

Changing Results for Young Readers (CR4YR) Newsletter

Greetings!

Greetings from data central, where we -- Nicole Fusaro, a UBC grad student, and Sharon Jeroski, a CR4YR team member -- work with all the amazing information you provide!

Thanks to all of the committed teachers, ERA's, and facilitators, we have well over 1000 records in our data files, and they are packed with heart-warming stories, keen observations and insights, and a wealth of practical suggestions. It is awe-inspiring and a bit overwhelming.

We want to contribute to CR4YR becoming a true network, deep as well as wide, and so we are attempting to "give back" ideas like the ones you have sent us. We spend hours each week reading the records you are creating; now we are offering regular newsletters, full of some of the amazing information you've been sending us! This is the first of many ...

Sharon Jeroski & Nicole Fusaro

Who is involved in CR4YR?

Teachers & Classes

600+ teachers
450 classrooms

Districts & Schools

65 groups in
59 districts

Students

9000+ students
465 case studies

Inside this Newsletter:

- ✚ This week we will get a glimpse of what CR4YR teachers and teams are **DOING** in their classrooms and what they are **SEEING** as a result of their actions
- ✚ Learn who is involved in CR4YR
- ✚ Practical tips from your colleagues

"I am becoming a better teacher as I consistently collaborate."



"Vision: the art of teaching, it's not a prescription, it's ok to say I don't know what to say or where to go from here, it's about relationships."

What CR4YR Teachers are DOING:

- ✓ We set two goals with the student and a weekly timetable on how to accomplish them
- ✓ I share the inquiry question with the student to involve them in the learning process.
- ✓ We are making a personal connection with the student to build social confidence as well as building a comfort zone where he can take risks academically
- ✓ Our student engages in one-on-one reading sessions with a non-English speaker to empower the student to focus on building confidence and allow for the exchange of support
- ✓ I administered student success surveys with the whole class (e.g., What things are happening when I feel successful in my reading?) to get an idea of what they are thinking
- ✓ We are making time in our day for oral conversations with our student to share what is going on in his life

What CR4YR Teachers are SEEING:

- ✓ We learned that meeting his needs emotionally opens the door to academic learning with this student
- ✓ With the implementation of more 'talk time' we see more student engagement and resources that motivate child are revealed
- ✓ She is happy to work towards a goal that is manageable
- ✓ I have learned that the student responds positively to movement as this seems to help her decrease her impulsive behavior and increase her self-regulation so that she is able to focus on the task at hand
- ✓ We have seen that building on previous knowledge is important for the child's academic success. So is changing the structure of lessons in order to maintain interest and to target a variety of students' needs
- ✓ The bond between the teacher and student is important; it's good to change tasks that support the same outcome



Practical Tips

Here are some strategies you've told us about in the records you've submitted!

- ✓ I've learned that students are often much more likely to learn strategies when their classmates model than when I do. I'm working on incorporating more opportunities for that to happen.
- ✓ I've brought in a 'Super Reader' cape to increase self-confidence. Students enjoy the humour, and love wearing the cape. Our target student, who is very anxious, enjoys humour and seems to be laughing and smiling more in class. Props really help. Next, I think I'll take out the puppet bin -- perhaps we'll have the puppet "read to self" or she could read to a puppet or the puppets might read to the class.
- ✓ We have been creating books made of photographs that are significant to the child. He is very excited about reading personalized books, and his family is encouraged and eager to be involved by providing photographs. His self-confidence is increasing.
- ✓ I asked the Spanish multicultural worker to work with M. to provide a different perspective on his reading/listening comprehension. She read a story aloud to him in Spanish and asked comprehension questions (pre-reading, during reading, post-reading); then I did the same in English, following the same sequence and using similar
- ✓ questions. She noticed that he had similar comprehension in both languages, but he preferred answering in English, and used an English accent. She was very insightful—it was beneficial for all three of us to work together.
- ✓ Z was not very interested in most of the books in our room, and complained that they were either "boring" or "too hard." I co-wrote a book with him, where he was the main character, and the book was about one of his passions. He loves it! We use it for practice and for reading to other students. It really didn't take long. I'm going to do that again.
- ✓ I connect with him first thing every day and ask him to think about what he needs to get his work done, and how I can support him.
- ✓ I have students do a "warm-up" read, where each student reads a familiar text for about 5 minutes. My focus student especially enjoys this, and has an increasing collection of books she likes to read. She uses expression and tells about different ideas each time.
- ✓ We started to document students reading by taking snapshots of what they are reading as a sample, and we are taking video of how they are reading to nudge reading forward. Students like seeing themselves reading!

Changing Results for Young Readers

STRENGTH & OPTIMISM !

