



Getting Started with Balanced Literacy and *Literacy Place for the Early Years*

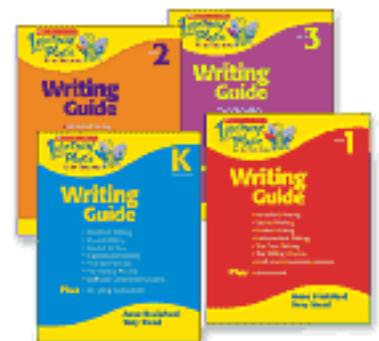
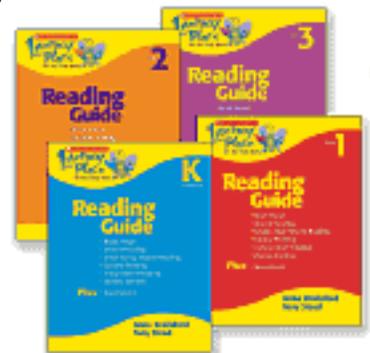
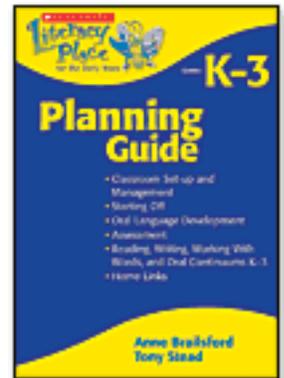
Featuring *Literacy Place for the Early Years*

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Welcome to the introductory issue of "Teaching Tip of the Week" for *Literacy Place for the Early Years*. These tips are provided to support new purchasers or current users in implementing *Literacy Place for the Early Years (LPEY)* in the easiest and most effective manner. Questions will be answered, various literacy approaches will be outlined, and specific sections of the resource will be highlighted each week. Sometimes this will be a reminder for you or it may be new learning. So...here we go!

Here are some essentials to help you get going with LPEY:

- There is a helpful section on "Getting Started with Balanced Literacy" in the *Planning Guide, K-3*. See pages 33-35 for a suggested sequence for gradually integrating new practices and thinking with current pedagogy.
- There are reproducible books for Levels A-C available online. To access these materials, go to www.lpeyresources.ca.
- The *Planning Guide, K-3* includes information on "Home Links" — methods to continue classroom learning at home. See pages 52-58 for BLMs of Reading Bookmarks and suggestions for encouraging reading, writing, word recognition, and spelling.
- Specific strategy support for English Language Learners can be found in the *Reading Guide* and the *Writing Guide* at each grade level. Suggestions are provided for assessing English reading and writing skills, supporting ESL on teaching plans, and promoting reading and writing competency.
- In the *Reading Guides* there are easy-to-implement Literacy Centres that promote student independence and provide practice in literacy-building activities.
- *LPEY* Grade 3 provides an opportunity for students to participate in a Book Club where they read and discuss texts. The theme of the Book Club is "Overcoming Challenges". There are four different texts at various levels to accommodate the reading needs of students within the classroom. The Book Club unit is explained on pages 102-119 in the *Grade 3 Reading Guide*.
- The *Writing Guide* at each grade level contains six different text-type studies for writing. The text-types include: explanation, procedure, narrative, persuasion, description, and retell.
- Each text-type study has a "mentor text" which is introduced in Shared Reading or Read Aloud.
- There are several grade-specific craft and conventions lessons listed in each *Writing Guide*. Reference is made to these lessons in the teaching plans for the text-type studies. Often the whole class or a small guided writing group can benefit from focused instruction on one aspect of the writing process.
- A complete listing of high-frequency words that can be used on a word wall is available in each *Working with Words Guide*.
- There are suggestions for organizing classroom library collections and an explanation of how to get started with Independent Reading in each *Reading Guide*. Make sure you check out the list of Independent Reading Mini-lessons that are specific to your grade level. Also there are reproducible bookmarks for word recognition and comprehension strategies as well as a Reading Log organizer at the end of this section.
- Students are introduced to media texts as early as Kindergarten. There are big book versions and six small copies of kid-friendly magazines in Kindergarten and Grade 1. Within each magazine are a variety of different text-types (e.g. riddles, jokes, explanations, stories, instructions, etc.). As students progress into Grades 2 and 3, media texts such as magazines, brochures, manuals, guides, posters, and advertisements are introduced in both Shared Reading and Guided Reading. For a complete listing, check the "Media Texts" section of each *Reading Guide*.



Stay tuned for upcoming issues of Teaching Tip of the Week for *Literacy Place for the Early Years*. If you have a question you would like answered, please email your request to: workshops@scholastic.ca.