

## **Kindergarten Matters: Planned, Purposeful, and Playful Talk**

### **Project Description:**

Life as a Kindergarten teacher can sometimes be lonely and isolating! But a new style of Kindergarten network focused on improving student achievement through collaborative inquiry is bringing Kindergarten teachers together from one family of schools for both personal support and professional learning.

In this webcast, you will see how the teachers start with the assessed learning needs of their students and then draw on current research to help them study the impact of think-pair-share, repeated interactive read-alouds, and small-group instruction at learning centres. By going into the classrooms of three of the network members, we see first-hand how planned, purposeful, and playful talk promotes oral comprehension and vocabulary development in our youngest learners.

The following questions are intended to promote deep thinking and professional dialogue:

1. What aspects of oral language development are essential for young learners to acquire?
2. How are these essential aspects reflected in the Kindergarten program and the Oral Language Continuum from A Guide to Effective Instruction in Reading, Kindergarten to Grade 3
3. Classroom routines often represent an expression about one's beliefs about how children learn. What might the routines in place in your Kindergarten program suggest about your beliefs regarding the role of oral language?
4. What challenges might one face as one tries to create a more talk-rich Kindergarten environment?
5. 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?
6. 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 a repeated interactive read-aloud?
7. In what ways might the work of a network enhance your professional learning and practice?