
- Expository Development
- Making Sense of Text
- Writing and Expressing Ideas
WHICH STUDENTS ARE WE TALKING ABOUT?

- Students with Expressive or Receptive Language Delays
- Struggling Readers or Writers
- Students with Print Based Learning Disabilities
- Students with Cognitive Disabilities
- Students who are English Language Learners
- Students with Anxiety, Autism, ADHD, ODD, FASD…etc. (with many of these students we see literacy and language challenges, motor challenges related to pencil use, social awareness challenges and ability to attend that impact literacy development)
- Students with Complex or Multiple Disabilities – Complex Communication Needs, Physical Access Barriers, Sensory Impairments (Vision and Hearing)…etc.
- Any student in ELP through Grade 12
WHAT IS LITERACY?

“The ability, confidence and willingness to engage with language to acquire, construct, and communicate meaning in all aspects of daily living.”

(Alberta Education)
“Language is not just another subject. Language is the means by which all other subjects are pursued.”
Helplessness
deprived of strength or power,
powerless, incapacitated

Agency
the power to act, informed,
empowered, enabled

LANGUAGE IS NOT THE GOAL... THE FUNCTIONAL USE OF LANGUAGE TO INCREASE PARTICIPATION & AGENCY IS THE GOAL!
Expressive Language
Production

Receptive Language
Comprehension
<table>
<thead>
<tr>
<th></th>
<th>Expressive Language Production</th>
<th>Receptive Language Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral</strong></td>
<td><img src="Images/speaking.png" alt="Speaking" /></td>
<td><img src="Images/listening.png" alt="Listening" /></td>
</tr>
<tr>
<td><strong>Graphic</strong></td>
<td><img src="Images/writing.png" alt="Writing" /></td>
<td><img src="Images/reading.png" alt="Reading" /></td>
</tr>
</tbody>
</table>
THE ROLE OF LANGUAGE IN READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.
ORAL LANGUAGE

Morphological Skills
Understanding the meaning of word forms and parts

Syntax
Understanding word order and grammar rules

Pragmatics
Understanding the social rules of communication

Phonological Skills
An awareness of sounds, such as syllables and rhymes

Semantics or Vocabulary
Understanding the meaning of words and phrases
PROFICIENCY IN ORAL LANGUAGE

Provides children with a vital tool for thought. Without fluent and structured oral language, students will find it difficult to think.

Involves acquiring vocabulary, gaining control over grammar, and developing an understanding of the subtle semantics of the English language.

Research shows that students who have strong oral language skills often have strong reading and writing skills.
ORAL LANGUAGE IS AN INTEGRAL PART OF ALL LEARNING EXPERIENCES

Oral Language is not taught as a separate component of a literacy program. It is an imbedded component in all areas of learning. Speaking to learn is a vehicle for increasing and deepening knowledge.
Language

Reading

Writing

Listening

Augmentative Communication/Speaking
ORAL LANGUAGE OPPORTUNITIES

As a group, make a list of the oral language opportunities that you currently engage in throughout the school day for the student(s) you work with.
EVERY OPPORTUNITY
SOCIAL USE OF LANGUAGE

**PRAGMATICS**

- **Eye Contact**: Do you watch the speaker’s mouth and eyes?
- **Noise**: Are you making extra noise?
- **Space**: How do you use the space around you to communicate? Are you a space invader?
- **Body Language**: Do you look interested in what is being said? Do you use gestures?
- **Tone of Voice**: What message is your voice giving?
- **Feedback**: Are you giving the speaker feedback to indicate interest? (Non-verbal nods, smiles, knitted brows, and verbal comments such as “okay,” “yes” “I’ve been there.”)
- **Turn Taking**: Is it your turn to talk or listen?
- **Topic Maintenance**: Are you talking about what I’m talking about?
- **Comments**: Can you make suggestions in a positive way?
- **Clarification**: Can you ask the speaker to explain what s/he means? Can you, as the speaker, repair your message so your communication partner can understand it?
SEMANTICS (MEANING)

**Words**
Can you understand the words you read and hear? Can you use words to communicate your intent? Can you easily find the words to express what you want to say?

**Multiple Meanings**
Do you understand that words can have more than one meaning?

**Experiential Scripts/Schema or Content**
Do you have background experience to make sense of the topic or situation?

**Word Relationships Within a Sentence**
Can you determine the relationships between words to predict and infer meaning (I sit on a chair, I sleep on a ____).

**Cohesive Devices**
Can you use words to relate your ideas? (I want to ski because I like to be outside.)

**Figurative Language**
Can you understand that a group of words may not mean what they say? (She fell apart.)
SIMPLE TO COMPLEX SENTENCES

**Word Order**
Can you form a simple, compound or complex sentence? 
Put words together to form a sentence?

**Verb Tense**
Are your tenses consistent when you talk or write?

**Cohesive Ties**
Are you able to combine your ideas into a sentence using “tie” words? (and, first, but, because, so)
Do people understand your pronoun referent? (John likes candy bars. He bought some.)

**Morphology**
Do you use suffixes to change tenses? (Decide/decided)
COMMUNICATION THAT REQUIRES MENTAL MANIPULATION...

• Before you go out to play, put your coat on.
• You can’t go cycling until after lunch.
• As soon as you’ve finished your homework you can get a cookie.
• As it’s raining out, you can watch TV, then turn it off when Grandma arrives.
• Since you didn’t tidy the toys you can’t go out for recess later today.
CLEAR LANGUAGE & MODELLING

- “Put your coat on.” Show or help with this step. When coat is on... “Now you can go out to play.”
- First lunch. Second cycling.
- Let’s do the homework together.
- TV until 5:30 (when the big hand is on the 6).
- Let’s tidy your toys together.
DISCOURSE

- **Conversation**: Can you verbally share your ideas and feelings with others?

- **Exposition**: Can you understand the instructional language of your teacher, textbooks, and classroom?

- **Narrative**: Can you recount an event or experience without listener prodding? Can you retell a story? Can you formulate a story?
AWARENESS OF LANGUAGE

**Rhyme**
What is the rhyming pattern? Are you able to focus on the end of words?

**Perspective**
Are you able to look at a situation as another person would and change your comments to fit the situation?

**Self-Monitoring**
Are you able to make corrections close to adult models of grammar?

**Figurative Language**
Are you able to:
- tell if a word has two meanings?
- tell if a word is a homophone?
- appreciate the double meanings in a joke or riddle?
- make analogies?

**Segmentation**
Can you divide:
- sentences into words?
- words into syllables?
- syllables into the intrasyllabic units of onsets and rimes?
- onsets and rimes into phonemes?

**Manipulation**
Are you able to take parts of words and move or delete them?
As a group, make a list of the oral language opportunities that you could create throughout the school day for the student(s) you work with.
LITERACY DEVELOPMENT

MHCBE Learning Assistant PD
November 2017
READING VS. EMERGENT LITERACY

Reading and Writing Readiness

"Real" Reading/Writing

Pre-Reading/Pre-Writing

Emergent Literacy

The Emerging Process of Reading and Writing
<table>
<thead>
<tr>
<th>Readiness/Mastery/Reductionist View</th>
<th>Current Emerging View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy is learning in a predetermined, sequential manner that is linear, additive and unitary.</td>
<td>Literacy is learned through interaction with and exposure to all aspects of literacy (i.e. listening, speaking, reading and writing).</td>
</tr>
<tr>
<td>Literacy learning is school-based.</td>
<td>Literacy is a process that begins at birth or perhaps before</td>
</tr>
<tr>
<td>Literacy learning requires mastery of certain pre-requisite skills.</td>
<td>Literacy abilities/skills develop concurrently and interrelatedly.</td>
</tr>
<tr>
<td>Some children will never learn to read.</td>
<td>All children can learn to use print meaningfully.</td>
</tr>
</tbody>
</table>
## Premise Behind Emergent Literacy vs Reading Readiness

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Emergent Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on skills and drills. Pre-writing skills and pre-reading skills (i.e. not a process)</td>
<td>Literacy is always emerging. Literacy is a developmental process.</td>
</tr>
<tr>
<td>GOAL: Correctness MOTIVATION: Check Marks and Stickers Product Oriented</td>
<td>Writing – early scribbling, writing name, inventive spelling…etc.</td>
</tr>
<tr>
<td></td>
<td>Reading – using pictures to “read” books, identifying environmental print…etc.</td>
</tr>
<tr>
<td></td>
<td>GOAL: Meaning MOTIVATION: Desire to understand and be understood Process Oriented</td>
</tr>
</tbody>
</table>
FUNCTION AND FORM...

<table>
<thead>
<tr>
<th>Readiness (PART ➔ WHOLE)</th>
<th>Emergent (WHOLE ➔ PART)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product oriented</td>
<td>Process oriented</td>
</tr>
<tr>
<td>Separate skills</td>
<td>Inter-related skills</td>
</tr>
<tr>
<td>Work</td>
<td>Exploration/play</td>
</tr>
<tr>
<td>No Context (abstract)</td>
<td>In Context (concrete)</td>
</tr>
<tr>
<td>Skill training</td>
<td>Meaningful activities</td>
</tr>
<tr>
<td>Teacher-centered</td>
<td>Student-centered</td>
</tr>
<tr>
<td>Based on grade expectations</td>
<td>Based on experience and development</td>
</tr>
<tr>
<td>Instructed</td>
<td>Facilitated</td>
</tr>
<tr>
<td>Tested</td>
<td>Observed</td>
</tr>
<tr>
<td>Whole or ability groups</td>
<td>Individualized</td>
</tr>
<tr>
<td>Corrected</td>
<td>Uncorrected</td>
</tr>
<tr>
<td>Oriented to memorization, repetition, recitation, and performance</td>
<td>Oriented to exploration, experimentation, invention and self-expression</td>
</tr>
</tbody>
</table>
CONTEXT MATTERS — DEFINE THE FOLLOWING...

- snurk
- flax
- ampolink
- garslim
- pangeers
- bispooche
1. This is a snurk. It walks on its flaxes. How many flaxes does a snurk have?
2. Snurks have twice as many flaxes as ampolinks. Where are the amopolinks?
3. Snurks are covered with garslim. Garslim is like __________?
4. Like dogs, snurks can wag their pangeers. Where is the pangeer?
5. Do you think snurks can bispooche? Why or why not?
Processing and Producing Sounds
Processing Visual-Spatial Information
Motor Planning and Sequencing
Regulating Senses

Reading and Listening Comprehension
Expressing Ideas in Writing and Speaking
Organizational Skills

Reflective Thinking
Comparative and Grey Area Thinking
Multi-causal Thinking
Logical Thinking
Meaningful Use of Ideas
Shared Problem Solving
Interaction and Communicating
Engagement
Attention

The Trunk: Social Thinking

The Roots: Sensory Systems

Processing and Producing Sounds
Processing Visual-Spatial Information
WHAT DO WE KNOW ABOUT LITERACY DEVELOPMENT FOR STUDENTS WITH DISABILITIES?
HISTORY OF REDUCTIONIST APPROACHES

Sequenced and hierarchical
Employ drill and practice to train
Focus on isolated skills such as
- Letter names and sounds
- Word decoding
- Sight words
- Filling out written forms
These reductionist approaches are a mismatch with what we know about literacy learning in general.
LITERACY LEARNING IS A CONTINUUM THAT BEGINS AT BIRTH. THERE ARE NO PREREQUISITES.

All students can be successful with an emphasis on learning that builds over time.
STUDENTS LEARN EXPRESSIVE LANGUAGE THROUGH ACTIVE ENGAGEMENT WITH THEIR WORLD.

All students benefit from active participation and interactions in the learning environment.
LITERACY BEHAVIOURS ARE FLEETING AND VARIABLE DEPENDING ON TEXT, TASK AND ENVIRONMENT.

Lack of consistency may not be a characteristic of the student, but an artifact of emerging understanding.
THE FUNCTIONS OF LANGUAGE ARE AS INTEGRAL TO LITERACY AS THE FORMS (AND FORM TYPICALLY FOLLOWS UNDERSTANDING OF FUNCTION).

*Literacy instruction for all students must focus on function and use.*
TECHNOLOGIES, MEDIA AND MATERIALS CAN DRAMATICALLY IMPACT LITERACY DEMONSTRATIONS. 

Students should not be required to demonstrate they can use technologies before they are given the technologies.
LITERACY LEARNING REQUIRES SUPPORT ACROSS TIME AND ENVIRONMENT.

Students need ongoing comprehensive literacy opportunities and facilitation with reading, writing, speaking, listening and language.
Turn and talk
“THERE IS NO ELEVATOR TO SUCCESS, YOU HAVE TO TAKE THE STAIRS.”

ZIG ZIGLAR
ADDICTED2SUCCESS.COM
There is no elevator to success. You have to take the stairs...
DISABILITY LABEL vs LEARNING PROFILE

Communication

Life Experiences

Cognitive

Physical

Sensory

Attention

Affect

Regulation
I have something to tell you.
Life Experiences: home, family, travel, social circle, clubs... etc.

Literacy Experiences: oral language, books, vocabulary... etc.
Disparities in Early Vocabulary Experience

Memory/Recall
Making Connections
Understanding Symbols
Understanding Structure of Language
Understanding Spatial relationships
Understanding Directionality
“In the beginning on my first day, I continuously dropped the pencil. I had no problem holding a familiar object in my hands, but due to my selective tactile defences, holding a new objects was a real pain. Every time I held the pencil, I had to focus all of my concentration on the action. My senses were strained by practicing holding the pencil, resulting in discomfort, the kind you feel when the hair on your legs are stroked in the opposite direction of their growth. It was like wearing a new pair of shoes.”
“There are times when I can’t do what I want to, or what I have to. It doesn’t mean that I don’t want to do it. I just can’t get it all together somehow. Even performing one straight-forward task, I can’t get started as smoothly as you can. Here’s how I have to go about things:

1. I think about what I’m going to do.
2. I visualize how I’m going to do it.
3. I encourage myself to get going.

How smoothly I can do the job depends on how smoothly the process goes.
There are times when I can’t act, even though I really, badly want to. This is when my body is beyond my control. I don’t mean I’m ill or anything. It’s as if my whole body, except for my soul, feels as if it belongs to somebody else and I have zero control over it. I don’t think you could ever imagine what an agonizing sensation this is.

You can’t always tell just by looking at people with autism, but we never really feel that our bodies are our own. They’re always acting up and going outside our control. Stuck inside them, we’re struggling so hard to make them do what we tell them to.”
“When I am not well regulated, I also have significantly more movement issues. I must bring conscious thought to my physical movement, such as walking, grasping, and chewing. It becomes difficult to engage in multiple movements at the same time, such as walking over to a person and handing him something. First, I have to walk over to the person, stop, and then execute the handing-something motion. It also becomes difficult to combine physical movement with thinking. This means that I have to stop moving in order to think any thoughts unrelated to the actual act of moving my body through space. As a result, it is nearly impossible for me to walk and talk at the same time.”
Ability to utilize strategies
Memory
Amount of time child can attend
Interest in task/topic
Understanding of purpose of task/topic (contextualized)
Understanding or process (task break-down)
Desire
Confidence
Tolerance to Frustration
STRESS

Anything that requires the body to burn energy in order to keep a system in its optimum functioning range.
THINKING AND STRESS

Stress can enhance “pockets” of child’s cognitive ability because of the child’s vigilance to learn about the world in order to protect him/herself.

Driven by survival → concrete thinking.

There can be no grey areas in between because grey areas do not provide predictability, only uncertainty.

Ability to think abstractly is compromised.

Demand answers that are definitive without being able to comprehend that more than one answer may exist. (only one answer creates predictability and security)

Can give you answers about what is explicitly stated in a reading but will have difficulty giving you answers about anything that is implicit.
Dear Mr. Smith,

I am writing to recommend Tom Thompson for the position of Sales Manager at ABC Company. I had the pleasure of working directly with Tom during his time as a salesperson at XYZ, Inc., and his tremendous abilities never ceased to amaze me. I was Tom’s direct supervisor at XYZ, and during that time, we worked together closely, so I fully understand his capabilities.

Tom’s incredible adaptability with potential clients has also been exceptional. His uncanny ability to know what the client wants before they tell him makes customers feel comfortable with him. His flexibility also allows him to quickly switch tactics if the customer changes their mind about something at the last minute. While at XYZ, Tom managed to sell our product to several clients who had been on the fence about wanting our products for years. Tom’s great connection with customers and relentless perseverance to make the customer happy allowed him to keep the number one salesperson at our company for the past two years in a row. The sales numbers he reached far exceeded any previous winners.

Tom is also able to work effectively with other co-workers, making him a great addition to the team. After taking the initiative to sign up for classes on leadership and interpersonal skills, he even presented the information he learned to the rest of the company, which dramatically improved the way we communicate. I have enjoyed watching the way he has grown and excelled at XYZ, Inc.
Narratives offers opportunities to support language use, emotional expression, and social cognition in an integrated social and academic context.
We think in terms of stories. Not only do we understand the world in terms of stories we’ve heard, our interpretation of personal problems and relationships is influenced by stories of others who have experienced similar situations. In fact, we understand and explain just about everything in life through stories.
STUDENTS WHO STRUGGLE WITH COMPREHENSION

Have difficulty internalizing the structure of stories.

Have problems with understanding the character’s motivation.

Experience challenges with identifying themes in story.
STORY STRUCTURE

1. Exposition
   - Beginning of the story that introduces:
     1. conflict
     2. character
     3. setting

2. Rising Action
   - Events before the climax; Character's attempt to solve the problem, but fails.

3. Climax
   - The turning point; the point of greatest suspense or action.

4. Falling Action
   - Action and events that occur after the climax

5. Resolution
   - End of the story where the conflicts or problems are solved.

PLOT
The structure or organization of events that make up a fictional story.
STORY-BASED INTERVENTIONS

Focus on self-management (tasks that involve the management of one’s own behaviour in order to meet a goal) or interpersonal skills (tasks that require social interactions with one or more individuals).

Need to be balanced with work on self-regulation.

Story-based interventions involve the use of a written description of situations under which specific behaviours are considered socially acceptable.

Stories may be supplemented with additional components (prompting, reinforcement, discussion...etc.)

Social Stories are the most well known story-based intervention and they seek to answer the “who, what, when, where and why” questions in order to improve perspective taking.
SOCIAL STORIES

Usually written in first person.

Use positive, reassuring language to identify the who, what, when, where and why of the situation or targeted behaviour.

Use of both descriptive and directing sentences.

- Descriptive sentences state the facts (My name is...), include thoughts and feelings of student or others (The teacher will like it when I listen.), identify what others can do to help if help is needed (If I feel upset, my teacher can help me by...), express a shared opinion or reassure the student (This is okay.)
- Directive sentences identify possible responses (If I need a break, I can tell the teacher or put the break card on my desk and go to the beanbag.) or gently direct behaviour (I will try to...)

Making the story more descriptive than directive is recommended.

Adding pictures often helps to increase understanding.

Personalization increases understanding and engagement.
Try it out
EXPLORATION DURING PLAY...

Compare and Contrast
Procedural Description
Sequential Cause/Effect
EXPANDING EXPRESSIONS TOOL

GREEN – Group
What group or category does it belong to?

BLUE – Do
What do you do with it? What does it do?

EYE – Look like
What size, shape, and color is it?

WOOD – What is it made of?
What is it made of or made from?

PINK – Parts
What are its parts?

WHITE – Where
Where do you find it? Where would you use/see it?

Orange ? – what else do I know?
Prior knowledge or fun facts
VISUALIZING AND VERBALIZING
VOCABULARY

**Circumference**

**Polygon**
A shape with straight sides

**Degree**
A unit for measuring angles or temperature

**Sum**
Definition (what it means):
the answer to an addition problem

Model (what it looks like):

- **Examples**:
  - $4 + 4 = 8$
  - $20 - 10 = 10$
  - $3.458 + 8.209 = 11.667$

- **Non-Examples**:
  - $2 	imes 3 = 6$
  - $20 - 10 - 10$
  - $12 - 4 - 3$
GRAPHIC ORGANIZERS
We take in 90% of our daily info VISUALLY.

Why use VISUAL NOTE TAKING in EDUCATION?

- Allows students to create personal meaning and relevance.
- Adding a visual increases retention by up to 65%.
- Can increase comprehension & data retention by 22-30%.
- Helps students synthesize BIG IDEAS!
- Increases engagement.
SKETCHNOTING

EVERYONE CAN DO IT

BUT WHY SHOULD I?

HELPs YOU UNDERSTAND MATERIAL

HELPs YOU REMEMBER WHAT YOU'RE LEARNINg

OVER TIME YOU WILL DISCOVER YOUR OWN VISUAL LIBRARY

ONLY YOU NEED TO UNDERSTAND YOUR DRAWINGS

USE: SHAPES Arrows Typography

GROUPS

PRACTICE & HAVE FUN

seeyourwords.com
Try it out
EMERGENT READERS

Begin to familiarize with the concepts of print to

- Directionality
- One-to-one correspondence between spoken and written words
- Value of picture clues to the meaning of story

Develop an understanding that printed words carry main meaning of the story.

Begin to make test-to-world connections.

Develop an intrinsic motivation/engagement in reading and story.
BRAINSTORM TIME

What can we do to foster emergent literacy skills in school?

What can we do to foster a love of reading in school?
SHARED READING — CROWD IN A CAR

**C** - Lead with a COMMENT.
**A** - STOP and wait 20-30 seconds.
**R** - ASK for or invite participation.
**A** - STOP and wait 20-30 seconds.
**R** - RESPOND by repeating and adding more.

**C** - Recall
**R** - Comprehension
**O** - Open-end
**G** - Question
**W** - Distance
RARE WORD SEARCH

1. With a partner pick one book.

2. Find 5 – 6 rare words and write them down. (Rare words are those you are unlikely to hear at the dinner table or in every day conversations.)

3. Share with your table group.
READING INCREASES WORD AND WORLD KNOWLEDGE

Children’s books contain 50 percent more rare words than adult prime time television or the conversation of college graduate students.

Children’s typical daily oral language experiences do not contain enough new words to bring about significant vocabulary growth.

Students who spend more time reading for recreation score higher on comprehension tests, have significantly higher GPAs, and develop more sophisticated writing styles than peers who spend less time reading.

(Source: Teaching Strategies Sourcebook)
Students need to know between 90-95% of the words in a text to be able to infer the meaning of an unknown word through context.
SUPPORTIVE PROPS
EYE READING AND EAR READING

Struggling readers are not being exposed to words, not getting access to vocabulary, not building background knowledge because they are not engaged with text! We need to engage them with text!
WRITING IS NOT...

Copying
Tracing
Having a scribe write for me (that is communication)
FOCUS ON THE FUNCTION OF WRITING
(FUNCTION BEFORE FORM)
SCRIBBLING IS PART OF WRITING DEVELOPMENT
REMNANT, TOPIC AND EXPERIENCE BOOKS
ASSISTIVE TECHNOLOGY
To develop the fine motor skills to print students need to engage in object handling activities that emphasize motor control, precision and accuracy of movements.

<table>
<thead>
<tr>
<th>Water play</th>
<th>Eyedropper</th>
<th>Stringing beads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing in shaving cream</td>
<td>Pegboard</td>
<td>Easel painting</td>
</tr>
<tr>
<td>Lacing cards</td>
<td>Cotton Swabs</td>
<td>Writing with different tools</td>
</tr>
<tr>
<td>Tweezer games</td>
<td>Sorting games</td>
<td>Self-help skills</td>
</tr>
<tr>
<td>Play dough</td>
<td>Clothespins</td>
<td>Finger painting</td>
</tr>
<tr>
<td>Scissors</td>
<td>Puzzles</td>
<td>Puppets</td>
</tr>
<tr>
<td>Use of a hole punch</td>
<td>Paintbrush and water</td>
<td>Chalkboard writing</td>
</tr>
<tr>
<td>Clay</td>
<td>Tearing paper</td>
<td>Finger plays</td>
</tr>
</tbody>
</table>
WRAPPING IT UP...
WHAT IS LITERACY?

“The ability, confidence and willingness to engage with language to acquire, construct, and communicate meaning in all aspects of daily living.”

(Alberta Education)
Helplessness
deprived of strength or power,
powerless, incapacitated

Agency
the power to act, informed,
empowered, enabled
“It’s not about doing everything. It’s about doing something!”