

# The Literacy and Numeracy Secretariat Webcast Professional Learning Series

Viewer's Guide

## Kindergarten Matters: Planned, Purposeful and Playful Talk

Multi-media resource for professional learning



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## On this DVD you will find ...

On this DVD-ROM you will find the webcast and related resources for *Kindergarten Matters: Planned, Purposeful and Playful Talk*. You can view the webcast either in its entirety or in segments by making your selection from the opening menu. You can also access the webcast video and print files by opening the Print and Video Resources folder. See the Technical Instructions at the end of this Viewer's Guide for more detailed information on how to download the print and video files, as additional resources for your professional development.

The DVD is formatted to play from your computer's DVD drive. It will not play in the computer's CD-ROM drive or in a regular DVD player.

On this DVD you will find:

- Kindergarten Matters: Planned, Purposeful and Playful Talk
  - Featured Webcast: Play All
  - Webcast Segments: Selection
- Print and Video Resources
  - Viewer's Guide and Teacher Resources, 1–8 (PDF)
  - Getting Started with Networking (research articles, monographs and sample activities in PDF)
  - Oral Language Development (curriculum guides, research articles and sample texts and activities in PDF)
  - Kindergarten Matters: Planned, Purposeful and Playful Talk Video Files (WMV)

For additional copies of this DVD, please contact ServiceOntario at 416-326-5300 or toll-free at 1-800-668-9938. If you have your log-in number go to the ServiceOntario e-commerce website at <http://www.publications.serviceontario.ca/ecom> to order at no extra cost. The webcast and related resources for *Kindergarten Matters: Planned, Purposeful and Playful Talk* are also accessible online at <http://www.curriculum.org/secretariat/september30TL.shtml>.

# Table of Contents

<b>Overview</b>	2
<b>Webcast Segments</b>	4
<b>The Importance of Oral Language</b>	5
<b>Networked Learning Communities</b>	6
<b>Network Forming and Norming</b>	7
<b>Analyzing Talk</b>	8
<b>Planned Talk: Think–Pair–Share</b>	9
<b>Purposeful Talk: Repeated Interactive Read Aloud</b>	10
<b>Playful Talk: Focused Conversations at Centres</b>	11
<b>Changing Practice</b>	13
<b>Technical Instructions</b>	14
<b>How to Save the Video Files to Your Computer</b>	15
<b>How to Insert Video Clips (WMV files) into a PowerPoint Presentation</b>	16
<b>References</b>	17

## Overview

Feeling isolated is unfortunately one of the hallmarks of being a Kindergarten teacher. Traditionally, Kindergarten teachers have sought refuge from this isolation by banding together to form networks – groups of like-minded teachers who meet in on another’s classrooms to lend support, share ideas and discuss issues pertinent to the education of young children.

However, according to Judith Warren Little (1990), the real work of networks lies in the network’s capacity to provide a forum for joint work – the kind of collaborative inquiry that stimulates thoughtful examination of teaching practices and their impact on student learning. The product of such inquiry is new knowledge that shifts practice and spreads to others in the profession. In *Kindergarten Matters: Planned, Purposeful and Playful Talk*, you will watch a group of Kindergarten teachers come together to form such a network where the focus of the collaborative inquiry is on enhancing the oral language development of their young students.

Oral language is the basis for reading and writing in any language; it is the foundation for literacy development, thinking and socialization. The foundations of oral language development are laid from infancy through early childhood as children interact and communicate – first non-verbally and then verbally with the adults and other children in their homes, in their schools and out in their communities (McCain & Mustard, 1999). However, the oral language playing field is not level for all children. According to estimations reported by Hart & Risley (1995), children of families with higher socio-economic status are exposed to over 30 million words of spoken language by the time they are three years old and on average have a vocabulary of about 1,100 words when they enter school. Children from working-class homes are exposed on average to over 20 million words and have vocabularies of about 700 words. But those children coming from families with lower socio-economic status have heard only about 10 million words when they come to Kindergarten and have vocabularies of only 500 words – less than half the vocabulary of their playmates. And this vocabulary gap will remain, according to Biemiller (2001), if greater attention is not given to vocabulary development in schools.

In the following webcast, you will see a group of Kindergarten teachers taking action to close the vocabulary gap for their young students. You will observe their investigation of the characteristics of typical language development for both native speakers of English and English language learners and their study of effective teaching strategies. Specifically, you will be introduced to three language-enriching strategies: (1) Think-Pair-Share, (2) Repeated Interactive Read Alouds (McGee & Schickedanz, 2007) and (3) Focused Conversations at Learning Centres.

In order to facilitate the work of school teams across the province to build students' comprehension skills in the later grades, it is vitally important that Kindergarten teachers come together to ensure that they are planning, observing and then, based on these observations, determining next steps that will promote oral language development in their students. Carefully planned, purposeful and playful learning opportunities (Gunnewig & McGloin, 2003) can provide all children with the time, resources and instruction they need to learn the English language system and to use it effectively to understand and interpret information, to express ideas and to think more deeply and more critically.

*Kindergarten Matters: Planned, Purposeful and Playful Talk* is a resource that you can use to learn about networking, capacity building and key teaching strategies to support early literacy development for all the young students in your care.

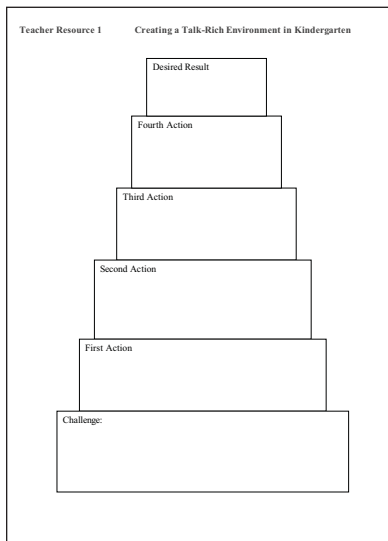
## Webcast Segments

You can view the webcast for *Kindergarten Matters: Planned, Purposeful and Playful Talk* either in its entirety or in segments by making your selection from the opening menu.

Introduction – Mary Jean Gallagher . . . . .	<b>Time: 05:03</b>
The Importance of Oral Language – Janice Greenberg . . . . .	<b>Time: 13:47</b>
Networked Learning Communities . . . . .	<b>Time: 05:49</b>
Network Forming and Norming . . . . .	<b>Time: 08:01</b>
Analyzing Talk . . . . .	<b>Time: 05:56</b>
Planned Talk: Teaching Think-Pair-Share . . . . .	<b>Time: 05:56</b>
Planned Talk: Using Think-Pair-Share . . . . .	<b>Time: 07:09</b>
Purposeful Talk: Repeated Interactive Read Aloud – The First Reading . . . . .	<b>Time: 05:56</b>
Purposeful Talk: Repeated Interactive Read Aloud – The Second Reading . . . . .	<b>Time: 05:41</b>
Purposeful Talk: Repeated Interactive Read Aloud – The Third Reading . . . . .	<b>Time: 08:52</b>
Playful Talk: Demonstrating Focused Conversations at Centres . . . . .	<b>Time: 10:49</b>
Playful Talk: Practising Focused Conversations at Centres . . . . .	<b>Time: 03:32</b>
Changing Practice . . . . .	<b>Time: 13:30</b>
The Teachers' Perspectives	
A Facilitator's Perspective	
A Principal's Perspective	
A Superintendent's Perspective	

# The Importance of Oral Language

**Synopsis:** In this segment, Janice Greenberg from Toronto's Hanen Centre describes how children come to acquire language. She also discusses why a planned, purposeful and playful approach to oral language learning in Kindergarten is essential. By providing brief summaries of pivotal research in this area, Janice is able to identify key characteristics of programs that promote essential oral language development.



## To deepen understanding:

1. Research reveals how critical it is to have young children engaged in conversations with adults. What scenarios present themselves in the daily Kindergarten program to promote such conversations between adults and children?
2. Imagine that a visitor walks into your classroom at 9:35 a.m. or 1:35 p.m. What examples of talk would be evident to this visitor?
3. What challenges might you face as you create a more talk-rich Kindergarten environment? Use Teacher Resource 1 to plan how you might overcome one of these challenges.

(Length: 13:47 minutes)

# Networked Learning Communities

**Synopsis:** In this segment, Dr. Stephen Katz from OISE provides a research context for the collaborative inquiry that Kindergarten teachers can undertake in networks.

## To deepen understanding:

1. Think about your own experiences participating in a network. What brought you to the network in the first place? In what ways did the work of the network enhance your professional learning and practice? In what other ways would you have liked this network to have enhanced your professional learning and practice?
2. Dr. Katz suggests that “productive conflict” is essential to the work of networks. What do you think “productive conflict” might sound like in the context of a professional discussion about “snack time” in the Kindergarten?

(Length: 5:49 minutes)



# Network Forming and Norming

**Synopsis:** In this segment, we see how the first network meeting unfolds for a group of Kindergarten teachers who come together from a family of schools to study oral language.

Teacher Resource 2		
Oral Language Development in Kindergarten		
Planned, Purposeful and Playful TALK webcast	The Kindergarten Program (1998)	<i>A Guide to Effective Instruction in Reading, K to Grade 3</i>

## To deepen understanding:

1. Forming a set of professional working norms is one of the activities engaged in by the group of Kindergarten teachers featured in this webcast. Take a minute to think about your own learning needs. What conditions need to be in place for you to engage successfully in professional learning within a network setting?
2. As a result of discussing student learning needs in the area of oral language, the group identifies important aspects of oral language development for Kindergarten children. Use Teacher Resource 2 to compare and contrast the key points from this discussion (06:00 – 06:30) with the expectations in the specific area of Oral Communication found in the Kindergarten Program (1998) and the information contained on pages 3.3 – 3.14 (Oral Language and Reading) of *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3*.

(Length: 8:01 minutes)

# Analyzing Talk

**Synopsis:** After carefully analyzing samples of talk from students in their classrooms, the teachers in the Kindergarten network make connections between the Oral Language Developmental Continuum found in *A Guide to Effective Instruction in Reading, Kindergarten to Grade 3 and Supporting English Language Learners in Kindergarten – A Practical Guide for Ontario Educators*.

Teacher Resource 3 Recording Samples of Student Talk in the Kindergarten		
Method	Strengths	Challenges
Anecdotal Notes		
Transcripts		
Video Clips		
Audio Clips		

Taking Action: I'm going to try using \_\_\_\_\_ in my classroom because . . .

## To deepen understanding:

1. The teachers in the network group were able to capture a language sample with relative ease that resulted in their gathering a surprising amount of data. Use Teacher Resource 3 to record the strengths and challenges you see in each of the methods chosen by the teachers. Determine which of the methods demonstrated by the teachers would work best for you in your classroom setting.
2. English language learners will continue to grow in numbers in our classrooms. Read pages 10–15 in *Supporting English Language Learners in Kindergarten – A Practical Guide for Ontario Educators* and use the “Say Something” strategy to summarize information about the four Language Development Strategies described in this section.

(Length: 5:56 minutes)

# Planned Talk: Think–Pair–Share

**Synopsis:** In this segment, Mark uses a step-by-step process to teach his students how to participate in think-pair-share. The students then practise think-pair-share during the reading of a big book.

Teacher Resource 4      Think-Pair-Share

Think-Pair-Share  
Anchor Chart

We can use think-pair-share to help us listen and learn from each other.

1. Think silently about the question asked.
2. Sit knee to knee with your partner.
3. Sit eye to eye with your partner.
4. Let the 1<sup>st</sup> person talk while the 2<sup>nd</sup> person is a good listener.
5. Let the 2<sup>nd</sup> person talk while the 1<sup>st</sup> person is a good listener.
6. Turn back to the group.
7. Give everyone a chance to share their ideas with the group.

Teacher Resource 5      The Gradual Release of Responsibility

Role of the Teacher	Role of the Students

## To deepen understanding:

1. Sharing in the Kindergarten program has traditionally been linked to describing a product or an event (e.g., Show and Share, Show and Tell). How does the instructional strategy of think-pair-share deepen the sharing and thinking of Kindergarten students? Use Teacher Resource 4 as a guide.
2. What decisions did Mark need to make prior to the teaching of think-pair-share? What is the evidence of Mark's careful planning in terms of how the students learned to participate in think-pair-share?
3. As Mark demonstrates the gradual release of responsibility, the children begin to take ownership of their learning. Use Teacher Resource 5 to document how you saw the gradual release of responsibility at work in these video segments.

There are two video segments on Planned Talk:

**Planned Talk: Teaching Think-Pair-Share**  
(Length: 5:56 minutes)

**Planned Talk: Using Think-Pair-Share**  
(Length: 7:09 minutes)

# Purposeful Talk: Repeated Interactive Read Aloud

**Synopsis:** In this segment, Laura experiments with the repeated interactive read-aloud strategy of McGee & Schickedanz (2007). This strategy provides a structure for teachers to revisit text over multiple days in order to develop new vocabulary and to deepen the children's understanding of the big ideas found in the text.

Teacher Resource 6		
Supporting Student Learning Through Repeated Interactive Read-Alouds		
Student Learning Needs	Repeated Interactive Read-Aloud	Next Steps

## To deepen understanding:

1. In the segment (00:51–01:45), Laura reflects on her observations of the range of vocabulary development of her students. What did Laura have to have in place in order to gather this type of data of student learning? What might be the implications of these observations for the children's learning?
2. Laura purposefully chose the repeated interactive read-aloud strategy to begin to address the student needs she identified in her data collection. Use Teacher Resource 6 to identify how the repeated interactive read-aloud framework supported these identified learning needs?
3. What might the words “planned” and “purposeful” mean in terms of the choice of materials, the new vocabulary taught and the connections made to the classroom experience in these repeated interactive read alouds?

There are three video segments on Purposeful Talk:

**Purposeful Talk: Repeated Interactive Read Aloud** The First Reading  
(Length: 5:56 minutes)

**Purposeful Talk: Repeated Interactive Read Aloud** The Second Reading  
(Length: 05:41 minutes)

**Purposeful Talk: Repeated Interactive Read Aloud** The Third Reading  
(Length: 08:52 minutes)

# Playful Talk: Demonstrating Focused Conversations at Centres

**Synopsis:** In the third Kindergarten classroom, Dianne models and then coaches Tamara to facilitate rich conversations at the water table. Using strategies outlined in a chapter from *Different Paths to Common Outcomes* (Clay, 1998), Tamara is able to engage the children in inquiry which expands their thinking and develops new vocabulary.

Teacher Resource 7    Learning at the Water Table	
... in the webcast	... in my classroom

## To deepen understanding:

1. The learning centre featured in this video segment is the water table. Use Teacher Resource 7 to compare and contrast the learning that typically happens at your classroom water table with the learning illustrated in this clip.
2. Dianne and Tamara demonstrate a number of strategies to improve the quality of teacher-student interactions. Use Teacher Resource 8 to identify the impact of each of the following strategies on the children's learning:
  - Provide “wait” or “think” time.
  - Notice and name the learning.
  - Extend and expand the children's thinking.
  - Ask questions like “How did you know...?”
  - Connect children's background knowledge to new learning.
  - Point out the relationships between what the students already know and new learning.

Teacher Resource 8		Improving the Quality of Teacher – Student Conversations	
The teacher did/said ...	The students did/said ...	The impact on student talk/learning was ...	
Provide “wait” or “think” time.			
Notice and name the learning.			
Extend and expand the children’s thinking.			
Ask questions like “How did you know ...?”			
Connect children’s background knowledge to new learning.			
Point out the relationships between what the students already know and new learning.			

- In the segment from 09:31 to 09:58, Dianne reflects on her interaction with Fiona. If you had been the teacher in this situation, what might have been your next step? Consider a range of possibilities.
- Watch Tamara interacting with the students in the segment entitled, Practising Focused Conversations at Centres. What strategies do you see at work? What coaching advice might you give to her?

There are three video segments on Playful Talk:

**Playful Talk: Demonstrating Focused Conversations at Centres**  
(Length: 10:49 minutes)

**Playful Talk: Practising Focused Conversations at Centres**  
(Length: 3:32 minutes)

## Changing Practice

**Synopsis:** In the first of four short interviews, Mark, Laura and Tamara reflect on their changing perceptions of the role of the teacher in a Kindergarten classroom. They also discuss specific changes they have made to their classroom practices as a result of their participation in this Kindergarten network. In the second interview, Dianne describes the different aspects of her role as one of the network facilitators. In the third and fourth interviews, a school principal and the superintendent from the family of schools share their thoughts about the power of networking.

### To deepen understanding:

1. After watching this webcast, in what ways has your own perception of the role of a Kindergarten teacher changed?
2. In discussion about classroom routines found in the segment entitled “A Facilitator’s Perspective,” the teachers in the network touch on a number of big ideas about oral language development in Kindergarten. Which of these big ideas is having the greatest impact on your thinking and practice? What changes might you make to a classroom routine to incorporate this new big idea?
3. How might you compare and contrast the process of improvement described by the principal (11:01–11:40) with how you typically implement change in your classroom, division or school?
4. The superintendent suggests the importance of Kindergarten in the school improvement process. How do you see the work you do in your Kindergarten program setting a foundation for future student learning in your school?

(Length: 13:30 minutes)

## Technical Instructions

To access the **Print and Video Resources folder in Windows**, insert the DVD into the DVD drive of your computer:

1. Click on the Start menu.
2. Select My Computer.
3. Right-click the mouse on the DVD icon titled “**Kindergarten Matters: Planned, Purposeful and Playful Talk**” to open a drop-down options list.
4. From the drop-down list, select and click on the Open option.
5. Double-click on the folder titled Print and Video Resources to access the files. Ignore the folders titled Audio\_TS and Video\_TS.
6. Select the resources you wish to use directly from this folder, **OR** Copy onto the desktop and open files from the desktop.

Alternatively, when the DVD is inserted and the options box opens:

1. Select the option Open Folder to View Files.
2. Click on the Print and Video Resources folder.
3. Select the files you wish to use directly from this folder, **OR** Copy the files onto the Desktop and open them from the Desktop.

To access the **Print and Video Resources folder in Mac OS X**, insert the DVD into the DVD drive of your computer:

1. Exit from the DVD player (this typically opens automatically when a DVD is inserted in the drive).
2. Select the DVD icon titled “**Kindergarten Matters: Planned, Purposeful and Playful Talk.**”
3. Select the files you wish to use directly from this folder, **OR** Copy the files onto the Desktop and open them from the Desktop.





# How to Save the Video Files to Your Computer

The video files can all be copied and saved to your computer using either of the following methods for copying and pasting files.

## *Method 1*

1. Right-click on the file and choose the Copy option.
2. Right-click within any computer folder in which you would like to save the file, and choose Paste.

## *Method 2*

1. Click the mouse on the file you want to save, so that the file is highlighted.
2. Simultaneously press the Ctrl and C keys (for Macintosh users, the Command and C keys) to copy the file.
3. Left-click within any computer folder in which you would like to save the file, and simultaneously press the Ctrl and V keys (for Macintosh users, the Command and V keys) to paste the file there.
  - For Macintosh users, the Command key is the one with the following symbols:  

## **NOTE:**

You must save the video files that you are intending to insert into a PowerPoint presentation in the folder containing the PowerPoint file. If you save a PowerPoint presentation to another location (e.g., a memory stick, CD, etc.), you must also save the video in the same location in order for the video to play. This means that if you transfer the presentation to another computer, you must transfer the video files with it. Otherwise, the video will not link to the PowerPoint presentation.

## How to Insert Video Clips (WMV files) into a PowerPoint Presentation

On this DVD you will find WMV versions of all segments of the webcast.

To insert a clip into a PowerPoint presentation, follow the directions below:

1. Open PowerPoint.
2. Create a new PowerPoint presentation **OR** open an existing PowerPoint presentation, and within it, open the slide on which you would like to add the video.
3. Insert the DVD into the DVD drive of your computer.
4. If a new window opens asking how you would like to view the files on the disk, choose the option Open Folder to View Files; **OR**

If a new window does not open, open the My Computer window from the Start menu. In the My Computer window, double-click on the icon shaped like a disk, which will likely be labelled D: or E:.

5. Save the video segment that you want to insert in a PowerPoint into the same folder in which the PowerPoint presentation is saved on your computer.

**NOTE:** Video files that have been saved to your computer can be cropped and edited into smaller segments using Movie Maker (free on PCs) or iMovie (free on Macintosh).

6. Open the PowerPoint slide on which you would like to insert the video, and click on the Insert menu in the PowerPoint menu bar.
7. From the Insert menu, select Movies and Sounds, and click on the option Movie from File.
8. A window opens, prompting you to find the video file that you would like to add. Find and select the video file that you saved earlier in step 5.
9. Once you have chosen the video file you need, another window opens and asks if you want your movie either to play automatically when you enter the slide or to play only when it is clicked. Choose your preference. You will notice that the starting image of your movie is not displayed on the slide.

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