

## Dear Teachers:

Welcome to ReadableFest 2020!

This guide will assist you as you implement the program into your classroom. There are seven sections:

1. Program description and tips
2. Pre and Post Surveys
3. Contents of your classroom kit
4. Readable website and online resources
5. Instructional Methods, Evaluation and Assessment
6. Lesson Plans
7. Final Words



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# Teacher Guide

## PROGRAM DESCRIPTION

**ReadableFest** is a reading program for students in grades 3-5. Your leadership and explicit reading instruction will help guide students to extend their understanding of inclusion, express personal opinions, and see things from a different perspective, especially as it relates to people with disabilities.

Exploring ReadableFest stories will allow your students to explore complex topics related to diversity, equity and inclusion and issues connected to fairness, social justice and other subtle or abstract themes.

The reading program is implemented during your regular literacy block for approximately 7 weeks. Participants take advantage of additional resources available online and engage in a Twitter campaign designed to support and enhance classroom discussions with the hashtag #CanYouImagine.

If your school or classroom has a Twitter account, we encourage you to follow and maximize your engagement.

Skype sessions for each school have been arranged with author Shane Burcaw as a follow-up activity for his book. Your school's date will be shared with you directly in order to prepare for the session: read the book with your class, arrange the required technology and prepare questions to maximize the 20-minute virtual author visit.

It is highly recommended that students generate questions in advance to discuss his book *Not So Different: What You Really Want to Ask About Having a Disability*.

The culminating event is held in March 2020. All participating classrooms attend one of four full-day final conferences at a host school in your local area.

Students engage in breakout groups using the Open Space Technology format. This is a participant-driven process whose agenda is created by the students, providing an opportunity for student voice and collaboration.

Participants become accessibility advocates and create school action plans to improve the 'accessibility climate' within your school community.

Students will focus on the key question, "How can we build a more accessible school community?" Guided by the Readable Fest Facilitator, classroom and other supervising teachers officially record ideas generated by the students.

A comprehensive document is created summarizing all breakout discussions and is accessed by all participants for the continued development and yearly evaluation of the student-generated school action plan.

The final conference also features an opportunity for students to meet author Eric Walters after his keynote presentation.

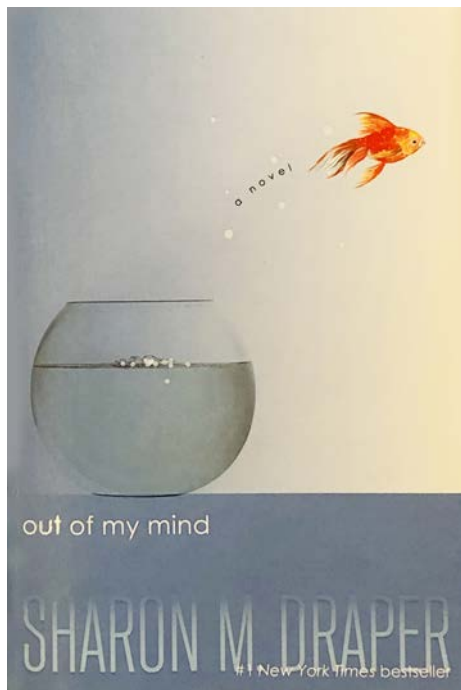


**Trauma-informed approach**

As educators, you are most likely familiar with the concept of trauma-informed teaching, which draws our attention to classroom practices that are intended to support and help the child who has experienced trauma. Trauma, broadly defined, is an experience that overwhelms an individual's ability to cope.

A trauma-informed approach to teaching is critical to understand how to respond to and support individual children who have Adverse Childhood Experiences (ACEs).

Please refer to best practices and resources provided by your school board to guide your own practices. Although all titles have been chosen to increase accessibility awareness, some of the Readable Fest stories may have topics or events, such as death or separation of a parent, loss of home, medical injury, etc. that may be challenging for some of your students.



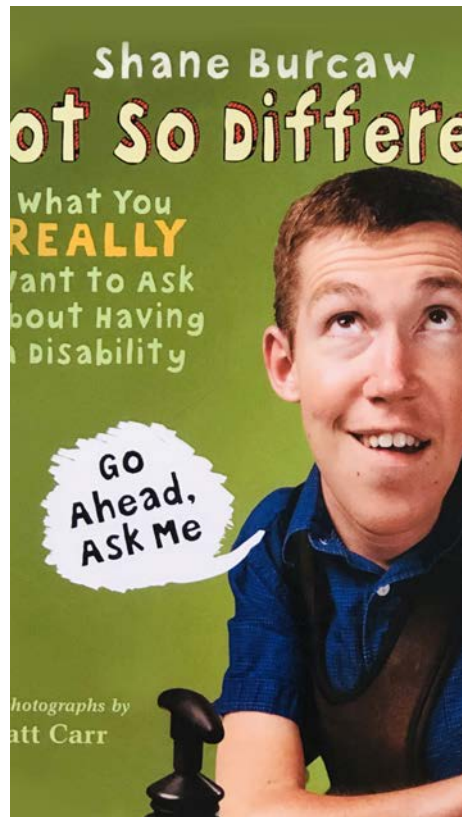
**Read Alouds: Single Class Copies**

*Out of My Mind* by Sharon Draper should be read to the larger group during the program while you are looking at each of the other titles in

small guided reading groups. By reading 1-2 chapters each day, shorter discussion activities can be conducted either during your regular literacy block or other times of the day. Shorter activities are provided for this novel in the **Lesson Plans** section to generate rich classroom discussions.

The Twitter campaign #CanYouImagine will also have posts about this text for classroom engagement.

*Not So Different: What You Really Want To Ask About Having A Disability* has been autographed by Shane Burcaw. If possible, share this book using a document camera so students can see



the photographs in the book. Shane is very excited to be part of this program. Skype sessions have been scheduled for each school. Students should prepare questions in advance to make the most of the 20 minute author visit. Please preview and select questions to avoid repetition. It is recommended that classrooms read this book first as Skype sessions are booked for January 20th to February 24th, 2020.



**Twitter and #CanYouImagine**

You are invited to follow us @ReadableFest and to participate in the #CanYouImagine campaign, have students or your class account offer remarks about each of the books and engage in ongoing discussions to expand the practice of inclusion.

There will be frequent posts about the books, classroom activities, and general topics to increase accessibility awareness. We'd love to see the program in action in your classroom!





Name: \_\_\_\_\_



### PRE AND POST SURVEYS

Surveys will be made available by your school board to collect opinions from educators, students and families. Your administrator will provide details about accessing and distributing the surveys. The purpose of the surveys is to measure the 'accessibility climate' before and after reading the various stories and engaging in meaningful discussions. In an effort to collect honest feedback about this topic, all surveys are anonymous. Data will be shared with OneWorld Schoolhouse Foundation.

### CLASSROOM KIT

Your school has received a box for each participating classroom. The contents include:

- 5 copies of 7 different titles for guided reading
- 1 copy of each *Out of My Mind* and *Not So Different: What You Really Want To Ask About Having A Disability* for classroom read-aloud
- Classroom poster
- 24 Student Workbooks
- 24 sheets of incentive stickers ('Badges'). Award them as students complete a summary for each title. There's a specific location for each 'Badge' in the Summary Section of the Student Workbook.

NOTE: Class size assumed to be 24. More workbooks and incentive sticker sheets are available on request.

### The Student Workbook:

Each Workbook includes a welcome letter to students, charts to monitor decoding, comprehension and expanding meaning reading strategies, a work space for each Guided Reading lesson, including 'Watch for New Vocabulary' and any follow-up tasks.

There is also a section to summarize each story. The Summary Section includes two 'anchors' - one for each fiction and non-fiction title.

Of course, you likely have created similar examples for your grade level. Feel free to use the samples provided as additional support.

Each book has a dedicated 'My Summary' two-page spread. One side-'Details or Facts'-is used to record and organize ideas for their written summary.

The other side-'Summary'-is the space for this writing task. Once students have completed the summary, you could choose to award each 'Badge' when they submit their work to you for evaluation, or after you have given feedback.

For students using SEA technology, the Student Workbook is provided as an online, fillable PDF.



### Incentive Stickers/Badges and Classroom Poster:

A bundle of 24 sticker sheets are provided in your kit-one for each student. It is recommended that you write each student's name on the sticker sheet and keep them in a safe place (i.e. in Guided Reading group magazine folders or baskets, in a file, inside your desk, etc.)

For students using SEA technology, have students print their work and then award each Badge.

Each classroom also received one poster to promote the program and pique curiosity.





## WEBSITE AND ONLINE RESOURCES

The Readable Fest website has descriptions of each story, 'Other Stories' to supplement the books, Teacher Guides and Resources, Lesson Plans, an accessible-formatted Student Workbook and a Twitter wall.

## INSTRUCTIONAL METHODS, EVALUATION AND ASSESSMENT

Modelled, shared, guided or independent reading techniques can be used to differentiate your instruction. Readable's stories—provided copies of books and 'Other Stories' are on the website—have a range of levels of difficulty, themes, vocabulary and length.

In each lesson plan, you'll notice the following headings:

### **Lesson Snapshot:**

A brief statement outlining the intentions of reading the specific text.

### **About the Book:**

A short summary of the book.

### **Success Criteria:**

Generating success criteria prior to each lesson is highly recommended. At this point in the school year, you may have a variety of previously co-constructed examples that could be

applied, or you can generate new criteria guided by your long-range plans. A sample is provided below for teachers less familiar with this practice.

### **Success Criteria Example:**

Learning Goal: "We are learning to extend our understanding of texts by connecting the ideas in them to our knowledge."

### **Success Criteria:**

- 1) I can connect what I am reading to my own experiences
- 2) I can connect what I am reading to other ideas from a text that I have read
- 3) I can connect my ideas from a text to what is happening in the world around me.

### **4. Curriculum Expectations:**

A selection of Grade 3-5 Reading Expectations is provided as a side-by-side chart (available for download.) These suggested expectations can be used for assessment or reporting purposes. Naturally, depending on your long-range plans, you may have other curriculum expectations that could be incorporated. Assessment and evaluation should be based on the provincial curriculum expectations and the achievement levels outlined in your Ontario Curriculum document.

### **Materials:**

A suggested list of required items for each lesson are noted.

**Lesson Details:** See next section.

## LESSON PLANS

Each lesson has 'Before Reading,' 'During Reading,' 'After Reading' and 'Follow-Up Activities.' Many of the follow-up activities include discussion topics or suggested 'Other Stories' to provide students an opportunity to make connections or to learn more about a topic. The #CanYouImagine Twitter campaign will have opportunities for schools to offer comments and thoughts about each book and various topics.

## FINAL WORDS AND CONTACT INFO

The goal of the program is to have students drive change improving the accessibility culture at your school. Clubs or committee can be formed to monitor the progress or alternatively, classrooms or existing student groups can take turns being responsible for this school action plan. Staff can also rotate in the supervisory role.

Each school should have a designated contact person for the program.

The ReadableFest Facilitator is always available by email or phone to answer questions or provide support.

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